

**FLORIDA DEPARTMENT OF EDUCATION**

**2020-2021 Request for Proposal (RFP) - Discretionary Competitive**

**TAPS 21B094**

**Bureau/Office**

Division of Career and Adult Education

**Program Name**

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), **Advancing Career and Technical Education through Entrepreneurship Education and Training (EET) Grant**

**Specific Funding Authority(ies)**

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 112- Reserve Funding.

The Florida Department of Education (The Department) submitted a **State Plan for 2020-2024** to the United States Department of Education (USDOE) in April of 2020. Submission of a new State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), herein known as the “Act”.

To view **Florida’s Perkins V Four-Year State Plan**, visit: <http://www.fldoe.org/perkins>

The Department will utilize its authority under Section 112 to reserve funds to foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies and award eligible recipients that meet one of the following criteria under the provisions of Section 112 as determined by the Department:

* serve students in rural areas;
* have high percentages of CTE concentrators or CTE participants;
* have high numbers of CTE concentrators or CTE participants; or
* have disparities or gaps in performance.

**Funding Purpose/Priorities**

Florida’s Perkins V State Plan commits to creating a robust entrepreneurial ecosystem through career and technical education (CTE). Business equity is the second largest source of wealth behind home equity, and for special populations, self-employment and the ability to effectively create value contributes to Florida’s greater economic security. In short, becoming an entrepreneur is a viable path to improving Florida’s economic and social mobility rates. CTE does not just prepare students to take jobs, but to create the jobs of the future.

Entrepreneurship education and training (EET) refers to both academic education and formal training interventions or activities that share the broad objective of providing individuals with the knowledge and skills necessary to start, operate, or scale an enterprise. For purposes of Perkins V, it has a particular focus on formally cultivating within CTE students the following two domains:

1. *entrepreneurial mindsets* - i.e., the socio-emotional skills and overall awareness of “what it takes” to become a successful entrepreneur (e.g., self-confidence, leadership, creativity, risk propensity, motivation, critical thinking, high degrees of empathy, resilience, and self-efficacy)
2. *entrepreneurial capabilities -* i.e., the capacity for successful business management and venturing (e.g., knowledge of marketing, accounting, financial modeling, and the sources of capital, and evidencing the ability to de-risk an idea, successfully pivot, and value-create)

It is in this spirit that the Florida Department of Education is seeking to fund innovative EET projects that cultivate entrepreneurial mindsets and entrepreneurial capabilities in CTE students.

EET funds must be exclusively used to support activities associated with CTE programs, students, and teachers/faculty.

EET funds may only be used to support CTE programs that meet the size, scope, quality state standards as part of the comprehensive local needs assessment (CLNA).

**Total Funding Amount/Approximate Number of Awards**

* **$1,000,000 (Allocation is contingent on Florida’s 2020 Federal Award)**
* **Three different application funding categories**
* **Limited to one funded EET project per eligible applicant**

**Specific Funding requirements:** Three application funding categories

**Option One - High Impact:** $100,000 grant option must include minimum of 3 initiatives/activities related to EET. A high impact project is one that includes collaboration among multiple stakeholders, (i.e. a project that partners secondary (school district) and postsecondary (school district and/FCS institution) with area business and industry or CareerSource Workforce Board. A high impact project also requires that a high number of students and/or faculty (50+) will not just be exposed to said EET initiatives, but evidence increased entrepreneurial capabilities and (for students) demonstrate potential for a future as a small business owner or (for faculty) demonstrate the ability to effectively teach entrepreneurship.

**Option Two - Medium-High Impact**: $50,000 grant option must include: at least 2 initiatives/activities related to EET. A medium-high impact proposal may not necessitate collaboration among multiple stakeholders but could be internally focused (i.e. a project that focuses on professional development training for faculty in EET or the development of in-house student accelerator program). A medium-high impact proposal should aim to expose a larger number of students to EET while only a few dozen may evidence increased entrepreneurial capabilities. As an alternative to exposure of large numbers of students, a medium-high impact proposal may only focus on the practice of teaching entrepreneurship or embedding EET within existing CTE courses, in view of culture transformation.

**Option Three - Medium Impact:** $25,000 grant option must include: at least 1 initiatives/activities related to EET. Proposal is medium impact and focused on launching a foundational or exploratory EET-related initiative. A medium impact proposal may focus teacher training and planning for the integration of entrepreneurship competencies by identification of the programs targeted for integration, development of lesson plans and curriculum to be utilized, and piloting the lessons and curriculum.

**Note:**

* Applicants may submit more than one grant proposal for consideration, a Local Eligible Agency (LEA) will only be funded for a single project to ensure equitable distribution of projects across the state.
* Sample initiatives/activities are found in the EET program information section. Project proposals are not limited to the sample initiative/activities provided herein and applicants may propose other EET initiatives/activities.
* To receive a grant award through the EET funding (under section 112), eligible recipients must have approved Secondary or Postsecondary Four-Year Plan Applications with the FLDOE.
* The Commissioner may recommend an amount greater or less than the amount requested in the proposed project and will prioritize awarding projects that:

-Ensure minimum number of secondary CTE grant recipients are funded;

-Demonstrate partnerships with secondary and postsecondary collaborative project proposals

 -Support non-traditional and special population access

-Collaborative partnerships with not for profit organizations, community-based organizations, student organizations, et al that provide curricular and extra-curricular experiences for students in grades 6-12 or postsecondary students

**Other Programmatic Grant Requirements**

* EET grant recipients are required to participate in an end-of-year statewide convening (in-person or virtual) to discuss their results & share best practices. Statewide convening will be supported by the Florida Association for Career and Technical Educators (FACTE).
* EET grant recipients are required to have institutional representation a new statewide community of practice *Florida’s Entrepreneurial Future: How to Do Entrepreneurship Education?* This will be a continuous professional development opportunity for all faculty and staff to understand the role of EET in and for CTE.
* Grant orientation provided by the Department.
* Materials (guides, lesson plans, toolkits, curriculum) developed through the EET grant funds will be made available to others agencies and shared electronically statewide.
* EET grant recipients may be asked to serve as a demonstration site and host (in-person or virtual) school districts and FCS institutions interested in project replication.

