FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Projects

Bureau / Office
Division of Workforce Education

Program Name
Carl D. Perkins, Career and Technical Education, **State Leadership, Professional Institute**

Specific Funding Authority (ies)
Carl D. Perkins Career and Technical Education Improvement Act of 2006 (**Perkins IV**), Title I; Workforce Investment Act, Section 503, CFDA #84.048
Web site: http://12.46.245.173/pls/portal30/CATALOG.PROGRAM_TEXT_RPT.show

Funding Purpose/Priorities
To create a Professional Institute (PI) that will provide equitable, statewide mini-grants for industry certification to Career and Technical Education (CTE) teachers and professional development activities:

1. Develop, administer and implement a procedure for mini-grant awards to assist CTE teachers in obtaining industry certifications.
2. Plan and coordinate professional development activities statewide.

The PI will work in conjunction with a statewide Career and Technical Education Professional Development Committee appointed by the Chancellor of Workforce Education. The Committee will be composed of FDOE staff, career and technical education practitioners, and others deemed appropriate by the Chancellor.

1. Mini-Grant Awards for Industry Certification of CTE Teachers

The PI will award funds equitably throughout the state for CTE teachers to earn industry certifications within the fields in which they are currently teaching. The PI will develop, administer, and implement an awards process that includes the following:

1.1. Conduct a needs assessment in the state's Service Areas to identify:

a) CTE teachers in each of the five regions of the state who do not yet possess the industry certification for their programs (see **Service Areas Chart** in the **Attachments** section for the regions).
b) The approximate cost of each industry certification, including the cost of the training / course examinations.
c) The projected time necessary to obtain each industry certification.
d) The approximate number of industry certifications that can be obtained within the timeframe of this grant.

1.2. Develop a mini-grant application process and contract that includes:

a) An application and approval criteria for equitable selection of teacher applicants for industry certification who will apply for the mini-grants through their Local Education Agency (LEA).
   - The mini-grants will pay for the cost of industry certification instruction, examinations, and licensing fees.

b) A contract for use between the PI, the Local Education Agency (LEA) and eligible CTE teachers whereby:
   - The LEA selects teachers qualified to complete the coursework required to earn an industry certification to teach the curriculum that enables their students to also obtain an industry certification.
   - First priority must be given to teachers who need industry certification in order to teach programs that lead to student industry certification.
   - The LEA determines the eligibility of the CTE teachers within the fields in which they are currently teaching.
   - The LEA commits to pay for: travel, per diem and lodging to obtain industry certification.
   - The participating CTE teacher agrees to continue teaching at the co-sponsoring LEA for a period of at least two years after obtaining industry certification.
   - The LEA agrees to reimburse the FDOE if the teacher does not earn an industry certification within three years.

2. Professional Development

The PI will provide assistance to FDOE for statewide professional development opportunities to support implementation of Strategic Imperative #4: Improve the Quality of Instructional Leadership that includes the following:

2.1 Coordinate statewide professional development activities that include:

a) Conduct a needs assessment linked with regional economies and high program enrollments on topics such as, but not limited to: Programs of Study and Career Clusters, and has an emphasis on non-traditional career and technical programming that lead to high-wage, high-demand careers and industry certification.

b) Provide training opportunities in each of the five Service Areas of the state based on need (see Service Areas Chart in the Attachments section for the regions).

c) Organize training information, sites, equipment and presenters.

Total Funding / Approximate Number of Awards
$500,000 Total -- One award is anticipated.

Distribution of funds:

$300,000 minimum	Mini-grant Awards for Industry Certifications to CTE teachers
Up to $ 75,000	PI Salaries - including benefits
Up to $100,000	Professional Development Activities
Up to $ 25,000	Administration – up to 5%

Matching Requirement
Not applicable

Budget / Performance Period
October 19, 2007, (and upon receipt of the DOE 200, Project Award Notification) through June 30, 2008

Federal programs: the project effective date will be the date that the application is received within Florida Department of Education (DOE) in Substantially Approvable Form, or the effective date of the Federal Award Notification, whichever is later.

Target Population(s)
Public and private service providers of secondary and postsecondary career and technical education

Eligible Applicant(s)
Florida's public community colleges and universities

Application Due Date
October 19, 2007. The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable.

