

**SUB-GRANT AGREEMENT**

**DAYTONA STATE COLLEGE  
AND  
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA**

**Florida Department of Education  
Resource Development & Delivery for Implementation of the Florida Standards  
CFDA #84.395A, Race to the Top**

**Entitled  
Florida Standards Training Consortium  
Agreement #562-RA111-4P002**

**THIS AGREEMENT**, effective upon signing by both parties, further executing Agreement #562-RA111-4P002 for # CFDA 84.395A, by and between the Board of Trustees, Daytona State College (hereinafter referred to as "College"), a political subdivision of the State of Florida, with its principal address of 1200 W. International Speedway Blvd., Daytona Beach, FL 32114 and The School Board of Clay County, Florida (hereinafter referred to as "District"), a sub-grantee and political subdivision of the State of Florida with its principle address of 900 Walnut Street, Green Cove Springs, FL 32043-3129, is entered into as set forth herein.

**Whereas**, the Florida Standards Training Consortium (hereinafter referred to as "Consortium") was organized for the purposes of submitting to the Florida Department of Education grant entitled Develop and Deliver Professional Development on Resources Available to Support Implementation of the Florida Standards, and

**Whereas**, through the Consortium, a collaborative effort and partnership training and education program as outlined and detailed in the grant proposal submitted by the Consortium, was awarded and funded in full by the Florida Department of Education, and

**Whereas**, Daytona State College, designated as "College", shall serve as the fiscal and monitoring agent of this \$617,731 grant funded by FDOE, sub-granted by Indian River State College, 3209 Virginia Avenue, Fort Pierce, FL 34981 (IRSC Document for Distribution to Districts attached as Attachment A and Florida Standards Grant Implementation Timeline attached at Attachment B).

**Now Therefore**, the parties agree to the following:

The College and District agree to comply with all reporting and implementation requirements in a timely fashion, in accordance with the provisions and regulations contained in this agreement, and any accompanying documents incorporated by reference.

The participating schools in this sub-grant agreement are Daytona State College, hereinafter referred to as "College" and The School Board of Clay County, Florida, hereinafter referred to as "District."

**STATEMENT OF AGREEMENT BETWEEN THE PARTIES**

This is a mutual agreement between the administrations of the College and the District to establish District's participation in The Florida Standards Grant Consortium, hereinafter referred to as FSGC, per the terms set forth by FDOE Agreement #562-RA111-4P002.

College will provide access to the FSGC learning management site to qualified personnel from District for the purpose of completing Florida Standards Grant professional development training on Tools 3-7.

This Agreement shall begin on the date of signing by President for the Board of Trustees of College and Superintendent of the District school. The Agreement shall continue throughout the term of the original award FDOE Agreement #562-RA111-4P002.

**RESPONSIBILITIES OF DISTRICT:**

Provide participants in the Florida Standards Tools professional development training sessions.

After successful completion of the Florida Standards Tools professional development trainings by participants that results in payment,

District must offer a sustainability plan for continuing the professional development modules for teachers in District.

Meet all reporting and evaluation requirements using approved tools and forms provided.

Provide invoice (using the Deliverable Based Invoice Template attached as Attachment C) to College to the attention of:

Daytona State College  
Florida Standards Program Coordinator  
Amy Ringue  
1200 W. International Speedway Blvd.  
Daytona Beach, FL 32114  
ringuea@daytonastate.edu  
Phone: (386) 506-3186

District shall make available all records, including general and subsidiary ledgers, reports, vouchers, books, program documentation, correspondence, or other documentation or evidence at reasonable times for review, inspection or audit by duly authorized officials of the Lead Partner, or the State of Florida Auditor General Office, the Florida Department of Education, or the Department of Labor. The District agrees that the College or its agent may have the right to audit the records of the District pertaining to this agreement both during performance and after completion. Records shall be maintained for a minimum of 3 years after the end of the project or if an audit was conducted, 3 years after the close out of the audit.