**Type of Award**

Discretionary Competitive

Budget / Program Performance Period

Date grant application approved through June 30, 2021

**Target Population(s)**

Secondary career and technical education students in grades 6 through 12 and postsecondary career and technical education students.

**Eligible Applicant(s)**

Florida Public School Districts and Florida College System Institutions eligible to apply for Perkins V funds.

**Final Performance Report**

EET grant recipients are required to submit a final fiscal and performance report to the Department. The final performance report template will be sent to eligible recipients under separate cover.

**Application Due Date**

**Due on or before November 2, 2020**

**Eligible Applicant(s) must submit all application documents to FDOE Office of Grants Management via email to:** CTEGrant@fldoe.org.

The due date refers to the date of receipt in the Office of Grants Management. Proposals **must** be received within **FDOE no later than the close of business (5pm EDT) on the due date**.

**For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.**

**Notice of Intent-to-Apply**

The due date to submit the Notice of Intent to Apply to Florida Department of Education (FDOE) is **October 15, 2020.**

The link to submit your agency’s Intent to Apply form for the 2020 - 2021 Entrepreneurship Education and Training (EET Grant) is <https://www.surveymonkey.com/r/S7F5BXP>.

The Intent to Apply form will provide FDOE with the necessary information to create your agency’s Office of Grants Management cloud-based “ShareFile” account associated with this grant’s TAPS number. Each agency may list up to four (4) individuals who are authorized to access the ShareFile account associated with theEntrepreneurship Education and Training (EET Grant).The FDOE recommends at least two individuals be listed.

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**

If you have questions related to this request for proposal, email Erica Bush, Erica.Bush@fldoe.org.

To ensure that all eligible applicants have access to the questions and answers, this information will be posted.

All Frequently Asked Questions will be posted on the Program Office website at URL <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

The last date that questions will be answered is **October 15, 2020.**

**Matching Requirement**

None

## Contact Persons

**Program Contact Grants Management Contact**

Erica Bush Phyllis White

Program Specialist IV Grants Manager

850-245-9048 850-245-0715

Erica.Bush@fldoe.org Phyllis.White@fldoe.org

## Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); 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 and Federal Programs.** The complete text may be found in Section D of the Green Book.

## School Districts, Florida College System, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE 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.

## Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

**Note:** The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87,

A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 form will be required prior to a project award being issued.

**School Districts, Florida College System, and State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency’s head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>.

The Grants Fiscal Management Training and Assessment must be completed annually by the agency head and/or the agency’s financial manager (CFO) within 60 days of the date of execution (Block 12) on the DOE 200, Project Award Notification. Training and assessment can be found here at <https://web01.fldoe.org/TrainingAssessment/SignOn/Home.aspx>. Enter in your email address and follow the steps. Non-participation in the training program may result in termination of payment(s) until training is completed.

**Funding Method**

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE’s Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. 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 these items must be available upon request.

**Fiscal Requirements**

Applicants must complete a Budget Narrative form, DOE101S Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All 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, which may be accessed online at [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements, time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the Florida Department of Education, Comptroller’s Office, by August 20, 2021.

**Allowable Expenses:**

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.

**Unallowable Expenses:**

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

* Costs for items or services already covered by indirect costs allocation
* Costs not allowable for federal programs per the USDE General Administration Regulations (EDGAR), which may be found at [www.ed.gov/policy/fund/reg/edgarReg/edgar.html](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html) and the Reference Guide for State Expenditures, which may be found at [https://www.myfloridacfo.com/Division/AA/Manuals/Auditing/Reference\_Guide\_For\_State\_Exp enditures.pdf](https://www.myfloridacfo.com/Division/AA/Manuals/Auditing/Reference_Guide_For_State_Expenditures.pdf).
* The Uniform Grant Guidance (UGG) may be found at [https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative- requirements-cost-principles-and-audit-requirements-for-federal-awards](https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards).

**Federal: Strengthening Career and Technical Education for the 21st Century Act: Funding Shall Supplement, Not Supplant**

Section 211 (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 activities.

**Equipment Purchases**

**Federal Requirement**

Any equipment purchased under this program must follow the [Uniform Grants Guidance](http://www.ecfr.gov/cgi-bin/ecfrbrowse/Title02/2cfr200) (UGG) or the [Reference Guide for State Expenditures](https://www.myfloridacfo.com/Division/AA/Manuals/documents/ReferenceGuideforStateExpenditures.pdf).

The UGG document provides all of the required definitions in the following sections: 200.12 Capital Assets, 200.13 Capital Expenditures, 200.2 Acquisition cost, 200.33 Equipment, 200.48 General Purpose Equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies, Post Federal Award Requirements Standards for Financial and Program Management, 200.313 and General Provisions for Selected Items of Cost 200.439.

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml).

The UGG, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code.

**State Requirement**

The Florida Administrative Code, Rule, 69I-72.002, Threshold for Recording Tangible Personal Property for Inventory Purposes states: All tangible personal property with a value or cost of $1,000 or more and having a projected useful life of one year or more shall be recorded in the state’s financial system as property for inventory purposes. Rule, 69I-72.003, Recording of Property, states: Maintenance of Property Records – Custodians shall maintain adequate records of property in their custody.

**Division of Career and Adult Education Requirement**

To ensure that Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of $1,000 or more on the **DOE 101S Budget Narrative Form** and on the **Projected Equipment Purchases Form** (applicant may use this form or another format that contains the information appearing on this form).

All additional equipment purchases with a unit cost of $1,000 or more not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

**Administrative Costs including Indirect Costs**

**The Strengthening Career and Technical Education for the 21st Century Act: 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 **five percent** 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.

Executive Order 11-116

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 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

**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.

**Intellectual Property**

The awarded agency is subject to following additional provisions:

A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with this Grant/Contract shall become the exclusive property of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Grantee/Contractor nor any individual employed under this Grant/Contract shall have any proprietary interest in the product.

B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf of the State of Florida.

C. In the event it is determined as a matter of law that any such work is not a "work for hire," grantee shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Grant/Contract and with no additional compensation.

D. The foregoing shall not apply to any pre-existing software, or other work of authorship used by Grantee/Contractor, to create a Deliverable but which exists as a work independent of the Deliverable, unless the pre-existing software or work was developed by Grantee pursuant to a previous Contract/Grant with the Department or a purchase by the Department under a State Term Contract.