Contact Persons
- Grants Management Contact: Carol Hubbard, 850/245-0723, Carol.Hubbard@fldoe.org
- Program Contact: Elsie Rogers, Program Manager, 850/245-9029, Elsie.Rogers@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 web site: http://www.fldoe.org/comptroller/doc/gbsectiond.doc

Community Colleges and Universities

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

Narrative Components / Scoring Criteria

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

1. Project Abstract or Summary — FIXED REQUIREMENT

Instructions

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

Criteria

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

2. Project Need **5 points**

Instructions

Describe the need for the proposed project and provide supporting data as evidence.

Criteria

- *The need for CTE teachers to become industry certified is evident, compelling and clearly linked to the performance measures / outcomes of the program.*
- *The need for professional development activities is evident, compelling and clearly linked to the performance measures / outcomes of the program.*
- *The magnitude or severity of the problem is evident, compelling, and clearly linked to the performance measures / outcomes of the proposed project.*
- *The magnitude of the need for the services to be provided or the activities to be carried out is apparent.*
- *The proposed project focuses on service or otherwise addresses the identified needs of the targeted population(s).*
- *It is evident that the proposed project is focused on those with greatest needs.*
- *Gaps or weaknesses in services are explained, including the nature and magnitude of the gaps and / or weaknesses.*
- *The need for the proposed project is strongly justified through supportive data.*

3. Project Design and Implementation

Items A. through D. are assigned a total of 60 points as specified below.

Instructions

A. Describe the measurable objectives, activities, and timelines for the proposed project.

Criteria for Mini-grants **20 points**

- **The statewide, equitable mini-grant application process and contract includes:**

  - *The proposed plan for the needs assessments for industry certification and professional development encompasses the state's five Service Areas (see Service Area Chart in Attachments section), and links with regional economies and high program enrollments.*
  - *The proposed needs assessment has an emphasis on non-traditional career and technical programming that leads to high-wage, high-demand careers and industry certification.*
  - *The applicant demonstrates clear success in past projects for developing and processing quality needs assessments.*

- *Steps to obtain all of the necessary industry certifications to be achieved are clearly outlined.*
- *The approximate number of industry certifications that can be obtained within the timeframe of this grant is adequately addressed.*
- *The proposed application and approval process to apply for industry certification mini-grants is clear and adequate to determine teacher eligibility and field of work.*
- *The proposed application process has an emphasis on non-traditional career and technical programming that leads to high-wage, high-demand careers and industry certification.*
- *The proposed contract between the PI, the Local Education Agency (LEA) and eligible CTE teachers clearly establishes the LEAs agreement to commit to pay for approved teachers' travel, per diem and lodging in order to obtain industry certification.*
- *The proposed contract clearly establishes the teacher's commitment to continue teaching at the co-sponsoring LEA for a period of at least two years after obtaining industry certification through this program.*

Criteria for Professional Development **20 points**

- **The coordination of professional development activities includes:**
  - *The proposed plan for the needs assessment links regional economies and high program enrollments on topics such as, but not limited to, Programs of Study and Career Clusters.*
  - *The proposed needs assessment has an emphasis on non-traditional career and technical programming that leads to high-wage, high-demand careers and industry certification.*
  - *Steps are clearly outlined to implement all of the necessary professional development activities to be achieved (including: addressing topic needs, approximate number of participants, statewide equitability, locations, equipment, materials and trainers).*
  - *The applicant describes how the professional development activities are: high quality, sustainable, intensive, focused on instruction, and increase the academic knowledge and understanding of industry standards, as appropriate, for CTE teachers.*
  - *The approximate number of proposed training activities can be adequately accomplished within the timeframe of this grant.*
  - *The applicant demonstrates clear success in past projects for developing and processing quality needs assessments for professional development activities.*
  - *A plan to sustain the continuation of professional development activities is clearly outlined.*

Criteria for Timelines **5 points**

B. Timelines

- *The timelines for planning and implementation are specific, realistic, and consistent with performance measures / outcomes.*

- *The timelines ensure that a reasonable number of industry certifications <u>and</u> professional development activities can be implemented by the end of the grant period.*

Criteria for Perkins Requirements **<u>5 points</u>**

C. New requirements in Carl D. Perkins Improvement Act of 2006

Describe how the proposed project will comply with a quality career and technical professional development program that provides access to educational opportunities to meet the workforce and economic development needs of the state to accomplish the following:

- *The proposed project ensures that the program includes the highest level of industry standards.*
- *The proposed project will recruit, employ, and support qualified teachers, advisors, and administrators to promote student achievement.*
- *The proposed project clearly integrates career and technical education and rigorous academics.*
- *The proposed project provides aligned programs of study from secondary to postsecondary which result in a career path for all students.*
- *The proposed project creates and maintains effective partnerships with secondary / postsecondary education, and business and industry.*

Criteria for Project Management **<u>10 points</u>**

D. Describe how the project will be managed.

- *The identified staff is qualified to produce the performance measures / outcomes stated for the project.*
- *The management information system and processes are appropriate and sufficient to monitor the program and report performance measures attained.*
- *The applicant clearly understands the content and process for submitting the required Periodic Reports to the DOE program manager.*

4. <u>Evaluation</u> **<u>15 points</u>**

Instructions

Describe the instruments and method(s) for evaluating the proposed project**.**

Criteria

- *The methods are thorough, feasible, and appropriate to the goals, objectives, performance measures / outcomes of the proposed project.*
- *The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.*

- *The methods include the use of objective performance measures that clearly relate to the intended performance measures / outcomes of the proposed project and will produce quantitative and qualitative data.*
- *The methods are likely to produce timely guidance for quality assurance.*
- *The evaluation process is comprehensive, likely to result in a successful project, and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project.*
- *The evaluation instruments are designed to effectively measure program progress and success.*

5. Support for Strategic Imperatives **FIXED REQUIREMENT**

Instructions

Incorporate one or more of the Florida State Board of Education (SBE) Strategic Imperatives.

URL: http://www.fldoe.org/strategic%5Fplan/pdfs/2005-07_StratPlan.pdf

Describe how the proposed project will address the reading and math / science initiatives of the Department of Education.

Just Read Florida

URL: http://www.justreadflorida.com/

Math / Science Initiative

URL: http://www.fldoestem.org/center13.aspx

Criteria

- *The applicant has included effective methods for incorporating one or more of the SBE Strategic Imperatives.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida! and the Math / Science initiatives.*

6. Dissemination Plan **5 points**

Instructions

Describe the methods / strategies to disseminate and share information about the proposed project to appropriate populations.

Criteria

- *The applicant's dissemination plan will use effective and realistic means to reach the appropriate audiences, including the target population(s), the local community, and other organized entities, if / when indicated.*

- *The methods strategies used to share services provided by the proposed project are innovative.*
- *The dissemination plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population(s).*

7. Budget 15 points

Note: Use the DOE 101, Budget Narrative Form found in the Attachments section to address this information.

Instructions

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

Criteria

- *The budget is thorough, specific, and supports the proposed project.*
- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and performance measures / outcomes.*
- *The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*
- *The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*
- *The required personnel, professional and technical services, and / or travel for the proposed project are clearly and adequately explained.*
- *The justifications for expenditures are reasonable and clearly explained.*

Funding Method

Federal Cash Advance (Public Entities Only) (C)

On-line reporting required monthly to record expenditures. Federal cash advances will be made by state warrant or Electronic Funds Transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

Fiscal Requirements

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

Records Retention

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Florida Department of Education or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for five years from the last day of the program or longer if there is an ongoing investigation or audit.

Funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.
URL: http://www.fldoe.org/comptroller/gbook.asp

The project award notification (DOE 200) will indicate:

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

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

Allowable Expenses: Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable Expenses: Project funds may not be used to supplant existing programs and / or funding. Section 311 (a) of the Act states that the funds made available for Career and Technical Education activities shall supplement and not supplant non-federal funds expended for Career and Technical Education programs.

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at 5% for Perkins funding or at the applicant's approved negotiated rate, whichever is lower.

Local Administrative Cost:
Section 3 (1) of the Act states that the term 'administration', when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

Section 135(d), of the Act states that each eligible recipient receiving funds under this part shall not use more than 5% of the funds for administrative costs associated with the administration of activities assisted for the proposed project.

Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. **Indirect costs are considered administrative costs.**

Grants Fiscal Management Training Requirement

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs), and other private not-for-profit organizations that are recipients of DOE grants are required to attend, annually, Grant Fiscal Management Training offered by the DOE. Failure to attend an initial or update session can have a negative impact on the ability of the Florida Department of Education to provide future funding to the organization.

