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June 6, 2014

Dear Superintendent:

The Florida Department of Education (department) is inviting targeted districts to respond to a Request for Proposals (RFP) for the District-Charter Collaborative Compact (DCCC) grant. The full RFP can be found at <http://www.fldoe.org/arra/procurements.asp>. The DCCC seeks to encourage and support the development and implementation of bold and innovative strategies for collaborating and partnering with high-impact charter school organizations resulting in improved academic achievement.

The department is offering support to eligible districts to assist with proposal development and initial project implementation. Eligible districts may receive a planning grant of up to \$10,000 to help them develop their proposals. Proposal development activities supported by the planning grant may include, but are not limited to, contract work with a consultant<sup>1</sup>, visits to successful in-state or out-of-state charter school organizations and/or existing compact cities<sup>2</sup>, data collection, and off-site staff planning time.

Districts awarded a DCCC grant will also receive initial strategic planning support provided by the National Association of Charter School Associations (NACSA). The strategic planning support, which will include a thorough needs assessment, will be completed within the first 60 days of the grant and will provide formative guidance on the district's current strengths and priorities for improvement in terms of practice, organizational capacity and policy environment related to the goals and objectives of this grant. The strategic planning support will be provided at no cost to districts.

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<sup>1</sup> NACSA has agreed to offer up to 30 hours of direct support at a discounted rate of \$155 per hour.

<sup>2</sup> A list of existing cities with district-charter compacts, along with an analysis of their outcomes, can be found at the Center for Reinventing Public Education at <http://www.crpe.org/publications/district-charter-collaboration-compact-interim-report>

Superintendent

June 6, 2014

Page Two

To be considered for the planning grant, please submit a planning grant proposal to the department by June 20, 2014. The planning grant proposal should include a brief (1-2 pages) narrative description of how the district intends to use the planning grant and a budget. Planning grant proposals can be sent to the department's Director of Charter Schools, Adam Emerson ([Adam.Emerson@fldoe.org](mailto:Adam.Emerson@fldoe.org)).

We look forward to your proposals and to an exciting new collaboration between districts and charter schools aimed at improving academic achievement.

Regards,

A handwritten signature in black ink that reads "Pam Stewart". The signature is written in a cursive style with a large initial "P" and "S".

Pam Stewart

Commissioner of Education



## **FLORIDA DEPARTMENT OF EDUCATION**

### **Request for Proposal (RFP) for Discretionary, Competitive Projects**

#### **Bureau/Office**

Office of Independent Education and Parental Choice

#### **Program Name**

District-Charter Collaborative Compacts

#### **Specific Funding Authority (ies)**

84.395A Race To The Top Fund

#### **Definitions**

For purposes of this RFP, the following definitions apply:

(a) High-need area: A neighborhood or school zone that is served by one or more traditional public schools that meets one or more of the following criteria:

- (1) On the original list of Persistently Lowest Achieving or lowest 5% of Title I eligible schools as identified in the Department's Race to the Top Application (Appendix E1-5, E1-6); or
- (2) Recipient of School Improvement Grant (SIG); or
- (3) Received or earned a grade of "F" in 2011-12 or 2012-13.

(b) High-impact charter school organization: An independent charter school network or independent charter management organization that has operated highly effective charter schools in low-income areas.

#### **Funding Purpose/Priorities**

The District-Charter Collaborative Compact (DCCC) is based upon the following core values and beliefs:

- All students should have access to highly-effective schools that will prepare them for college and/or career.
- Districts and charter schools share the responsibility for ensuring that all students have access to highly effective schools.
- Collaboration between Districts and charter schools can improve the educational reform efforts underway in Florida and improve student academic achievement for all students.

The primary purpose of this project is to encourage and support the development and implementation of sustainable strategies to ensure that all students, especially those currently attending or zoned for schools in high-need areas, have access to highly effective schools.

The DCCC is an opportunity for Districts to develop and implement bold and innovative strategies for collaborating and partnering with independent high-impact charter school organizations that are capable and prepared to serve students in Florida's highest need areas.

