



FLORIDA DEPARTMENT OF EDUCATION
Request for Proposals (RFP) for Competitive Projects

Bureau/Office

Office of the Commissioner/Office of Mathematics and Science

Program Name

Mathematics and Science Partnership (MSP)

Specific Funding Authority (ies)

P.L. 107-110, No Child Left Behind Act of 2001, Title II, Part B, Sections 2201, 2202, 2203, CFDA #84.366B

Funding Purpose / Priorities

The *Florida Science Partnership* program is part of the Mathematics and Science Partnership (MSP), a formula grant program that supports improved academic achievement of students in the areas of mathematics and science through enhanced training of teachers. Funds are awarded to partnerships consisting of high-need school districts, science, mathematics, and engineering departments within public and private universities and colleges, and other discretionary partners if desired.

There are three priorities for this program. Applicants may apply for one or more of the priorities. If more than one priority is chosen then each priority will be addressed in a separate application. Proposals should clearly specify which priority is to be addressed from the following:

1. The Florida Science Expert Teacher Program: The design of a professional development program to prepare teachers as science content experts. This program will develop a rigorous training curriculum, provide professional development, and produce a tool for assessing teacher content knowledge in the area of science that may be used statewide.
2. Dissemination of best practices: The development of researched-based online science education modules focused on innovative best practices related to teaching and learning science. These modules must be for teachers of grades K-12 and cover key science concepts. The modules may be designed for specific grade levels or grade bands within the K-12 system.
3. Innovative Integration: The development of innovative collaborations between: schools and industry; between elementary and secondary schools; and/or, between science and mathematics teachers to promote exemplary science instruction. The partnership will use research and best practices to demonstrate when collaboration makes a positive difference in student achievement in science.

Target Population(s)

K-12 Florida Public School Teachers and Students

Eligible Applicant(s)

High-need Local Education Agencies (LEA).

A high-need LEA is any district in which:

- There are elementary and secondary teachers of science in need of content and/or pedagogical professional development

AND one of the following applies:

- Based on 2005/2006 FCAT data, at least one of grade levels 5, 8, or 11 is below the state average for proficiency in science

OR

- At least 40% of the students served are eligible for free or reduced lunch

Application Due Date

May 14, 2007, by 5:00 PM (EDT), proposals are due in Grants Management. The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are not acceptable.

Total Funding Amount / Approximate Number of Awards

\$9,401,718.00/Maximum amount for a single award is \$2,000,000.00.

Six proposals are expected to be funded, including at least two for priority 1, two for priority 2, and two for priority 3.

Budget / Performance Period

June 1, 2007 – August 31, 2008

Department of Education Contacts

For Program Questions:

Todd Clark, Office of Mathematics and Science, (850) 245-0764, Suncom 205-0764, todd.clark@fldoe.org

For Fiscal Questions:

Kynder Crossner, Office of Grants Management, (850) 245-0722, Suncom 205-0722 Kynder.Crossner@fldoe.org

Assurances

The Florida 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 (USDOE);
- 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 Florida 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.fldoe.org/comptroller/qbook.asp>

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.

Narrative Components / Scoring Criteria

The project score will be based on the needs of the LEA as well as the quality of the program. Proposals must follow the same order as the Narrative Components as outlined below. Failure to meet the format requirements will result in a deduction of 10 points.

The standard scoring criteria are based on a 100 point scale, with a minimum score of 70 points necessary for an application to be considered for funding.

The instructions follow each narrative component. The bulleted statements, following the instructions, are the criteria that will be used by proposal reviewers to score each component.

1. Project Abstract or Summary

Fixed Requirement

Provide a brief summary of the project. Describe the program proposed and how it addresses the priority selected for the grant.

- The project is described in a brief summary.

2. Project Need 15 points

Describe the need for the project and provide supporting data as evidence. Identify specific gaps or weaknesses in teacher and student science knowledge and achievement addressed by the proposal.

- The need is evident, compelling, and clearly linked to the outcome(s) of the project.
- The need for the project is strongly justified through supportive data.
- Specific gaps or weaknesses in teacher and student science knowledge and achievement are clearly identified.

3. Project Design and Implementation 50 points

Describe the measurable objectives, activities, and timelines, clearly addressing the selected priority for the *Florida Science Partnership* project. Explain the applicant's experience in developing and implementing projects or programs addressing issues similar to the priority selected. Describe the LEAs characteristics and attributes for highly qualified science teachers. Explain how the partnership will work together towards successful outcomes.