Public agencies including school districts, other Local Education Agencies (LEAs), and institutions of higher education that are recipients of DOE grants are strongly encouraged to attend, annually, Grants Fiscal Management Training offered by DOE.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided by the applicant on the **Project Performance Accountability** form(s) located in this document.

Reporting Outcomes

Periodic Reports

Recipient must submit Periodic Reports to the Department of Education documenting compliance with the approved performance measures and deliverables.

Submit Periodic Reports by the following dates:

November 9, 2007, February 8, 2008, May 9, 2008 and June 30, 2008.

Submitted reports via e-mail to Elsie Rogers at Elsie.Rogers@fldoe.org.

Periodic reports will include, but are not limited to:

- An interim financial report (DOE 399)
- An evaluation of the project to date to include:
    - barriers and recommendations to overcome those barriers
- Summary of Needs Assessments (industry certification mini-grants and professional development)
- Number of CTE teachers awarded mini-grants completing the coursework for industry certification in their field of training
- Number of students instructed by CTE teachers who have earned their industry certification through this mini-grant program
- Summary documenting professional development activities including:
    - Location
    - Agenda
    - Attendees names, titles, contact information
    - Attendees evaluation of the training

Notice of Intent-to-Apply
The due date to notify the Program Contact person, Elsie Rogers, of Intent-to-Apply is **October 5, 2007.**

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

Method of Answering Frequently Asked Questions or Providing Changes
All Frequently Asked Questions will be posted on the Program Office website by **October 12, 2007**.

Frequently Asked Questions will be answered by web posting at:
http://www.fldoe.org/workforce/dwdgrants/

The last date that questions will be answered is **October 9, 2007**.

Method of Review
A peer review process will be used to evaluate the competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations within Florida.

Project proposals are screened by DOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed (see next section for conditions).

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

- Each proposal meeting the conditions for acceptance is reviewed and scored by five qualified reviewers.
- The Program Office ranks the proposals in order from highest to lowest score.
- DOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

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

- Application is received within DOE **no later than the close of business on the due date**.
- Application includes required forms:
  - DOE 100A Application Form bearing the original signature of the Superintendent for the school district or the agency head for other agencies.

- DOE 101- Budget Narrative.

NOTE: Applications signed by officials *other than the appropriate agency head* must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official.

- Submission of the signed certification signifying compliance with the "General Assurances for Participation in Federal and State Programs," (if not already on file in the DOE Comptroller's Office).

Other Requirements - For Federal Programs

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

Technical / Formatting and Other Application Submission Requirements

- Number of copies plus original :
  - One original application with original signatures
  - Seven copies of the complete application
- Font Type / Size (*Arial 12 point)*
- Margin size *(1" – both side and top / bottom margins)*
- Double Spacing
- Single-sided pages
- No Bound Copies – upper left corner staple only
- Narrative page maximum - 10 page - does not include any forms requested in the application

Application (and seven complete copies) must be submitted to:

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

Attention: Sue Wilkinson

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

Project Performance Accountability

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

This information will:

- ✓ Provide a centralized capability for retrieving information about various discretionary projects awarded by the Department.
- ✓ Assist policy-makers and managers in monitoring discretionary funds and the impact they are having.
- ✓ Provide baseline information that can be used in assessing the alignment of funding to goals and strategic imperatives and in allocating available funding to priority needs.
- ✓ Facilitate effective project monitoring.

Types of project performance have been organized into four categories. These are:

- ✓ **<u>Deliverables:</u>** Category Includes: Documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- ✓ **<u>Training, Technical Assistance, and Dissemination:</u>** Category Includes: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- ✓ **<u>Student Performance</u>:** Category Includes: Any measure that is specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include pre-k, K-12, and adult learners as well as parents.
- ✓ **<u>Service Delivery:</u>** Category Includes: Delivery of intended services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)

For each type of performance for which a project will be held accountable, the applicant must complete the information specified in the attached forms. Use only those forms and types of performance applicable to the project. Instructions are provided for the completion of each form.

Selected projects are required to obtain independent, formal, third-party evaluations. Other projects elect to obtain such evaluations. If the proposal or application includes a required or optional third-party evaluation, a form and instructions for describing the proposal evaluation are provided.