E. The Department shall have full and complete ownership of all software developed pursuant to the Grant/Contract including without limitation:

1. The written source code;

2. The source code files;

3. The executable code;

4. The executable code files;

5. The data dictionary;

6. The data flow diagram;

7. The work flow diagram;

8. The entity relationship diagram; and

9. All other documentation needed to enable the Department to support, recreate, revise, repair, or otherwise make use of the software.

**Financial Consequences**

The contract manager shall periodically review the progress made on the activities and deliverables listed. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced payment or request the contractor redo the work or terminate the contract**.**

**Amendment Procedures**

Project amendments may be proposed by the project recipient or by the DOE Program Manager. Program and budget amendments to approved project applications for all programs shall be prepared by project recipients on the Project Amendment Request Form (DOE 150) and the Budget Amendment Narrative Form (DOE 151) available in the [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml) and on the Division of Career and Adult Education Grants website at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>.

A project recipient may not begin to expend or obligate federal funds under a project amendment until the latter of the following two dates: (1) the date the Department receives the amendment in substantially approvable form or (2) the date approved by the Department Program Manager.

**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: 2 C.F.R. 200 of the Uniform Guidance, Florida Department of Financial Services *Reference Guide for State Expenditures* and guidelines published in the Florida Department of Education’s *Green Book*.

The Division of Career and Adult Education, *Quality Assurance Policies, Procedures and Protocols Manual* is available at: <http://www.fldoe.org/academics/career-adult-edu/compliance>.

**Access and Equity**

The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age; Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 [P.L. 110-233], 29 CFR 635.10 (c)(1), which prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information.)

**2020-2021 PERKINS V**

**Advancing Career and Technical Education through Entrepreneurship Education and Training (EET) Grant Program Information**

The Florida Department of Education submitted a **State Plan for 2020-2024** to the United States Department of Education (USDOE) in April of 2020. Submission of a new State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), herein known as the “Act”. To view **Florida’s Perkins V Four-Year State Plan**, visit: <http://fldoe.org/academics/career-adult-edu/perkins/>.

All eligible recipients using funds under this Act must adhere to all of the provisions included in the Act, Florida’s Perkins V Four-Year State Plan (2020-2024), the Florida Department of Education (FLDOE) 2020-2021 Perkins V Implementation Guide and those listed below. Implementation of this new state plan requires each eligible recipient to submit a local application in compliance with the requirements in Section 134 of the Act.

The application shall cover the same period of time as the state plan. Funding for Perkins projects in fiscal year 2020-21 is contingent upon U.S. Department of Education approval of Florida’s Perkins V Four-Year State Plan (2020-24).

Entrepreneurship Education and Training (EET) Grants are funded **ONLY** in conjunction with eligible recipients Secondary and Postsecondary approved Perkins V Local Four-Year Plan Application.

Therefore, selected recipient must have an approved Perkins V four-year plan prior to the issuance of this grant award.

**Entrepreneurship Definition:**

Entrepreneurship education and training (EET) refers to both academic education and formal training interventions or activities that share the broad objective of providing individuals with the knowledge and skills necessary to start, operate, or scale an enterprise. For purposes of Perkins V, it has a focus on formally cultivating within career and technical education students the following two domains:

1. *entrepreneurial mindsets* - i.e., the socio-emotional skills and overall awareness of “what it takes” to become a successful entrepreneur (e.g., self-confidence, leadership, creativity, risk propensity, motivation, critical thinking, high degrees of empathy, resilience, and self-efficacy)
2. *entrepreneurial capabilities -* i.e., the capacity for successful business management and venturing (e.g., knowledge of marketing, accounting, financial modeling, and the sources of capital, and evidencing the ability to de-risk an idea, successfully pivot, and value-create)

**Sample Project Initiatives and Activities:**

EET project options for development may include but not limited to:

1. Integration of EET curriculum into existing CTE programs and programs of study
2. Develop or scale EET co-curricular activities (speaker series, angel investor pitch nights, student organizations, workshops, conferences, training seminars, etc.)
3. Develop or scale EET-related professional development opportunities for teachers and faculty
4. Advance teacher and faculty EET Community of Practice, teacher externship opportunities
5. Create student-centered EET maker spaces for an existing CTE program(s)
6. Build and launch of a CTE-related school-based enterprise (client digital app development, digital design services, or other goods or services activity for community clients)
7. Start-up CTE student boot camps
8. Pitch competitions, entrepreneurship competitions or experiences that challenge students to develop innovative solutions for environmental, social, or community issues
9. Expand existing EET programs that encourages growth and innovation
10. Launch a student-centered accelerator/incubator that moves products from bench to market

**PROJECT DESIGN NARRATIVE SECTION**

|  |
| --- |
| This guide details federal, state requirements, and must be used as a resource to prepare the grant application.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 75 points required for an application to be considered eligible for funding.For a list of all items to be included in the application package, please see the **Application Review Criteria and Checklist** in the **Attachments** section.**Instructions and Submission Requirements** |
| 1. Applications that are late will not be reviewed or scored.
2. All application items must be placed in the order specified in the **Application Checklist** section (see the last page of this RFP document).
3. Before inserting any text or information into the Application Narrative Section, forms and charts, save the pages/charts/forms in Word on your computer.
4. **NARRATIVE COMPONENTS (1-8) MAXIMUM PAGE LIMIT 20**. Any pages that exceed the 20 page maximum will not be included in the evaluation. This does not include any required forms and/or other requested information that also must be included in the application package.