- The objectives are measurable, qualitative, challenging, yet achievable, and address all outcomes of the project.
- It is evident that activities/methods are comprehensive and likely to result in achievement of the objectives.
- The timelines are specific, realistic, and consistent with measurable objectives and outcomes.
- The proposed project plan is feasible, comprehensive, and addresses one of the three stated priorities.
- Partnerships: *Florida Science Partnership* projects are designed and implemented through partnerships that should include the Florida Center for Research - Science, Technology, Engineering, and Science (FCR-STEM), a high-need LEA as described under Eligible Applicants in this RFP, post secondary institutions with faculty dedicated to Science, Technology, Engineering, and Mathematics (STEM). Other partners, such as (but not limited to) industry representatives, may be included in the proposal.

4. Evaluation Fixed Requirement

Describe the instruments and method(s) for evaluating the project. Evaluation components must be in collaboration with FCR-STEM. Project must allot 5% of the project's funds to FCR-STEM to coordinate program evaluation. It is not necessary for applicants to contact FCR-STEM until award announcements are made. Evaluation instruments and method(s) for evaluating the project will be determined through the partnership with the FCR-STEM.

- Proposals should include the following sentences for evaluation: "Grant award recipients will subcontract with the Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) for formative and summative evaluations of their work with the *Florida Science Partnership* grants. Program managers will coordinate with FCR-STEM to establish protocols for

providing data and deliverables that will allow FCR-STEM to effectively evaluate their work in a timely manner.”

5. Support for Strategic Imperatives 5 points

Describe how the proposed project will address Florida’s reading initiative. 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

- The project includes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida! initiative.
- The application includes effective methods for incorporating one or more of the SBE Strategic Imperatives.

6. Dissemination Plan 10 points

Describe the methods /strategies to disseminate and market information about the project to appropriate populations. Describe the innovative methods for sharing services provided by the project and how they will benefit the target population. Identify the products that will be produced and how they will be shared with other districts. This may include, but is not limited to professional development, digital content for students, and technical assistance in the form of websites, documents, videos, podcasts, etc. Explain how information about the proposed project will be shared with any additional stakeholders. Each project must maintain a project website that includes a copy of the proposal. A section of the website must be devoted to reporting ongoing progress in meeting the proposal goals. The website shall be updated at least once a month during the project period and the date of the latest update shall be displayed on the site. Include the URL at which the project website will be available. The website must be posted within one month of notification of award. Describe the plan to create and maintain this site.

- The applicant’s dissemination plan will use effective and realistic means to reach the appropriate target populations.
- The methods/strategies used to share services provided by the project are innovative and will clearly benefit the target population.
- There is a clear description of how information will be shared with additional stakeholders.
- The plan for creating and maintaining a project website is comprehensive.
- The products produced by the project are identified. The plan for sharing the products with other districts is feasible.

7. Budget 20 points

Present a budget that reflects objectives and costs of the proposed project. Individual project proposals must include a budget up to the maximum amount of \$2,000,000.00 to be eligible for consideration. All expenditures proposed on the *Florida Science Partnership* project budget narrative form must be documented effectively using the “Account Title and Narrative” section provided.

A budget overview is to be included in addition to the required DOE 101 documentation.

- Five percent of the budget is allotted to FCR-STEM for evaluation.
- The project budget presents expenses that are realistic, accurate, clearly relate to and reflect project activities, objectives, and outcomes.
- The justifications for expenditures are reasonable and clearly explained.
- The required personnel, professional and technical services, and/or travel for the project are clearly and adequately explained.
- The DOE 101 budget lines have been organized in to meaningful, well justified categories. Professional development support lines are clearly grouped together with a subtotal indicated.
- Indirect costs are limited to the negotiated rate for the LEA determined by the Comptroller's office at DOE.
- Capital outlay is limited to **one percent** of the total proposed budget.

Funding Method

Federal Cash Advance

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: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Indirect costs are limited to the negotiated rate for the LEA determined by the Comptroller's office at DOE.

Fiscal Management Training

All award recipients are required to budget for and send appropriate staff members to the annual Grant Fiscal Management training provided by the Florida Department of Education.

Matching Funds

Not required.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided in the Performance Expectation section, pages 9 – 20.