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

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

(1) Name of Deliverable and Brief Description		
▪ Announcement ▪ Brochure ▪ CD Rom ▪ Curriculum ▪ Database ▪ Database Analysis ▪ Display ▪ DVD ▪ Evaluation Instrument ▪ Guidelines ▪ Instructional Materials	▪ Lesson Plans ▪ Manual ▪ Needs Assessment ▪ Newsletter ▪ Policy Paper ▪ Poster ▪ Public Service Announcement ▪ Report ▪ Report Format ▪ Screening Device ▪ Software	▪ Survey ▪ Teacher’s Guides ▪ Technical Assistance Paper ▪ Training Materials – Handout ▪ Training Materials – Presentation (PowerPoint) ▪ Training Modules - Online ▪ Video ▪ Website ▪ Workbook ▪ Other

(2) For each deliverable identified in Column (1), specify all of the proposed standards that should be used to determine whether the deliverable meets the expectations for the project. The standards should be selected from the following list and any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Meets technical specifications,” the descriptions should outline the proposed technical standards.

(2) Standard(s) for Acceptance		
▪ ADA Compliant ▪ Appropriate for Duplication ▪ Appropriately Organized ▪ Attractive ▪ Content Accurate ▪ Content Complete ▪ Design and Content Appropriate to Intended Audience	▪ Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Includes Copyright and Funding Information ▪ Meets technical specifications ▪ Peer Review ▪ Readability Level is Appropriate to Audience	▪ Review by DOE Staff ▪ Review by Other Entity ▪ Sufficient Copies Provided ▪ Translated into Appropriate Languages ▪ User-Friendly ▪ Other

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

<u>DELIVERABLES FORM</u> *(Examples: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.)*

(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

(1) For each training, technical assistance or dissemination activity to be completed by the project, enter in Column (1), the name of the activity and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the activity, including the target audience and should indicate the type of content to be provided. For example, "Training for third grade teachers of reading in use of multiple instructional strategies."

(1) Name of Activity and Brief Description		
▪ Coaching ▪ Conference ▪ Coursework at Institutions of Higher Education ▪ Dissemination though the Media ▪ Dissemination Through Internet ▪ Distance Learning	▪ Distribution of Media (Software, Videos, CD ROMs, etc.)Distribution of Printed Material ▪ Exhibits ▪ Follow-up to Training Activities ▪ In-service Training ▪ Mentoring	▪ One-On-One Training ▪ On-Site Technical Assistance ▪ Pre-service Training ▪ Seminars ▪ Telephone Technical Assistance ▪ Workshop(s) ▪ Other

(2) For each activity identified in Column (1), specify all of the proposed standards that will be used to determine whether the activity meets the expectations for the project. Select the standards from the following list and provide any additional detail appropriate to each standard. *For example, if one of the standards is "Participant Feedback Indicative of Usefulness," the descriptions should outline how participant feedback will be gathered and assessed.*

(2) Quantity and Quality Standards for Acceptance		
▪ Appropriately Organized ▪ Content Accurate ▪ Content Complete ▪ Delivery Appropriate to Content and Audience ▪ Design and Content Appropriate to Intended Audience	▪ Use of Consultants ▪ Follow-up Data Indicative of Effectiveness Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Meets Technical Specifications	▪ Participant Feedback Indicative of Usefulness ▪ Replicable ▪ User-Friendly ▪ Other

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

(3) Method of Documentation		
▪ Agreements ▪ Analysis of Requests and Responses ▪ Anecdotal Data ▪ Contracts ▪ Evaluation Summaries ▪ List of Participants	▪ NRS Report ▪ Observation by DOE Staff ▪ Participant Competency Evaluations ▪ Participant Feedback Summaries ▪ Peer Review ▪ Purchase Orders	▪ Self-Reporting ▪ Sign-in Sheets ▪ Travel Itineraries ▪ Verification of Dissemination to Target Audiences ▪ Other

(4) In the fourth column provide the critical timelines for completion of each activity *(taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.).*

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM (*All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.)*

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines

STUDENT PERFORMANCE: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

(1) For each type of student performance to be impacted by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. The description should describe the student population and provide detail about the expected student performance. For example, "Academic Achievement – Reading: Low-performing 3rd grade students in Smith Elementary School will increase by 1 level on the FCAT ."