District shall request in writing approval from the College prior to implementation of any activity changes by the District. Budget amendments must also receive advance approval from the College, Lead College and Florida Department of Education. Adherence to the approved budget must follow District policy.

Per the Cooperative Agreement Notice, "This project 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."

The last date any invoices can be submitted to College is June 30, 2015.

The due date for the final program report due to be submitted to College is April 30, 2015.

**RESPONSIBILITIES OF COLLEGE:**

Provide access to qualified Assessment Specialists who will coordinate professional development opportunities from February 16 – March 31, 2015 on the following Florida Standards Tools:

- Tool 3: Professional development toolkits and formative assessments in English Language Arts
- Tool 4: The Interim Assessment Item Bank
- Tool 5: The Florida Standards Student Tutorial
- Tool 6: The Text Demand Study

**Tool 7: Use of Data and School District Local Instructional Improvement Systems**

Provide payment in the amount of three hundred dollars (\$300.00) for each District school (43 in Clay County) for substitute reimbursement and/or teacher stipend, not to exceed a total amount of Twelve thousand, nine hundred dollars (\$12,900), directly to District for participation in the professional development training delivery.

Contact District with any follow up questions and to request documentation as needed for reporting and invoices.

Notify District's designated point of contact in writing if there any questions relative to invoices or if it finds a discrepancy in any invoice. The parties shall use their best efforts to resolve such discrepancies (if any) within sixty (60) days of the receipt of the original invoice.

Once the Program Coordinator has determined that the District has met its specified performance objectives and deliverables, the invoice will be forwarded to the College's Finance Department for processing.

College Program Coordinator will schedule weekly conference calls/meetings with District Coordinator to review District's performance to date and to determine if any necessary corrective action plans are needed to meet the District Performance Outcomes.

**TERM/TERMINATION**

The Term of this agreement is effective upon signing by both the College and District through June 30, 2015.

The performance of College of any of its obligations shall be subject to, and contingent upon, the availability of funds lawfully applicable for such purposes. If College deems at any time during the term of this agreement that such funds shall not be available for the remainder of the term, College shall promptly notify District in writing, whereupon the obligations of both parties shall end within thirty (30) days of the date of the written notice, and this agreement shall be considered as canceled by mutual consent.

If either College or District is in breach or default of any provision of this agreement, including, but not limited to the achievement of specified outcomes and deliverables, which may be provided specifically herein or pursuant to any provisions incorporated by reference, the non-defaulting party has the right to provide a fourteen (14) day written notice of default whereby the defaulting and/or breaching party shall be provided fourteen (14) calendar days to resolve any breach of agreement and/or default, and if said breach and/or default is not cured during the cure period, this agreement can be terminated by the non-defaulting party with seven (7) calendar days written notice to the other party.

In any case of cancellation, only the costs actually accrued and paid prior to the date of cancellation, and any non-cancellable obligations, will be due and payable.

**BUDGET**

The District Budget may be modified during the term of this agreement period in accordance with pertinent regulations as set forth by the US Office of Management and Budget (OMB), and the Project Application and Amendment Procedures for Federal and State Programs (Green Book) subject to prior approval of the College and the Florida Department of Education.

**INSURANCE/ INDEMNIFICATION**

During the term of this Agreement, each party shall maintain all Workers Compensation Insurance required in connection with all personnel in connection with any functions performed under this Agreement. Further,

during the term of this Agreement, each party shall maintain liability coverage for bodily injury and damages in connection with tortious conduct in limits not less than the extent of the waiver of sovereign immunity limits set out in Florida Statute 768.28 as may be in force from time to time. Each party shall promptly provide the other party proof of such insurance upon request. The District is a political subdivision of the State of Florida and is self-insured for workers compensation to the full extent required by Florida law and self-insured for tortious acts to the limits of its waiver of sovereign immunity under Fla. Stat. 768.28. Nothing contained herein shall be interpreted as a waiver of District's sovereign immunity beyond that which is set forth in Fla. Stat. 768.28.