**Narrative Component response format:**a) Use size 12-point Arial fontb) Margin size  - 1” – both sides and top/bottom marginsc) Double spacedd) Single-sided pagese) Complete the narrative using the same sequence presented in the **Narrative Components** section.f) Responses should be brief, clear and concise.1. All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
2. An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
3. The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
4. The department will also accept a typed signature, if the document is uploaded by the individual signing the document.
5. Eligible agencies must download the **Entrepreneurship Education and Training Grants** and submit all documents to FDOE via email to: **CTEGRANT@fldoe.org****.**
6. Required application submission naming convention:
* Agency number- Agency Name -TAPS#21B094
* Example: 999- Jones County SD -TAPS#21B094
* Save the all application documents in one Pdf. File
 |

**1. Project Abstract FIXED REQUIREMENT**

**Complete the following summary for the proposed project.**

|  |  |
| --- | --- |
| **Applicant** | School District or Florida College System Institution |
| **Program Level** | Secondary Program or Postsecondary Program |
| **Application Funding Categories***See page 1 for the application funding categories associated with the number of initiatives required.* | Select One:[ ] Option One: High Impact[ ] Option Two: Medium-High Impact[ ] Option Three: Medium Impact |
| **Amount ($) of Funds Requesting** |  |
| **Proposed Initiatives/Activities***Provide a numbered list of initiatives/activities* |  |
|  |  |
| **Partnerships***Provide a short summary of the collaborative partners identified for the proposed project* |  |

**2. Project Design and Implementation Plan 30 points**

Describe the project design and implementation plan. This summary must include the following sections:

1. Purpose of the project:
	1. Briefly describe the intended outcomes of the project
2. Initiatives/Activities:
	1. Provide a detailed description of the specific initiative/activities of the project
	2. Note: items listed must match the short summary in the project abstract above
3. Partnership:
	1. Provide a list of all planned partners for the project including the anticipated key contributions of each partner to the success of the program
4. Populations (ie. students, teachers) impacted:
	1. Provide an overview of populations impacted and planned outreach/recruitment efforts, if applicable
5. Staffing:
	1. Provide the staffing plan for implementation
	2. Identify all staff positions contributing to the project including those for which there is not a budget expenditure from the grant
6. Milestones and Timeframes:
	1. Provide a detailed description of key milestones and timeframes for project execution, including the key markers of grant progress. These are typically expressed in the form of an action or event marking a significant change or stage in development of the scope of the project.

*Criteria*

* *The project purpose is aligned with the funding opportunity intent.*
* *The initiatives/activities are measurable, qualitative, challenging, yet achievable, and address all outcomes of the project.*
* *The milestones and timelines are specific, realistic, and consistent with measurable objectives and outcomes.*
* *The collaborative partnerships for developing and implementing the project are realistic and likely to be successful. The specific role, activities and expected contributions of each of the partners are clearly outlined and show strength to support the program.*
* *The populations served through the project are aligned to the funding opportunity intent.*
* *The staffing plan to support a successful project execution is fully described and adequate.*
* *The milestones and timelines are specific and realistic to achieve the project goal.*

**3. Project Need 30 points**

Describe the local need for the EET project (identified in the abstract) addressing the following:

1. The need for the requested level ($100,000 high impact, $50,000 high to medium impact, or $25,000 medium impact) of funding.
2. Compelling evidence and data that supports the initiatives/activities of the project. NOTE: While the Perkins V State Plan articulates the efficacy of EET on student engagement and completion, include any additional compelling evidence specific to your institution or district for the kind of project proposed herein.
3. The projected impact of this proposal toward creating *entrepreneurial mindsets* and/or *entrepreneurial capabilities* with your targeted population(s)

*Criteria*

* *The response provides compelling evidence and data of the need of the proposed project.*
* *The need is evident, compelling, and clearly linked to the outcome(s) of the project.*
* *The need for the project is strongly justified*

**4. Budget Narrative 15 points**

Describe how the project will directly align with secondary and postsecondary CLNA results, proposed objectives and EET program expenditures utilizing the DOE 101S Budget Narrative Form.

NOTE:

* If funds are spent to support a specific CTE program, the CTE program number must be listed in the budget and the program must meet all size, scope and quality and labor market alignment requirements.
* All expenditures must be tied to an agencies comprehensive local needs assessment conducted for their Perkins V local application.

*Criteria*

* *The budget narrative form 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.*

**Note:** This Budget narrative component is in addition to completing the DOE 101S, Budget Narrative Form. When applying points, reviewers will consider both the form submitted in the application as well as these Budget narrative responses.

The DOE 101S, Budget Narrative Form is not included in the maximum page count for this Narrative Components section.

Perkins V, allows eligible recipient to use funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive local needs assessment.

Therefore, all budget narrative must be aligned with the 2020-2021 CLNA priorities and needs addressed in the narrative sections of this RFP. This information is significant as it relates to how eligible recipients will be allowed to support CTE program costs with Perkins V funds.

1. Eligible recipients must complete and submit the **Budget Narrative Form, DOE 101S**, in detail, and ensure alignment with the following:
	1. (Sec. 134) Comprehensive Local Needs Assessment Results
	2. (Sec. 135) Requirements for Uses of Funds and
	3. (Sec. 135) Size, Scope, and Quality to be effective

To meet this requirement of the Perkins V, eligible recipients must provide on DOE 101S, Budget Narrative Form under Column (3), **Account Title and Narrative**, the specified CLNA need, Requirements for the Uses of Funds and \*Program number or CIP#, for all budgetary line item supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc.

An example of how to complete the budget form is located in the attachments section. The chart below shows all of the information required for each budget line litem (this chart does not include all allowable budget line items).

|  |  |  |  |
| --- | --- | --- | --- |
| **Account Title** | **CLNA Need #** | **\*Program Number or CIP#** | **Requirements for Uses of Fund #** |
| Salary | X | X | X |
| Benefits | X | X | X |
| Travel | X | X | X |
| Supplies | X | X | X |
| Equipment | X | X | X |
| Textbooks | X | X | X |
| Admin Cost/Indirect Cost | n/a | n/a | n/a |

\*Any budget line item for a **particular CTE program** must meet Labor Market alignment standards; therefore, each cost on the budget narrative form must provide program number or CIP# for the appropriate CTE programs.

The budget form is a Word document titled Budget Narrative Form, DOE 101S. Visit our website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml> and see the 2020- 2021 RFP Applications Program Management Resource Section to access the budget form and the instructions for completing the form.

**5. Sustainability 20 points**

Describe how the applicant intends to ensure the project’s sustainability and/or expansion of the program after the grant period ends. Provide information on future funding sources and plans to continue the project(s) initiated with these funds.