(1) Name of Performance and Brief Description		
▪ Academic Achievement – Language Arts ▪ Academic Achievement – Math ▪ Academic Achievement – Reading ▪ Academic Achievement – Science ▪ Academic Achievement – Social Studies ▪ Academic Achievement – Writing ▪ Achievement – Arts ▪ Achievement – Other ▪ Achievement – Vocational Education ▪ Attendance ▪ Award of Certificate ▪ Career Advancement Retention ▪ Decrease in Disciplinary Actions ▪ Decrease in Drop-out Rate ▪ Decrease in Suspensions / Expulsions	▪ Diploma ▪ Enrollments ▪ GED ▪ High School Credential ▪ Job Placement ▪ Job Retention ▪ Improvement in Behavior ▪ Increased Self-Sufficiency Through Use of Technology ▪ Literacy Completion Points ▪ Non-Traditional Enrollments ▪ Occupational Completion Points ▪ Parental Involvement in Education of Dependent Children ▪ Parental Involvement in Literacy Activities of Dependent Children	▪ Participation in Assessment ▪ Participation in Least Restrictive Environment (LRE) ▪ Placements, Retention, Completions (postsecondary JOBS) ▪ Postsecondary Education Placement ▪ Postsecondary Education Completion ▪ Program Completion ▪ Promotion to Next Grade ▪ Satisfactory Completion of Coursework ▪ Secondary Credential ▪ State-Adopted Assessment ▪ Workplace Readiness Completion ▪ Other

(2) For each student identified in Column (1), specify all of the proposed standards from the following list that should be used to determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Graduation Data," the description should outline how the data will be gathered and what level of graduation rate is expected.

(2) Method of Evaluating Performance		
▪ Anecdotal Data ▪ AYP Determination ▪ Disciplinary Referrals ▪ FCAT ▪ GED Data	▪ Graduation Data ▪ Observation ▪ Participation Records ▪ Placement Data ▪ Portfolios	▪ Progress Monitoring ▪ Promotion Data ▪ School Grades ▪ Standardized Tests ▪ Suspension / Expulsion Data ▪ Other

STUDENT PERFORMANCE (continued)

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

(3) Method of DOE Verification		
▪ Agreements ▪ Analysis of Requests and Responses ▪ Anecdotal Data ▪ Contracts ▪ Evaluation Summaries ▪ List of Participants	▪ NRS Report ▪ Observation by DOE Staff ▪ Participant Competency Evaluations ▪ Participant Feedback Summaries ▪ Peer Review ▪ Purchase Orders	▪ Self-Reporting ▪ Sign-in Sheets ▪ Travel Itineraries ▪ Verification of Dissemination to Target Audiences ▪ Other

(4) In the fourth column, provide the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

STUDENT PERFORMANCE FORM (Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners.)

(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection

<u>SERVICE DELIVERY</u>: Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.

(1) For each type of service to be delivered by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. Describe the service and provide detailed information about the nature of the service to be delivered. *For example, "Mentoring—The project will provide trained adult mentors to work at least once per week with elementary students who have scored Level I or II on the FCAT in reading or math."*

(1) Name of Service and Brief Description		
▪ Adult Literacy Activities ▪ Career, Technical Education ▪ Interagency Collaboration ▪ Mentoring	▪ Neighborhood Self-Sufficiency Through Collaboration ▪ Participation in Defined Program (e.g., After-School) ▪ Referrals for Other Services	▪ Other ▪ Statewide Leadership Activities ▪ Student Evaluation / Assessment

(2) For each service identified in Column (1), specify from the following list all of the proposed standards that will determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is "Mentoring is appropriate to identified needs," the description should specify of the identified needs and indicate of how the project will determine that mentoring is appropriate."

(2) Standard(s) for Acceptance		
▪ Mentoring Is Appropriate to Identified Needs ▪ Participation Rate Meets Established Minimums ▪ Quality of Service Meets Generally Accepted Guidelines	▪ Quantity of Evaluations / Assessments Meet Established Minimums Quantity of Mentoring Meets Established Minimums ▪ Quantity of Service Meets Established Minimums ▪ Referrals Are Appropriate to Identified Needs	▪ Specified Agencies Collaborate ▪ Students Evaluations / Assessments Are Administered Appropriately ▪ Units of Service Meet Established Minimums ▪ Other

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

(3) Method of DOE Verification		
▪ Agreements ▪ Anecdotal Data ▪ Attendance Records ▪ Case Records ▪ Contracts ▪ List of Participants	▪ Meeting Agendas ▪ Meeting Minutes ▪ NRS ▪ Observation by DOE Staff ▪ Participant Feedback Summaries	▪ Purchase Orders ▪ Sign-in Sheets ▪ State-Approved Assessments ▪ Travel Itineraries ▪ Other

(4) Provide in Column (4), the critical timelines for service delivery including initiation and termination dates, for example.