Notice of Intent-to-Apply

April 20, 2007 (by close of business) is the due date to notify the program contact, Todd Clark, of Intent-to-Apply. 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 the Intent-to-Apply are not required to apply. Fax: (850) 245 - 5036

Method of Answering Frequently Asked Questions or Providing Changes

Questions must be submitted via email to <mailto:todd.clark@fldoe.org>. Responses to questions will be posted at <http://www.firn.edu/doe/curriculum/rfp.htm> and will also be sent via email to all individuals sending notice of intent-to-apply or submitting questions. The deadline for submitting questions is April 30, 2007 by close of business.

Method of Review

A peer review process will be used to evaluate the *Florida Science Partnerships* competitive proposals. Proposal evaluations will be conducted by professional educators who have considerable experience in the following areas: curriculum development, research, mathematics, science, technology, project management and evaluation. Reviewers will be selected to reflect a balance of racial, ethnic, and geographic regions of Florida.

Conditions for Acceptance

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

- Application is received at the FLDOE by 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
 - 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. Signed certification signifying compliance with the "General Assurances for Participation in Federal and State Programs must be included," (if not already on file in the FDOE Comptroller's Office).

Other Requirements - For Federal Programs

• **General Education Provisions Act (GEPA)**

A current fiscal year General Education Provisions Act (GEPA) plan is required; applicant must submit a copy of their plan with this application. In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a one-page description of the steps proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs must be submitted.

See: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

• **For Private School Participation**

In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency(ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leq/esea02/pg111.html>.

• **Technical/Format**

Proposals may not exceed 25 pages (this page limit does not include appendices or biographical information; it also does not include required Forms DOE 100A or DOE 101) and must be unbound, printed with a font size of at least 12, and include top and bottom margins of at least 1-inch and side margins of at least ½-inch. A signed original, 5 complete copies, and one electronic copy (either on a compact disc or e-mailed to the Program Manager) of the proposal should be submitted.

Application must be submitted to:

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street Room 332
Tallahassee, Florida 32399-0400**

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

Project Performance Accountability

The Florida Department of Education has developed a standardized format for applicants to use in preparing their proposals / applications for discretionary funds. The intent of this process is to assure proper accountability for the use of federal and state funds. The Department has implemented a web-based Grants Management System and the information provided about each funded project will be entered into this system. The Department's program managers will track each project's performance based on the information provided in this section of the approved project.

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:

- ✓ **Deliverables:** Category Includes: Documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- ✓ **Training, Technical Assistance, and Dissemination:** Category Includes: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- ✓ **Student Performance:** 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.
- ✓ **Service Delivery:** 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.

DELIVERABLES FORM

Deliverables: 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)

APPLICANT INSTRUCTIONS: DELIVERABLES FORM

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

(1) For each deliverable to be completed by the project, enter in Column (1), the name of the deliverable and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the deliverable, including the target audience and should indicate the type of content to be provided in the deliverable. For example, “Brochure for parents of retained students explaining options for assistance.” Any required reports should also be included in this section.

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
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(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.

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
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Provide in Column (3), the date when the deliverable will be complete. Interim dates for drafts, review, etc., should also be provided as applicable.

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

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

APPLICANT INSTRUCTIONS: TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

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."

Coaching Conference Coursework at Institutions of Higher Education Dissemination through 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 Preservice Training Seminars Telephone Technical Assistance Workshop(s) Other
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(2) For each activity identified in Column (1), specify all of the proposed standards that should be used to determine whether the activity 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 "Participant Feedback Indicative of Usefulness," the descriptions should outline how participant feedback will be gathered and assessed.

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

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
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(4) Provide in Column (4), 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

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

APPLICANT INSTRUCTIONS: STUDENT PERFORMANCE FORM

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 .”

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
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(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.

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
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APPLICANT INSTRUCTIONS: STUDENT PERFORMANCE FORM

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.

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
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(4) Provide in Column (4), the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

SERVICE DELIVERY FORM

Service Delivery: 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

APPLICANT INSTRUCTIONS: SERVICE DELIVERY FORM

Service Delivery: 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. The description should 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."

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 Statewide Leadership Activities Student Evaluation/Assessment 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 Statewide Leadership Activities Student Evaluation/Assessment Other
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(2) For each service identified in Column (1), specify from the following list all of the proposed standards 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 "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."

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

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

FORMAL THIRD PARTY EVALUATION FORM

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 FDOE

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

INSTRUCTIONS: FORMAL THIRD PARTY EVALUATION

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 FDOE

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.

All Aspects of Project Compliance Review Formative Evaluation	Outcome Assessment Process Review	Selected Elements of Project Summative Evaluation
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(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.

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