The parties acknowledge and agree that College is a political subdivision of the State of Florida. As such, College's performance under this agreement, and any amendments hereto or attachments connected herewith, shall at all times be subject to any and all state laws and regulations, as well as College's Board of Trustees Rules and College Procedures which are applicable to College's performance under this agreement.

**COMFORMANCE WITH LEGAL OBLIGATION:** College and District each agree to comply with all applicable federal, state and local laws, ordinances and regulations, including, but not limited to those regarding equal opportunity, non-discrimination and affirmative action. Each of the parties agrees that it shall not discriminate in its employment practices or its admission or treatment of students, nor will either discriminate against any qualified individual with a disability. Further, the parties recognize that sexual harassment constitutes discrimination on the basis of sex and neither party will tolerate such conduct in the performance of this grant.

**ENTIRE AGREEMENT:** This agreement, together with all attachments contain the entire agreement between the parties with respect to the subject matter hereof, and supersedes any previous agreements or contracts between them which relates to the provision of defined services. There are no representations, covenants, warranties or undertakings other than those expressly set forth in this agreement and may not be modified except by written instrument signed by both parties duly authorized officers.

**INDEPENDENT CONTRACTOR STATUS:** Each Party agrees and acknowledges that in its performance of its obligations under this agreement, it is an independent contractor, and is solely responsible for its own actions. Other than as specifically provided herein, neither party shall have any authority to make commitments or enter into contracts on behalf of, bind or otherwise obligate the other party in any manner whatsoever. No joint venture, franchise or partnership is intended to be formed by this agreement.

**NOTICES:** Notices, requests, demands, and their communications hereunder shall be in writing and delivered or mailed with postage prepaid as follows:

**To the College at:**

Daytona State College  
Florida Standards Program Coordinator  
Amy Ringue  
ringuea@daytonastate.edu  
1200 W. International Speedway Blvd.  
Daytona Beach, FL 32114  
Phone: (386) 506-3186

**To the District of:**

Clay County District Schools  
Superintendent  
Charles E. VanZant, Jr.  
cevanzant@oneclay.net  
900 Walnut Street  
Green Cove Springs, FL 32043-3129

Phone: (904) 284-6500

**STUDENT PRIVACY AND PUBLIC RECORDS:** The parties agree that each shall maintain the confidentiality of student records and all personally identifiable student information contained therein pursuant to and in accordance with the provisions of Section 1002.225, Florida Statutes, and the Family Educational Rights and Privacy Act, 20 U.S.C. Sec. 1232g. Notwithstanding the foregoing, the parties acknowledge and agree that each must comply with the Public Records Law of the State of Florida, Chapter 119, Florida Statutes.

**GOVERNING LAW AND VENUE:** This agreement will be governed by the laws of the State of Florida, without regard to the conflicts of law principles thereof, and any legal action by either party will be brought in the courts of Volusia County, Florida.

**IN WITNESS WHEREOF,** the College and the District have executed this Agreement as of the dates written below.

**Daytona State College:**

Carol W. Eaton

Carol W. Eaton, Ph.D.

President

Date: 6/19/14

Witness:

Karen Duhalstine

Name: KAREN DUHALSTINE

Title: Admin. Assistant

Date: 6/19/14

**The School Board of Clay County, Florida:**

\_\_\_\_\_

Carol Y. Studdard

Chairman

Date: \_\_\_\_\_

Witness:

\_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**TABLE OF CONTENTS FOR ATTACHMENTS**

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Attachment B	Florida Standards Grant Implementation Timeline
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**FLORIDA DEPARTMENT OF  
EDUCATION**  
fldoe.org

## **Introduction to the Florida Standards Consortium for the Development and Delivery of Professional Development on Tools to Support the Standards**

### **Introduction**

Through the Federal Race to the Top Grant, the Florida Department of Education has awarded a grant to Indian River State College to fund the development and delivery of professional development on seven tools that will serve as resources for teachers and administrators in the implementation of the Florida Standards.