*Criteria*

* *The applicant has a plan to sustain the project after the grant period ends and is reasonable and clearly explained.*

**6. Dissemination Plan 5 points**

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 or strategies used to share services provided by the proposed project are innovative.*
* *The dissemination plan reflects a thorough grasp of the proposed project and a positive impact on the targeted population(s).*
1. **Support for Reading/Strategic Imperatives** **FIXED REQUIREMENT**

Describe how the project will incorporate one or more of the Goals included in the State Board of Education’s K-20 Strategic Plan. For details refer to URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

1. **Federal Programs - General Education Provisions Act (GEPA)** **FIXED REQUIREMENT**

For the fiscal years 2020-2021, provide a concise, one-page description of the process 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>.

**Contractual Service Agreements**

Contractual Service Agreements must be in compliance with Florida Statutes, Sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133; Rule 60A-1.017, Florida Administrative Code. Applicants proposing fiscal/programmatic agreements should carefully review and follow the guidance of the *State of Florida Contract and Grant User Guide*, Chapter 3, Agreements at URL: <https://www.myfloridacfo.com/sitePages/services/flow.aspx?ut=Grant+Professionals>

All proposed contractual expenditures between the fiscal agent and subcontractors shall be accompanied by a formal, properly executed (agency head or designee’s signature, and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

**Conditions for Acceptance and Award**

EET funds must be exclusively used to support activities associated with CTE programs, students, and teachers/faculty. For projects involving specific local CTE programs, EET funds may only be used to support CTE programs that met the size, scope, quality state standards as part of the comprehensive local needs assessment (CLNA) associated with the agency’s request for application.

Prior to award, all eligible recipients’ budget line items will be evaluated and approved based on the written narrative in the local application, direct alignment to the CLNA identified needs and proposed Budget expenditures.

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

1. Application includes required forms: DOE 100A Project Application Form and DOE 101S - Budget Narrative Form
2. All required forms must have the assigned TAPS Number included on the form
3. All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
* **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.**
	+ An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
	+ The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
	+ The department will also accept a typed signature, if the document is uploaded by the individual signing the document.
1. Request for Proposal (RFP) are due to the Florida Department of Education (Office of Grants Management) by 5:00 pm (EDT) on November 2, 2020.
2. Eligible agencies must download the **Entrepreneurship Education and Training Grants** Application and submit all documents to FDOE via email to: CTEGRANT@fldoe.org.
3. Required application submission naming convention:
* Agency number- Agency Name-TAPS#21B094
* Example: 999- Jones County SD-TAPS#21B094
* Save the all application documents in one Pdf. File

**Method of Review**

The review of proposals will consist of the following process:

1. A review committee process will be used to evaluate eligible proposals. Project proposals are screened by FDOE program staff to ensure conditions for acceptance in the RFP are addressed. Proposals that meet state requirements are evaluated and scored. Proposals not meeting all pre-screen requirements will not be reviewed.
2. Each proposal meeting the conditions for acceptance is reviewed and scored by a team of qualified reviewers representing professionals with education experience.
3. Each grant proposal will be scored by three reviewer(s), and scores will be averaged for the final review score.
4. Scoring Criteria are based on a 100-point scale, with a minimum score of 75 points required for an application to be considered eligible for funding.
5. Proposals with a final score of less than 75 are not eligible for funding consideration.
6. The proposals will be ranked in order from highest to lowest score. The Department reserves the authority to award other higher-scoring applicants in rank order, notwithstanding this provision
7. FDOE grants administration staff will review recommended proposals for compliance with the programmatic and fiscal policy.
8. Awards are subject to the availability of funds.
9. **All awards are pending the Commissioner of Education’s final approval and the Commissioner may recommend an amount greater or less than the amount requested in the proposal**
10. Eligible recipients may be asked to revise and/or change content stated in their application to be approved for funding.
11. In addition, fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement, and Office of Grants Management staff.
12. The **Application Review Criteria and Checklist** found in the **Attachments** section will also be used by FDOE staff to review applications.

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.

Attachments

1. **Resources**
2. **DOE 100A, Project Application Form**
3. **Example DOE 101S Budget Narrative Form**
4. **Projected Equipment Purchases Form**
5. **Application Review Criteria and Checklist**

**Attachment A** - **Resources**

For a robust analysis on the role that entrepreneurship can play as a catalyst to achieve economic and social development objectives, including growth, innovation, employment and equity among secondary and postsecondary students see: [Valerio, Parton, and Robb (2015). Entrepreneurship Education and Training Programs around the World](https://openknowledge.worldbank.org/bitstream/handle/10986/18031/9781464802027.pdf?sequence=1).

For additional resources and support please visit the Kauffman Foundation’s [New Entrepreneurial Learning Site](https://www.kauffman.org/entrepreneurship/new-entrepreneurial-learning/) or the Network for Teaching Entrepreneurship’s (NFTE) [Survey Findings](https://www.nfte.com/wp-content/uploads/2017/07/NFTE-2016-Alumni-Survey-Report-2.10.20171.pdf).

* **Resources to Learn More about Entrepreneurship and Entrepreneurship Education Association of Private Enterprise Education (APEE)**

[www.apee.org](http://www.apee.org)

APEE consists mainly of educators that want to instruct entrepreneurs and business leaders on how to succeed in private enterprise. The Association is an information exchange for educators and provides conferences, newsletters, directories, consultation and facilitation of communication and cooperation between education and business. APEE publishes the [Journal of Private Enterprise](http://journal.apee.org/index.php/Main_Page).

* **Coleman Foundation**

[www.colemanfoundation.org](http://www.colemanfoundation.org)

Offers programs that focus on creation of entrepreneurs and the development of entrepreneurship as an academic discipline with a strong emphasis on programs that encourage independence and self-development for individuals with developmental disabilities.

* **National Consortium for Entrepreneurship Education**

[www.entre-ed.org/](http://www.entre-ed.org/)

The Consortium, whose membership includes local schools and school districts, universities, and community colleges, business organizations, and non-profit organizations interested in developing entrepreneurship education have developed 15 [National Standards](https://www.entre-ed.org/national-eship-standards) for entrepreneurial education premised on the philosophy that entrepreneurship education is a lifelong learning process.

* **DECA, Inc.**

[www.deca.org/](http://www.deca.org/)

A national association of marketing education consisting primarily of students in marketing programs, as well as alumni, teachers, and professionals in marketing education and in marketing teacher education. DECA chapters attract students who are interested in preparing for entrepreneurial, marketing, or management careers.