The Florida Department of Education (Department) is interested in DCCC strategies that focus on the following priorities:

- Innovative Authorization: The District will develop and implement innovative charter school authorizing practices that will support the goal of creating new independent high-quality charter schools in high-need areas. This may include, but is not limited to, the following strategies:
  - Active solicitation of independent high-impact charter management organizations through an RFP or similar mechanism to open multiple charter schools in high-need areas
  - Approving a high-impact charter school organization to open multiple schools over several years based on the organization's achievement of agreed upon benchmarks
  - Approving initial charter contracts for 10 or more years with rigorous outcome based accountability measures and annual reviews or performance
  - Enhancing the capacity of the District's charter school office to provide meaningful support and rigorous outcome based monitoring
- Facilities Support: The District will assist high-impact charter school organizations with securing facilities in the targeted high-need areas. This may include, but is not limited to, the following strategies:
  - Providing unused District facilities for long-term use
  - Providing space in under-utilized District facilities for long-term use
  - Providing funding or other resources to assist high-impact charter schools that are serving the targeted area in acquiring facilities
- Knowledge Transfer: The District will collaboratively develop and implement systems to share expertise between the District and charter schools related to the priorities of this RFP. This may include, but is not limited to:
  - Developing joint district-charter learning communities to allow for sharing of ideas between teachers and instructional leaders, with a focus on areas such as personalized learning, educator evaluation or differentiated instruction
  - Developing and implementing strategies for mentoring new teachers and new school leaders in both charter and district schools
- Resource equity: The District will provide access to critical resources to support successful openings of new high-impact charter schools. This may include, but is not limited to:
  - Dedicated staff to provide short-term, intensive support to new operators in areas such as the District's student information systems, Exceptional Student Education policies and procedures, and data systems
  - Equal participation in innovative and effective teacher recruitment programs
  - Allowing high-impact charter school organizations to operate a National School Lunch Program under the District's sponsorship
  - Transportation partnerships

Each project will begin with a needs assessment that provides formative guidance on the district's current strengths and priorities for improvement in terms of charter authorizing practice, organizational capacity and policy environment in the context of the district's proposal. The needs assessment will be conducted by the National Association of Charter School Authorizers at no cost to the district.

**Target Population(s)**

Students currently attending or zoned for chronically low-performing public schools.

**Eligible Applicant(s)**

Eligibility is based on data from the fall of 2013. Eligible applicants are school districts with enrollment of at least 100,000 students and a minimum of twenty (20) Focus and/or Priority schools as identified through the Department's school identification process as described in the Elementary and Secondary Education Act Waiver.

**Application Due Date**

**August 29, 2014.** 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**

The Department anticipates awarding up to three (3) Districts with grant awards of approximately \$3 million each for a total of up to \$10 million. The Department may choose to award fewer Districts and increase the award amount accordingly, based on the quality of proposals.

Of the \$10 million, \$2 million will be under the specific funding authority identified on page 1 of this RFP. The remaining funds will come from national and state philanthropic partners and will be held by the Florida Education Foundation and released under the terms of a Memorandum of Understanding. The total amount of funds awarded will be contingent upon the availability of funds and successful completion of milestones identified in Narrative Section 4 of the proposal.

**Matching Requirement**

Districts must provide a minimum \$200,000 match with local funds.

**Budget/Program Performance Period**

*Anticipated project start date: November 2014*

*Project Period 1: Through June 30, 2015 (RTTT Funds)*

*Project Period 2: July 1, 2015 through June 30, 2016*

*Project Period 3: July 1, 2016 through June 30, 2017*

*Project Period 4: July 1, 2017 through June 30, 2018*

All Race to the Top funds (84.395A) must be obligated prior to June 30, 2015, but may be obligated sooner. The remainder of the project will be funded through funds from the national and state philanthropic organizations.

**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.

**Contact Persons**

## Program Office Contact

Adam Emerson

Charter Schools Director

850-245-0502

Adam.Emerson@fldoe.org

## Grants Management Contact

Mathew Caldwell

Program Specialist IV

850-245-0717

Matthew.Caldwell@fldoe.org

## Assurances

The Florida Department of Education 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 (LEAs) 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://fldoe.org/comptroller/doc/gbsectiond.doc>

## School Districts, Community Colleges, Universities, and State Agencies

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 and Scoring Criteria**

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the **Instructions**, within each Narrative Component, are ***Criteria***. *These are the bulleted, italicized statements 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** (3 Page Maximum)

**FIXED REQUIREMENT**

### **Instructions**

Provide a brief summary of the proposed project including general purpose, brief program design and specific outcomes to be achieved.