Indian River State College is contracting with 12 postsecondary institutions for the development and delivery of professional development modules for the tools. The modules are currently under development and are expected to be completed for pilot in the fall of 2014, with delivery to school districts in February and March of 2015. The purpose of the grant is to create:

1. Professional development for teachers, administrators, and preservice teacher education faculty and students, both face-to-face and online.
2. Internet-based tutorials on each tool, its purpose, and the manner in which it may be accessed by teachers, administrators, and preservice teacher education programs; and
3. An internet-based repository for digital professional development resources related to these tools for teachers, administrators, and preservice faculty and students.

### **The Tools and Assigned Institutions**

The professional development templates and modules for the tools are being developed by the following institutions:

#### **1. Template and Module for Tool # 1: The Teacher Standards Instructional Tool (CPALMS): Florida State University**

The Teacher Standards Instructional Tool is a comprehensive Web-based repository that provides educators access to resources that include:

- The Florida Standards (FS) and Next Generation Sunshine State Standards (NGSSS), including access points for students with disabilities; English Language proficiency standards; cognitive complexity ratings; and performance descriptions, exemplars, and glossaries;
- Course descriptions and the standards included within each course;

## Attachment A

- Teacher certification requirements;
- Reporting tools;
- Model lessons; and
- An electronic course builder to revise current courses or build new courses for approval.
- Resources structured around learning progressions within the FS and supportive of lesson study and formative assessment.
- Resources to assist educators in the identification of student-centered curricular paths consistent with each student's demonstrated strengths and weaknesses as demonstrated on interim and classroom-level formative assessments.
- Standards displayed as visual maps through which educators may access benchmark resources, formative assessment tasks, and other supports.
- Each benchmark linked to aligned resources that include sample classroom tasks and rubrics, summative assessment item specifications, and other assessment tools and information.
- Specifically, the tool is being expanded to include:
  - ✓ An FS database;
  - ✓ Cognitive complexity ratings, access points for students with disabilities, English Language
  - ✓ Revisions to the Course Code Directory and course descriptions to align courses with the FS and NGSSS;
  - ✓ Access to skills-level resources, including formative tasks and scoring rubrics, interim assessment items, and exemplars of student work;
  - ✓ Links to quality-reviewed model lessons;
  - ✓ Lesson study toolkits to support embedded professional development on the use of assessment data in instructional improvement and research-based formative assessment practices;
  - ✓ A user rating system through which resources that receive high ratings are highlighted and low rated resources are removed.

## 2. Template and Module for Tool # 2: Professional Development Toolkits and Formative Assessments in Mathematics: Florida State University

- Formative assessments and professional development toolkits in mathematics for teachers in Kindergarten through Grade 8, as well as Algebra I and Geometry. The assessments will complement interim and summative tests by providing evidence of thinking as students perform tasks, explain their reasoning and justify their solutions, and that enable teachers to differentiate instruction based on students' cognitive strategies. By identifying gaps and correcting misconceptions, teachers can help students build a solid conceptual foundation.
- Support for embedded professional development through lesson study toolkits. Lesson study resources will include classroom videos that illustrate effective practices, as well as protocols for analyzing lessons.
- Other resources will consist of study materials for the academic content of the lesson, annotated samples of student performance on formative assessments and a protocol for reviewing student work, sample lessons and videos of exemplary lesson delivery, teacher strategies for analyzing student understanding, and checklists for analyzing lessons and teacher behaviors.

**3. Module for Tool # 3: Professional Development Toolkits and Formative Assessments in English Language Arts: Florida State College at Jacksonville and Edison State College**

- Formative assessments in English Language Arts for teachers in Kindergarten through Grade 8. The assessments will complement interim and summative tests by providing evidence of thinking as students perform tasks, explain their reasoning and justify their solutions, and that enable teachers to differentiate instruction based on students' cognitive strategies. By identifying gaps and correcting misconceptions, teachers can help students build a solid conceptual foundation.
- Support for embedded professional development and lesson study toolkits. Lesson study resources will include classroom videos that illustrate effective practices, as well as protocols for analyzing lessons.
- Other resources will consist of a protocol for reviewing student work, teacher strategies for analyzing student understanding, and checklists for analyzing assessment results.