* **Entrepreneur**

[www.entrepreneur.com](http://www.entrepreneur.com)

An entrepreneurial organization dedicated to starting, running and growing your business. Provides advice, insight, education, profiles and guides for established and aspiring entrepreneurs worldwide. Home of [Entrepreneur magazine](https://www.entrepreneur.com/magazine).

* **Entrepreneurs’ Organization (EO)**

[www.eonetwork.org](http://www.eonetwork.org)

EO is a global network exclusively for entrepreneurs that offers networking and mentorship opportunities, as well as education programs, global events, online forums, all focused on personal development, professional growth and community engagement, making it ideal for future entrepreneurs.

* **Entrepreneurial Learning Initiative (ELI)**

<https://elimindset.com/>

A social enterprise dedicated to expanding human potential through entrepreneurship education and training, ELI is a global thought leader dedicated to expanding human potential through entrepreneurial mindset education. ELI serves academic institutions, government agencies, profit, and nonprofit organizations around the world to empower their constituents with an entrepreneurial mindset through professional development, certification training and courseware.

* **Ewing Marion Kauffman Foundation**

[www.kauffman.org/](http://www.kauffman.org/)

Foundation works with partners to encourage entrepreneurship and entrepreneurship education and training efforts, to promote entrepreneurship-friendly policies, and to assist entrepreneurs and others in commercializing new technologies. Entrepreneurship programs include Kauffman FastTrac <https://www.fasttrac.org/> and Kauffman Entrepreneurs <https://www.entrepreneurship.org/>.

* **Future Business Leaders of America (FBLA)**

[https://www.fbla-pbl.org/#](https://www.fbla-pbl.org/)

A national student business organization that inspires and prepares students to become community-minded business leaders and entrepreneurs in a global society through relevant career preparation and leadership experiences. FBLA programs focus on leadership development, academic competitions, educational programs, community service, awards and recognition, and more.

* **International Council for Small Business (ICSB)**

<https://icsb.org/>

A non-profit, worldwide organization founded in 1955, the ICSB is dedicated to continuing management education for entrepreneurs and businesses on how to grow and manage successful, profitable small and medium-sized enterprises. The organization brings together educators, researchers, policymakers and practitioners from around the world to share knowledge and expertise in their respective fields through publications, events, programs, workshops, training sessions and certifications

* **International Franchise Association (IFA)**

[www.franchise.org](http://www.franchise.org)

Not all entrepreneurs start an original business. The IFA helps you find an existing franchise you can learn about and purchase. This site offers a wealth of information regarding franchises, including the advantages and disadvantages, funding, alternative business models, how to be successful, common terms and conditions, franchise disclosure documents, executive franchise certifications and more.

* **Junior Achievement**

[www.ja.org/](http://www.ja.org/)

Uses hands-on experiences to help young people understand the economics of life. In partnership with business and educators, and through age-appropriate curricula, Junior Achievement programs begin at the elementary school level, teaching children how they can impact the world around them as individuals, workers, and consumers. Junior Achievement programs continue through the middle and high school grades, preparing students for future economic and workforce issues.

* **Learn How to Become (an Entrepreneur)**

[www.learnhowtobecome.org/entrepreneur/](http://www.learnhowtobecome.org/entrepreneur/)

An organization that offers direction on finding the best career and lists seven steps to becoming an entrepreneur, as well as entrepreneurship FAQ resources, entrepreneur salaries and job growth, locating entrepreneur education programs, finding entrepreneur associations and groups, as well as other information and guidance resources useful for entrepreneurs. Learn How To Become’s mission is to help individuals find the best career.

* **MicroSociety**

[www.microsociety.org](http://www.microsociety.org)

An innovative school design in which children create a microcosm of the real world inside the schoolhouse. Each student has a role in running that world. Young entrepreneurs produce goods and services, elected officials establish laws, CrimeStoppers keep the peace, judges arbitrate disputes, and reporters track down stories. All citizens earn wages in the school's "micro" currency, invest in product ideas, deposit and borrow money from "Micro" banks, and pay taxes, tuition, and rent. The MicroSociety program has been implemented in kindergarten through 8th grade, as well as in after-school programs.

* **National Federation of Independent Business (NFIB) Young Entrepreneur Foundation**

<http://www.nfib.com/foundations/yef/>

Educates young people about the critical role of small business and the American free-enterprise system and to help students interested in small business and entrepreneurship further their education. Among its programs are the Free Enterprise Scholars Awards which rewards high school students with monetary scholarships.

* **National Foundation for Teaching Entrepreneurship (NFTE)**

<http://www.nfte.com/what>

NFTE brings its entrepreneurial training to high school students, especially those from low-income communities. Through its programs, students gain an entrepreneurial understanding of basic workplace and life skills, often for the first time. NFTE provides its entrepreneurship training programs in a variety of intensities via a "mini-MBA" course, using a specially developed, proven curriculum.

* **Service Corps of Retired Executives (SCORE)**

<https://www.score.org/>

SCORE is a free counseling service that’s made specifically for entrepreneurs and matches volunteer business management counselors with clients in need of expert advice, mentoring and education. SCORE has experts in virtually every area of business management and maintains a national skills roster to help identify the best counselor for a particular entrepreneur client, who will guide them through the process. They also have over 300 chapters across the country for local expertise to help entrepreneurs succeed as well.

* **SkillsUSA**

<https://www.skillsusa.org/>

A national partnership of students, teachers and industry professionals working together to ensure America has a skilled workforce and helps each student excel as world-class workers, leaders, entrepreneurs and business owners. SkillsUSA provides educational programs, events and competitions that support career and technical education in the nation’s classrooms.

* **Social Security Administration (SSA)**

[www.ssa.gov](http://www.ssa.gov)

SSA supports various funding tools for self-employment. Some of these tools/incentives include: Plans for Achieving Self-Support, Income Thresholds for Medicaid, Property Essential for Self-Support, Impairment-Related Work Expenses, and Blind Work Expense.