### **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 and will increase access to high-quality educational options for students in high-need areas.*
- *The proposal includes at least one outcome related to the creation of new independent high-impact charter schools in high-need areas.*

## **2. Project Need (5 Page Maximum)**

**0-15 points**

### **Instructions**

Describe the need for the proposed project and provide supporting data (Appendix A) as evidence. Appendix A should provide data related to the high-need areas that are the focus of the District's proposal.

### **Criteria**

- *The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project.*
- *The proposed project addresses the identified needs of the targeted population(s).*
- *It is evident that the proposed project is focused on those with greatest needs.*
- *The need for the proposed project is strongly justified through supportive data.*

## **3. Project Objectives (10 Page Maximum)**

**0-35 points**

### **Instructions**

Describe the measurable objectives to be accomplished in each of the following priority areas: innovative authorization, facilities support, knowledge transfer, resource equity.

### **Criteria**

- *Each of the priority areas is addressed.*
- *The objectives are clearly specified and measurable*
- *The objectives are measurable, challenging yet achievable, and address all expected outcomes of the proposed project.*
- *The objectives are innovative, bold, and are likely to result in the creation of new independent high-impact charter schools in at least one of the District's high-need areas*
  - *The objectives include clear and rigorous criteria for the selection of potential high-impact charter school operators or management organizations, which must include an assessment of prior performance with students similar to those to be served through this project.*

## **4. Management Plan (10 Page Maximum)**

**0-35 points**

### **Instructions**

Provide a detailed description of the quality management (implementation) plan. The management plan should be adequate to achieve the objectives of the proposed project on time and within budget and should include clearly defined responsibilities, timelines, and

milestones for accomplishing all of the stated objectives. The applicant must complete the attached Project Performance Accountability Information form.

**Criteria**

- *It is evident that activities are comprehensive, likely to be effective, and result in achievement of the objectives.*
- *The timelines are specific, realistic and consistent with measurable objectives and outcomes.*
- *The methods are thorough, feasible and appropriate to the goals, objectives, and outcomes of the proposed project.*
- *Responsibility is clearly assigned.*
- *The proposal includes a process for internally monitoring the progress of the project, which must include, at minimum, semi-annual reports to the department. The semi-annual reports must include the status of each task included in the Project Performance Accountability chart (p. 14).*

**5. Support for Strategic Plan (2 Page Maximum)**

**FIXED REQUIREMENT**

**Instructions**

Incorporate one or more of the Areas of Focus included in Florida’s Next Generation PreK-20 Education Strategic Plan.

URL: [http://www.fldoe.org/board/meetings/2012\\_10\\_09/strategicv3.pdf](http://www.fldoe.org/board/meetings/2012_10_09/strategicv3.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.fldoe.org/bii/curriculum/sss/>

**Criteria**

- *The applicant has included effective methods for incorporating one or more of the Areas of Focus from Florida’s Next Generation PreK-20 Education Strategic Plan.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida and the math/science initiatives.*

**6. Dissemination Plan (3 Page Maximum)**

**0-5 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 dissemination plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population(s).*

**7. Budget (Project Wide Budget and Project Period Budget) 0-10 points**

**Instructions**

Present a project wide budget that reflects the proposed costs for the entire project, including the required District match. The project wide budget should include the fund source for each line and should stay within the limits per fund source as described in the project wide budget instructions. The project wide budget should not exceed \$3,500,000 and should include the \$200,000 District match.

The applicant should present separate budgets for each project period (page 3 of this RFP) using the DOE101S form. The budget for the first project period should not exceed \$835,000. The individual project period budgets should not include the required District match and should not exceed \$3,300,000 in total.

***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 outcomes.*
- *The costs are reasonable in relation to the objectives, design and potential significance of the proposed project.*
- *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.*

**8. Preference Points: 0-20 points**

**NOTE: Eligibility for Preference Points will be assessed by the program office following the completion of the proposal review process.**

**Instructions**

**A proposal must have a score of 70 before any preference points may be earned.**

**Preference points may be earned by applicants that include a letter from an independent high-impact charter management organization (CMO) expressing support for the District-Charter Collaborative Compact proposal and interest in opening at least two new charter schools in high-need areas within the District. An applicant may earn five (5) points per CMO, with a maximum of ten (10) points available. Signed letters should be included as Appendix B.**

**An applicant may earn five (5) preference points if proposal includes a letter of support from the Mayor of a city in which newly recruited charter schools plan to operate. The signed letter of support should be included as Appendix C.**

An applicant may earn five (5) preference points if the District has or will have an established relationship with Teach for America (TFA) and will include new high-impact charter schools as potential placements for TFA members, as indicated in a letter signed by TFA and the Superintendent. The letter should be included as Appendix D.