<u>SERVICE DELIVERY FORM</u> (Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.)

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery

FORMAL THIRD-PARTY EVALUATION: A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE

If a formal third-party evaluation is required or proposed for this project the following information must be provided.

(1) In column (1), specify the scope of the evaluation using one or more of the descriptors provided below. Provide additional information regarding the nature of the evaluation. For example, if the evaluation will cover only selected elements of the project, specify the elements to be evaluated.

(1) Scope of Evaluation and Brief Description		
▪ All Aspects of Project ▪ Compliance Review ▪ Formative Evaluation	▪ Outcome Assessment ▪ Process Review	▪ Selected Elements of Project ▪ Summative Evaluation

(2) In column (2) indicate the type of entity from the following list which will be conducting the third-party evaluation. Provide any additional information which may be available about the entity to conduct the evaluation such as selection criteria or qualifications.

(2) Type of Entity Conducting Evaluation		
▪ Board / Commission / Task Force ▪ Consultant Firm ▪ DOE Funded Project	▪ Governmental Agency ▪ Independent Entity Selected by Project ▪ Individual Consultant	▪ Institution of Higher Education ▪ Selected Peer Reviewers ▪ Other

(3) Provide in Column (3), the date(s) when the evaluation will be conducted including the date for completion of reports.

APPLICANT INSTRUCTIONS: SERVICE DELIVERY FORM

FORMAL THIRD-PARTY EVALUATION FORM (A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE.)

(1) Scope of Evaluation and Brief Description	(2) Type of Entity Conducting Evaluation	(3) Date(s) Evaluation to Be Conducted

ATTACHMENTS

- Carl D. Perkins IV Program Information
- Service Areas Chart
- DOE 100A, Project Application
- DOE 101, Budget Narrative Form
- Performance-Based Project Deliverables Form
- Application Checklist

CARL D. PERKINS IV
Background Information

Review the documents available at this web site. --

Carl D. Perkins Program Information Resources – National and State

http://www.firn.edu/doe/workforce/perkins_resources.htm

The following information is an excerpt from the Carl D. Perkins Act.
For the complete text, please refer to --

Carl D. Perkins Career and Technical Education Improvement Act of 2006
http://www.firn.edu/doe/workforce/pdf/Perkins_IV_text.pdf

Program Purpose:
''SEC. 2. PURPOSE. The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by—
(5) providing technical assistance that—

(A) promotes leadership, initial preparation, and professional development at the State and local levels; and
(B) improves the quality of career and technical education teachers, faculty, administrators, and counselors.

SEC. 122. STATE PLAN -- Note: (C) below is especially applicable to this RFP.
(c) PLAN CONTENTS- The State plan shall include information that-
(2) describes how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(A) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for the appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies, as appropriate;
(B) increases the percentage of teachers that meet teacher certification or licensing requirements;
(C) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;
(D) encourages applied learning that contributes to the academic and career and technical knowledge of the student;
(E) provides the knowledge and skills needed to work with and improve instruction for special populations;
(F) assists in accessing and utilizing data, including data provided under section 118, student achievement data, and data from assessments; and
(G) promotes integration with professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

SEC. 124. STATE LEADERSHIP ACTIVITIES

(b) REQUIRED USES OF FUNDS.—The State leadership activities described in subsection (a) shall include—

(3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and—

(A) provide in-service and pre-service training in career and technical education programs—

(i) on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

(ii) on effective teaching skills based on research that includes promising practices;

(iii) on effective practices to improve parental and community involvement; and

(iv) on effective use of scientifically based research and data to improve instruction;

(B) are high quality, sustained, intensive, and class-room-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom, and are not 1-day or short-term workshops or conferences;

(C) will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance established under section 113;

(D) will support education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students to ensure that teachers and personnel—

(i) stay current with the needs, expectations, and methods of industry;

(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;

(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and

(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and

(E) are coordinated with the teacher certification or licensing and professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

(4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

SEC. 135. LOCAL USES OF FUNDS

(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and

academic counselors who are involved in integrated career and technical education programs, including—

(A) in-service and preservice training on—

(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable

(ii) effective teaching skills based on research that includes promising practices;

(iii) effective practices to improve parental and community involvement; and

(iv) effective use of scientifically based research and data to improve instruction;

(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

(C) internship programs that provide relevant business experience; and

(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction

SEC. 317. PARTICIPATION OF PRIVATE SCHOOL PERSONNEL AND CHILDREN.