* **Startup Grind**

[www.startupgrind.com](http://www.startupgrind.com)

A global community and startup of its own, Startup Grind connects entrepreneurs and teaches them new ways to approach business. They have conferences and seminars around the world and focus on education, networking and exposure for startup companies, founders, innovators and creators.

* **4-H**

[www.4-h.org](http://www.4-h.org)

4-H has had a long-standing history of helping youth reach their fullest potential through developing life skills and learning by doing. 4-H also fosters personal development and leadership through career exploration (learning about alternatives in jobs, permanent callings, and work preparedness), critical thinking skills, economics, business, and marketing (study of principles underlying commerce, merchandising, and entrepreneurship).

* **Uncharted Learning**

[www.unchartedlearning.org/](http://www.unchartedlearning.org/)

An organization dedicated to teaching elementary, middle school and high school students entrepreneurship, to inspire their “Aha” moment and to kick start students for life. Programs offer a unique and comprehensive mix of resources for schools to bring entrepreneurship to students. Authentic, rigorous curriculum (both traditional and distance-learning resources) is available, plus meaningful professional development and tools to ignite and involve your community. See the article [Learning with a Purpose: Preparing Today's Students to Navigate an Increasingly Ambiguous Future](https://cdn2.hubspot.net/hubfs/4906503/Offers/Learning%20with%20a%20Purpose_v.FINAL3.9.pdf?utm_campaign=W%2FA%20%27Purpose%27%20Campaign&utm_medium=email&_hsenc=p2ANqtz-8j_6IfoIGdTmdwAFLzgD4HlF1d09OUv6CDB0CG1-BgYoMd7CLJy4rLF-WYavtqN4sTQ6tA65ub5yM8AxZl61_xhfUXpg&_hsmi=84592579&utm_content=84592579&utm_source=hs_automation&hsCtaTracking=0ad87412-63a7-40eb-aaa5-db7e4525e666%7C405516b8-c4e4-421a-82f1-8c9087735499)

* **United States Department of Commerce Minority Business Development Agency**

[www.mbda.gov/?section\_id=5](http://www.mbda.gov/?section_id=5)

Offers entrepreneurship programs that reach minorities including youth. Also provides centers that offer electronic and one-on-one business development services for a nominal fee to minority firms and to individuals entering, expanding, or improving their efforts in the marketplace.

* **United States Department of Labor**

[www.dol.gov](http://www.dol.gov)

The U.S. Department of Labor has information on [Small Business and Self-Employment](https://www.dol.gov/general/topic/disability/selfemployment) with many helpful articles about starting a home-based business, doing market research, creating a business plan, the job accommodation network, entrepreneurship education and other resources, including those for starting businesses for people with disabilities and vocational rehabilitation services.

* **United States Patent and Trademark Office**

<http://www.uspto.gov>

If you’ve come up with an original product or idea, you’ll need to get it patented or trademarked to protect it. The US Patent and Trademark Office is the place to go for links to patent and trademark applications and tools, as well as a wealth of information for learning about the basics of intellectual property and for locating help in your area.

* **United States Small Business Administration**

[www.sba.gov](http://www.sba.gov)

The U.S. Small Business Administration maintains and strengthens the nation's economy by aiding, counseling, assisting, and protecting the interests of small businesses and by helping families and businesses recover from national disasters. It provides technical assistance to help entrepreneurs starting or operating a small business, provides assistance in financing and contracting, and information on laws and regulation. See their website for SBA Office of Entrepreneurship Education: <https://www.sba.gov/offices/headquarters/oee> to find out more about entrepreneurship information and education, as well as resources and tools to help small businesses succeed.

* **Vistage**

[www.vistage.com](http://www.vistage.com)

A business advisory group meant specifically for entrepreneurs and business leaders. Coaching and peer advisory boards are two of the highlights of this organization. Vistage helps high-integrity leaders make great decisions that benefit their companies, families and communities.

* **Young Entrepreneur Council (YEC)**

<https://yec.co/>

Aspiring entrepreneurs should consider joining the YEC. As the name insinuates, this is a group where young entrepreneurs can meet each other, ideal for networking and finding potential business partners. Get peer insights and advice through events, support forums, webinars, coaching, media network and get branding/business advice from the professional editorial team.

# Attachment B - Florida Department of Education

**Project Application**

|  |  |  |
| --- | --- | --- |
| **Please return to:**Florida Department of EducationOffice of Grants Management | **A) Program Name:****Strengthening Career and Technical Education for the 21st Century Act (Perkins V)** **Advancing Career and Technical Education Through Entrepreneurship Education and Training (EET)****Fiscal Year 2020-2021****TAPS NUMBER: 21B094** | **DOE USE ONLY**Date Received       |
| **B) Name and Address of Eligible Applicant:** |
| **Project Number (DOE Assigned)** |
|
|
| **C) Total Funds Requested:** $ DOE USE ONLY **Total Approved Project:** $ | **D)****Applicant Contact & Business Information** |
| Contact Name:Fiscal Contact Name: |  Telephone Numbers:  |
| Mailing Address: | E-mail Addresses:  |
|  Physical/Facility Address: | DUNS number:FEIN number: |
| **CERTIFICATION** |
|  |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. 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 Title Date |
|  |



DOE 100A

Revised July 2015 Page 1 of 2 Richard Corcoran, Commissioner

|  |
| --- |
| **Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
2. 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.
3. Enter the total amount of funds requested for this project.
4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
5. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or Florida College System institution president, state agency commissioner or secretary, or the chairperson 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.**
 |
|  |
|  |
|  |
|  |



DOE 100A

Revised July 2015 Page 2 of 2 Richard Corcoran, Commissioner

**EXAMPLE Perkins V Budget Narrative Form (DOE 101S Form)**

**TAPS Number**

**20B004**

# A)

**TAPS Number**

**21B094**

 Name of Eligible Recipient:

**B)**

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

**NOTE:** When completing this form under Column (3), **Account Title and Narrative**, for each line item, specify the CLNA need, Requirements for the Uses of Funds and program number/CIP, by number for all budgetary line item supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc. Show amounts in whole dollars only.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **(1)** | **(2)** | **(3)** | **(4)** |  | **(5)** | **(6)** |
| **FUNCTION** | **OBJECT** | **ACCOUNT TITLE, NARRATIVE, AND EXPLANATION** | **FTE** |  | **AMOUNT****(whole $)** | **% ALLOCATED to this PROJECT** |
| **####** | **###** | **Salaries:** Full-Time: Career Specialist responsible for advisory committees, students scheduling, career specialists work collaboratively with the ESE Department to facilitate academic assistance to further the integration of academic and career and technical components and curriculum modifications and other support services collaborating with business partner.* **Section 134: CLNA Need:** Section 1 - Part A:4; Part C:2; Part D:2
* **Program Number or CIP#:** 123456789
* **Section 135: Requirement for the Uses of Funds:** 1A; 2B; 5O; 5D
 | 1.0 |  | $59,749 | **100%** |
| **####** | **###** | **Retirement:** |  |  | $4,425 | **100%** |
| **#####** | **###** | **FICA:** |  |  | $1,586 | **100%** |
| **####** | **###** | **Worker’s Comp:** |  |  | $1,054 | **100%** |
| **####** | **###** | **Materials and Supplies:** Consumables for CTE programs to include paper, binders, pens, pencils, instructional and recruiting materials. No item costs $1,000 or more.* **Section 134: CLNA Need:**
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:**
 |  |  | $18,186 | **100%** |
| **####** | **###** | **Computer Hardware:** Purchase of 2 laptop computers to be used by CTE students for instructional purposes in the Entrepreneurship CTE program. Include 2 laptop computers, decking station, and software to be assigned to students for virtual instruction. See Equipment Form.* **Section 134: CLNA Need:**
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:**
 |  |  | $5,000 | **100%** |
|  |  | **Travel Out-of-County Travel:** To provide and/or reimburse out-of-county travel expenses, including hotel, meals, mileage, registration fees, and airfare for CTE teachers, students, and project related staff attending Entrepreneurship related training and professional development.* **Section 134: CLNA Need:**
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:**
 |  |  | $5,000 | **100%** |
| **####** | **###** | **Indirect Cost\*\*** |  |  | $5,000 |  |
|  |  |  | **Total** |  | **$100,000** |  |
|  | **\*** Showing the percentage on benefits is optional.**\*\*** Indirect Cost plus Administrative Cost cannot exceed 5% of the total grant allocation. |

**Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED EQUIPMENT PURCHASES FORM**

Equipment projected to be purchased with funds from this grant **must** be submitted on this form **or** in a format that contains the information appearing on this form.

 **A) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Name of Eligible Recipient

**B) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**P**roject Number **(DOE USE ONLY)**

Agencies are accountable for all equipment purchased using grant funds including those below the agencies’ thresholds.

**PROJECTED EQUIPMENT PURCHASES**

**(Cells will expand when text is typed.)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEM****#** | **FUNCTION CODE** | **OBJECT CODE** | **ACCOUNT TITLE** | **DESCRIPTION** | **SCHOOL /** **PROGRAM** | **NUMBER OF ITEMS** | **ITEM COST****($)** | **TOTAL AMOUNT****($)** |
| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |

**Inventory Guidelines**

The following elements are required on the inventory of all equipment purchased.

2 C.F.R. 200, Uniform Guidance, 200.313 Equipment: Property records must be maintained that include a description of the property, a serial number or other identification number, the source funding for the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency’s inventory system contain all required federal and state elements listed above?

 YES NO

**Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED EQUIPMENT PURCHASES FORM**

**Instructions for Completion**

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). Use multiple forms as needed.

1. Enter Name of Eligible Recipient.
2. Project Number **(DOE USE ONLY)**

|  |  |
| --- | --- |
| **COLUMN A - FUNCTION CODE:** | **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 B - OBJECT CODE:**  | **SCHOOL DISTRICTS:** Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. **COMMUNITY/STATE COLLEGES:**Use the first three digits of the object codes listed in the Accounting Manual for Florida’s Public College System.**UNIVERSITIES AND STATE AGENCIES:**Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.**OTHER AGENCIES:** Use theobject codes as required in the agency’s expenditure chart of accounts. |
| **COLUMN C – ACCOUNT TITLE:**  | Use the account title that applies to the object code listed in the accordance with the agency’s accounting system. |
| **COLUMN D – DESCRIPTION:** | Provide detailed descriptions/specifications of all equipment items to be purchased that have a projected unit value of $1000 (State’s threshold) or more with a useful life of one year or more. **Note:** If the agency has a threshold of less than $1000 the lower amount is the guiding threshold. |
| **COLUMN E – SCHOOL/PROGRAM:**  | Providethename of the school and the name of the program for which the equipment is being purchased. |
| **COLUMN F – NUMBER OF ITEMS:** | Provide the total number purchased of this item. |
| **COLUMN G – ITEM COST:** | Provide the projected cost for each item. |
| **COLUMN H – TOTAL COST:** | Provide the total projected cost of all items. |

**FY 2020-2021**

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V),**

**Advancing Career and Technical Education through Entrepreneurship**

**Education and Training (EET Grant)**

**TAPS# 21B094**

APPLICATION REVIEW CRITERIA AND CHECKLIST

* **Place all items requested in the order indicated below**.
* Include only the items requested. (Do not include **Instructions** pages).
* Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
* Include this form in the application package.
* Eligible agencies must download the **Entrepreneurship Education and Training Grants** Application and submit all documents to FDOE via email to: **CTEGRANT@fldoe.org****.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Place in the following order** | **Item** | **Applicant****Provide page #s for items listed**  | **DOE Staff*** **Check appropriate box below**
 |
|  |  |  | **Complete** | **Incomplete** |
| **1** | DOE 100A, Project Application – with appropriate signature |  |  |  |
| **2** | DOE 101S, Budget Narrative Form |  |  |  |
| **3** | Projected Equipment Purchases FormOR other equipment documentation |  |  |  |
| **4** | **Narrative Section**  |
| 1) Project Abstract |  |  |  |
| 2) Project Design and Implementation |  |  |  |
| 3) Project Need |  |  |  |
| 4) Budget and Narrative  |  |  |  |
| 5) Sustainability |  |  |  |
| 6) Dissemination Plan |  |  |  |
| 7) Support for Reading/Strategic Imperatives |  |  |  |
| 8) General Education Provisions Act (GEPA) |  |  |  |
| **5** | Application Review Criteria and Checklist |  |  |  |