## **Funding Method(s)**

### **RTTT Funds:**

#### **CARDS - Cash Advance and Reporting of Disbursements System (C)**

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 CARDS - Cash Advance and Reporting of Disbursements 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 CARDS System.

### **Non-RTTT Funds:**

Funds will be released per the Memorandum of Understanding between the Department and the Florida Education Foundation.

## **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.

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:**

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

NOTE: Project recipients **do not** have the authority to report expenditures 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.

**Administrative Costs including Indirect Costs:** For Federally funded projects, indirect costs are capped at the applicant's approved negotiated rate.

### **Executive Order 11-02**

The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-02, the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of (a) all persons employed during the Contract term by the Contractor to perform employment duties within Florida; and, (b) all persons (including subcontractors) assigned by the Contractor to perform work pursuant to this Contract.

### **Project Performance Accountability and Reporting Requirements**

The Department's project managers will track each project's performance, based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services prior to payment, as required by Sections 215.971, and 287.058(1)(d)&(e), Florida Statutes. For projects funded via Cash Advance, the Department's project managers will verify that the project's activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a semi-annual basis. For projects funded via reimbursement, the Department's project managers will verify that the project's expenditures are allowable and that performance objectives are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations. Failure to achieve the performance expectations as described in the proposal and the Project Performance Accountability Form may result in the withholding of funds.

Additionally, the Department will contract with an external organization to conduct an interim and summative evaluation of each District's progress toward the outcome measures included in their approved proposal. Each participating District is expected to provide the external organization with the information necessary to complete the evaluations.

### **Notice of Intent-to-Apply**

The due date to notify the Program contact of Intent-to-Apply is June 20, 2014. This notification should be sent as an e-mail to [Adam.Emerson@Fldoe.org](mailto:Adam.Emerson@Fldoe.org). 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 submit an application.

### **Method of Answering Frequently Asked Questions (FAQs) or Providing Changes**

All responses to Frequently Asked Questions will be posted on the Program Office website by July 11, 2014.

Frequently Asked Questions will be answered in a single document that addresses all of the questions submitted in writing, by the date below.

The last date that questions will be accepted is June 27, 2014. ***Please submit questions to [Adam.Emerson@fldoe.org](mailto:Adam.Emerson@fldoe.org), and include District Compact Competition Questions in subject line.***

### **Method of Review**

A peer review process will be used to evaluate the *DCCC* competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience and expertise.

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 representing educational professionals and stakeholders from Florida and, when applicable, around the country.
- Each reviewer will score the proposal on a 100 point scale.
- The Department will drop the high and low score for each proposal and average the middle three scores to two decimal points. This is the pre-final score.
- Earned preference points will be added to eligible proposals that have a pre-final score of at least 70 points.
- 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.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

**The Department reserves the right to negotiate with all responsive Applicants, serially or concurrently, to determine the best-suited solution. The ranking of the proposals indicates the perceived overall benefits of the application, but the Department retains the discretion to negotiate with other qualified Applicants, as deemed appropriate.**

### **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.
  - Complete project wide budget
  - DOE 101S- Budget Narratives for each project period
  - 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>

**A complete proposal must include all of the following elements in the order listed below. The Abstract and Project Narrative must include a header identifying each section. When the proposal is complete and in the proper order, all pages should be numbered (by hand is acceptable).**

1. DOE 100A Project Application Form with original signatures
2. Abstract of proposal (**2 page**).
3. Project Narrative (Sections 1-6)
  - a. 28 Page Maximum
4. Project wide budget
5. DOE 101S Budget Narrative (separate DOE101S for each project period)
6. Appendix A (Project Need Data)
7. Appendix B (Signed letters of support from independent, high-impact charter management organizations)
8. Appendix C (Signed letter from Mayor)
9. Appendix D (Signed letter from Superintendent and Teach for America)

#### **Technical/Formatting and Other Application Submission Requirements**

- Number of copies plus original: 3
- Font Type/Size: Arial/12 pt
- Margin size: 1" – both side and top/bottom margins
- Double Spacing
- Single sided
- No Bound Copies

**Application must be submitted to:**  
**Office of Grants Management**  
**Florida Department of Education**  
**325 W. Gaines Street, Room 332**  
**Tallahassee, Florida 32399-0400**

## **Project Performance Accountability Information, Instructions, and Forms**

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 and compliance with applicable state and federal requirements. The Department's project managers will:

- Track each project's performance based on the information provided and the stated criteria for successful performance
- Verify the receipt of required deliverables prior to payment.