(a) PERSONNEL.—An eligible agency or eligible recipient that uses funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

Compliance Monitoring

The state will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff monitors recipients' compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by: Education Department General Administrative Regulations (EDGAR), Office of Management and Budget (OMB) Circulars, and Florida Department of Financial Services *Reference Guide for State Expenditures* and guidelines published in the Florida Department of Education's *Green Book*.

Service Areas Chart				
Region I	**Region II**	**Region III**	**Region IV**	**Region V**
Bay Calhoun Escambia Franklin Gadsden Gulf Holmes Jackson Leon Liberty Okaloosa Santa Rosa Wakulla Walton Washington	Alachua Baker Bradford Citrus Clay Columbia Dixie Duval Gilchrist Hamilton Jefferson Lafayette Levy Madison Marion Nassau Putnam St Johns Suwannee Taylor Union	Brevard Flagler Indian River Lake Martin Okeechobee Orange Osceola Seminole St. Lucie Sumter Volusia	Charlotte Collier De Soto Glades Hardee Hendry Hernando Highlands Hillsborough Lee Manatee Pasco Pinellas Polk Sarasota	Broward Miami-Dade Palm Beach Monroe

TAPS Number
08B044

FLORIDA DEPARTMENT OF EDUCATION
Project Application

Please return to:	**Program Name:**	***DOE USE ONLY***
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	**Carl D. Perkins State Leadership Professional Institute Competitive Fiscal Year 2007-2008**	Date Received
B) Name and Address of Eligible Applicant:		**Project Number (DOE Assigned)**

C) Total Funds Requested:	**D) *Applicant Contact Information***	
$	Contact Name:	Mailing Address:
DOE USE ONLY	Telephone Number:	SunCom Number:
Total Approved Project:	Fax Number:	E-mail Address:

CERTIFICATION

I, ____, (*Please Type Name)* do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) ____
Signature of Agency Head

DOE 100A

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.

A) ______________________________

Name of Eligible Recipient:

B) ______________________________

Project Number: **(DOE USE ONLY)**

TAPS Number
08B044

FLORIDA DEPARTMENT OF EDUCATION
Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
			C) TOTAL	$

DOE 101

Rev. 01/05

Jeanine Blomberg, Commissioner

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.

PERFORMANCE-BASED PROJECT DELIVERABLES FORM

A. Project Information

Agency:	Telephone:
County:	E-Mail:
Contact Person:	Fax:
Title:	Grant Amount:

B. Performance Goals (See definitions for Performance Measures and Deliverables below.)

(1) Performance Measures	(2) Deliverables	(3) Amount
	TOTAL	**$**

Instructions for completing Section B:

1. Add rows as necessary. Cells will expand when text is typed.
2. In column 1 the performance measures are identified for the project.
3. In column 2 the applicant is to list deliverables that will be submitted as proof of the performance measures achieved.
4. In column 3 the applicant is to list the dollar amount allocated for each of the performance measures identified.

Definitions:
Performance Measures
Program goals that can be quantifiably measured.

Deliverables
Information submitted by the program coordinator as proof of achievement of performance measures.

APPLICATION CHECKLIST FORM
Professional Institute - Competitive
Fiscal Year 2007-2008

- Place all items requested in the order indicated below.
- Include only the items requested.
- Place page numbers on every page consecutively, at the bottom. 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	DOE Staff ✓ Check appropriate box below	
			Complete	Incomplete
1	DOE 100A, Project Application – with original signature			
2	DOE 101, Budget Narrative Form (appears as #7. in Narrative section)			
3	Performance-Based Project Deliverables Form			
4	1. Project Abstract			
	2. Project Need			
	3. Project Design and Implementation (A through D)			
	4. Evaluation			
	5. Support for Strategic Imperatives			
	6. Dissemination Plan			
5	Project Performance Accountability Form(s)			
6	GEPA			
7	Application Review Criteria and Checklist Form (this page)			