**4. Module for Tool # 4: The Interim Assessment Item Bank: St. Petersburg College**

- Interim assessments are typically administered on a school- or LEA-wide basis to provide teachers with a valid and reliable way to diagnose strengths and weaknesses, predict difficulties, set instructional goals, and monitor learning.
- An interim assessment item bank and test platform is in development for K-8 Mathematics, Algebra I and II, Geometry, K-12 English Language Arts, K-8 Social Studies, U.S. History, World History, U.S. Government, Economics, K-8 Science, Earth/Space Science, Biology, Chemistry, Physics, and Spanish.
- The Item Bank will include item/task banking, test building, fixed-form or adaptive test delivery, and functionality on the computer or on paper.

**5. Module for Tool # 5: The Florida Standards Student Tutorial: Daytona State College**

- A robust, technologically-enhanced exposure to standards-based content is in development for students.
- The Florida Standards Student Tutorial, will provide tutorials for each of the Florida Standards in English Language Arts and mathematics, as well tutorials for the NGSSS in Grade 5 science, middle school Comprehensive Science 3, Biology, and Civics.

**6. Modules for Tool # 6: The Text Demand Study: The College of Central Florida**

- WestEd completed a comparison of high school textbooks in English, mathematics, and science with those typically used in corresponding entry-level postsecondary courses. The resulting report identifies gaps between the high school and postsecondary versions of the texts and provides useful information for consideration by secondary teachers.
- The results of the analysis will be used to define requirements for instructional materials specifications and guide textbook adoption for the high school courses addressed in the survey.



## 7. Module for Tool # 7: Progress Monitoring and Reporting Network/ Florida Assessments for Instruction in Reading (PMRN/FAIR): Florida State University - Florida Center for Reading and Research

- Florida has adopted a new reading screening and diagnostic assessment to replace the Florida Assessment for Instruction in Reading (FAIR) in grades Kindergarten through 12. The new assessment is the Florida Assessment for Instruction in Reading, aligned to the Florida Standards (FAIR-FS).
- To deliver the new assessments and to accommodate other state-wide initiatives, the Progress Monitoring and Reporting Network (PMRN) is being overhauled. The new version of the PMRN (version 4) will be used to roster students, deliver the assessment, and provide reports of students' performance.
- Professional development for the FAIR-FS and PMRN v.4 funded through the Florida Standards grant will include live train-the-trainer sessions and the creation of online modules.

## Templates for Live Training and Select Online Modules: Florida Gulf Coast University

- A prototype common template for online modules and use in face-to-face professional development.
- After piloting and revision, the templates for the online training and face-to-face training will be finalized and ready for training across the state.
- Florida Gulf Coast University and Florida State University will then work collaboratively to ensure ease of transition of the online modules into CPALMS.

## Participating Postsecondary Institutions and Responsibilities

Designated institutions were chosen to create the professional development and/or deliver it to specific districts, as shown in the table below.

INSTITUTION	TASK	COUNTIES
Indian River State College (IRSC)	Lead Institution and Prof. Development	Polk, Osceola, Brevard, Indian River, Martin, St. Lucie, Okeechobee, Highlands, Dixie
Florida Gulf Coast University (FGCU)	Templates for Tools # 3-6	No professional development, but assistance with modules for improved product for PD
Florida State University (FSU)	Modules for Tools # 1 & 2	Statewide trainings at assigned locations for all counties
Edison State College (ESC)	Module for Tool # 3 with FSCJ	Manatee, Hardee, Sarasota, Desoto, Charlotte, Glades, Lee, Hendry, Collier
Florida State College at Jacksonville (FSCJ)	Module for Tool # 3 with ESC	Hamilton, Suwannee, Lafayette, Columbia, Union, Bradford, Baker, Duval, Nassau
St. Petersburg College (SPC)	Module for Tool # 4	Pasco, Hillsborough, Pinellas
Daytona State College (DSC)	Module for Tool # 5	Clay, Putnam, St. Johns, Flagler, Volusia, Seminole, Orange
The College of Central Florida (CCF)	Module for Tool # 6	Alachua, Gilchrist, Levy, Citrus, Hernando, Sumter, Marion, Lake