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a semi-annual basis.

**The Project Narrative/Scope of Work** must include the specific tasks that the grantee is required to perform. Deliverables must:

- be directly related to the specific tasks
- identify the minimum level of service to be performed
- be quantifiable, measurable, and verifiable.

**Deliverables** include, but are not limited to:

- documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- measures that are specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include prekindergarten, K-12, and adult learners, as well as parents.
- specific services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.).

The Department of Education's criteria for the acceptance of the above deliverables includes, but is not limited to, the following:

- documents are compliant with the Americans with Disabilities Act (ADA)
- meet technical specifications, as appropriate
- design, organization, format, and readability levels are appropriate for intended use and audience
- content is accurate and grammatically correct
- copyright and funding information is noted on products
- use of consultants
- review of follow-up data or participant feedback that indicates level of effectiveness and usefulness of service
- review of state/district/school/student data indicates level of effectiveness of service
- participation rate meets established minimums

- quality of service meets generally accepted guidelines
- quantity of evaluations/assessments meet established minimums
- quantity of service meets established minimums
- referrals are appropriate to identified needs
- specified agencies collaborate
- student evaluations/assessments are administered appropriately
- units of service meet established minimums.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions.

**Definitions**

**Priority Area:** Identify the specific priority area the tasks are related to: Innovative authorization, facilities support, knowledge transfer, or resource equity.

**Tasks:** Specific activities that are required to be performed to complete the Project Narrative/Scope of Work.

**Deliverables:** Products and/or services that directly related to a Task specified in the Proposal.

**Evidence of Completion:** Measurable and verifiable evidence that demonstrates completion tasks and deliverable.

(Use additional pages, as appropriate.)

Project Performance and Accountability					
Priority Area	Tasks (see Project Design – Narrative)	Deliverables	Evidence of Completion	Person Responsible	Anticipated Completion Date



## Instructions

**Use additional pages as necessary. The budget should cover the entire project period, through June 30, 2018.**

**(1) Priority Area** –Enter the Priority Area(s) that the expenditure will support: Innovation Authorization, Facilities Support, Knowledge Transfer, or Resource Equity (as described in the RFP).

**(2) Function Code** –Enter the Function Code, as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual, which best classifies the overall purpose or objective of the goods or services budgeted.

**(3) Object Code** – Enter the Object Code which best classifies the goods or services budgeted. Use the three-digit Object Code as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual;

**(4) Account Title and Narrative** - Provide the Account Title that applies to the Object Code listed in (3) and a detailed Narrative that includes a description of each good or service budgeted and its purpose or use. For example:

*Salaries* – Describe the type(s) of position(s) requested and the major responsibilities/duties of each position(s). Use a separate line to describe each type of position.

*Other Personal Services* – Describe the type of service(s), its purpose or use, 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 the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.

*Contractual Services and/or Inter-agency agreements* – Describe the services to be rendered and the type of entity or agency (name, if available).

*Travel* – Describe each type of travel to be supported with project funds, such as conference(s), local travel, in- 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.

*Materials and Supplies* - Describe the type of item to be purchased and its purpose or use.

*Capital Outlay* - Describe the type of item/equipment to be purchased and its purpose or use.

*Indirect Cost* - Refer to the DOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) for additional guidance regarding indirect cost. Provide the percentage rate from the district's Approved Indirect Cost Plan.

**(5) FTE** - (Only applicable for items classified as Salaries and Other Personal Services (Refer to (2) Object Code.) Enter the total number of positions (as FTEs\*) that will be supported with these funds. \*Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the 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.

**(6) Funding Source:** Enter one of the following Funding Source Descriptors:

- *RTTT* (Race to the Top): May not exceed \$666,667.000
- *Foundation*: May not exceed \$2,600,000
- *District Match*: Must be at least \$200,000.00

**(7) Amount** - Enter the total amount budgeted for each line item.