Attachment A

Florida Center for Reading and Research (FCRR)	Modules for Tool # 7	Statewide training at assigned locations for all counties
Broward College (BC)	Professional Development	Palm Beach, Broward
Chipola College (CC)	Professional Development	Jackson, Bay, Calhoun, Gulf, Gadsden, Liberty, Leon, Wakulla, Jefferson, Madison, Taylor, Franklin, Holmes, Washington
Miami Dade College (MDC)	Professional Development	Monroe, Miami-Dade
Northwest Florida State College (NWFS)	Professional Development	Escambia, Santa Rosa, Okaloosa, Walton

**Target Audiences**

The target audiences for the professional development are teachers, school-based and district administrators, district professional development staff, and preservice teacher education faculty and students.

**Contact Persons at the Florida Department of Education**

**Program Office Contact**

*Dr. Denise Barrett  
K-12 Director of Standards and Communication  
(850) 245-9526  
Denise.Barrett@fldoe.org*

**Contacts for Lead Institution**

**Lead Program Manager for FS Grant Consortium**

*Indian River State College  
Dr. Marta Cronin  
Administrative Director of the School of Education  
(Adult Education, Developmental Education and  
Teacher Education)  
(772) 462-7674  
www.mcronin@irsc.edu*

**Program Lead for FS Grant Consortium**

*Indian River State College  
Leah R. Merriquer  
FS Grant Coordinator  
School of Education  
(772) 462-7134  
lmerriquer@irsc.edu*

## Attachment B

### Florida Standard Grants Implementation Timeline:

- July 21, 2014: Florida Center for Reading Research (FCRR) Training on Tool 7 at Daytona State College, Hosseini Center 8AM – 5PM, all counties participating
- October 1 – November 26, 2014: Optional participation in field testing all tools, all counties participating
- February 16 – March 31, 2015: Professional Development Window for Training on all tools, all counties participating
- Final Deadline for all grant professional development participation, receipt of forms, invoices, etc... to be processed by Florida Department of Education, June 30, 2015.
- Subject to change.

Attachment C

**Deliverable Based Invoice**

**Florida Department of Education  
Resource Development & Delivery for Implementation of the FL Standards**

INVOICE # 1

Invoice Date \_\_\_\_\_

Institution: Clay County School District	Project #: 562-RA111-4P001
Project Title: <b>Resource Development &amp; Delivery for Implementation of the FL Standards</b>	Award Amount: \$12,900
Contact Person: Charles E. VanZant, Jr.	Telephone: (904) 284-6500
E-Mail: cevanzant@oneclay.net	Fax: (904) 284-6525
Address: 900 Walnut Street	Zip: 32043-3129
City: Green Cove Springs	County: Clay

Scope of Work	Deliverables	Deliverable Due Date	Deliverable Amount
Professional Development	Faculty stipend and/or substitute payment for Clay District Schools - \$300 x 43 schools	March 31, 2015	\$12,900
<b>TOTAL</b>			<b>\$12,900</b>

I certify that the deliverable(s) has/have been completed and invoiced at 100%.  
I certify that documentation for each invoiced deliverable achieved is attached.

\_\_\_\_\_  
Print Name of Invoice Preparer  
Clay County School District

\_\_\_\_\_  
Signature of Invoice Preparer  
Clay County School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Authorized Institution Official  
Clay County School District

\_\_\_\_\_  
Signature of Authorized Institution Official  
Clay County School District

\_\_\_\_\_  
Date

Please mail Invoice to:  
Daytona State College  
Attention: Amy Ringue  
FL Standards Project Coordinator  
1200 W. International Speedway Blvd.  
Daytona Beach, FL 32114