



Delaware educators in Smyrna School District

REIMAGINING PROFESSIONAL LEARNING

2018-2019 School Year
DE Department of Education

Abstract

Seed a professional learning culture grounded in daily skillful use of high quality instructional materials and practices, responsive to teachers' and students' needs and leading to improved educator practice and student learning.



Teaching and Learning Branch
Curriculum - Instruction - Professional Development Workgroup

Reimagining Professional Learning Innovation Grant

Grant Application

2018-2019

Deadline for Intent to Apply:

March 7, 2018 (3:00 p.m.)

Deadline for Applications:

May 4, 2018 (3:00 p.m.)

Address Intent to Apply and Applications to:

reimaginingpl@doe.k12.de.us

Contact:

Kathy W. Kelly, ELA/Literacy & eLearning Education Associate
Curriculum, Instruction, & Professional Development Workgroup

REIMAGINING PROFESSIONAL LEARNING INNOVATION GRANT

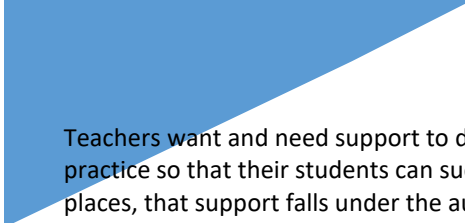
I. Executing on a Shared Vision for Professional Learning in Delaware Schools

There is an interesting paradox in the professional learning that is experienced by far too many of those in the learning profession. While educators aim to create the very best learning experience for students, one that is based on the latest research and best practices, far too often these best practices of learning theory (i.e. it is relevant, engaging/interactive, ongoing/sustained over time, and personalized) are neglected when shaping the learning experiences for adults.

The Reimagining Professional Learning Grants support the work of schools committed to improving the quality and efficacy of professional learning for teachers in Delaware in order to increase opportunities and outcomes for our students.

Reimagining Professional Learning Schools commit to:

- ▶ Establish a culture of professional learning that is responsive to teachers' and students' needs and ensuring that it is measured based on its' impact on new teaching practices and improved learning outcomes for students.
- ▶ Ensure that every student has access to the educational rigor and quality instruction that prepares her or him for lifelong success in career and educational pursuits.
- ▶ Follow a professional learning cycle of inquiry: assessing the current state according to school goals, planning strategies to close the gaps, gathering information along the way on what is working and what needs to be revisited.
- ▶ Build ownership at all levels. Communicate expectations for transfer of professional learning to practice.
- ▶ Ensure the plan is owned by both teachers and administrators – building the capacity of teacher leaders.
- ▶ Develop and engage in activities that support deep implementation and sustained focus. The resource of time is carefully allotted to support the professional learning areas of focus and likewise the leadership team has devoted adequate time to lead the work.



Teachers want and need support to develop their practice so that their students can succeed. In most places, that support falls under the auspices of professional development, a broad umbrella that includes everything from one-time workshops to online research, coaching, and collaborative time teachers spend with each other in professional learning communities.

All told, \$18 billion is spent annually on professional development, and a typical teacher spends 68 hours each year—more than a week— on professional learning activities typically directed by districts. When self-guided professional learning and courses are included, the annual total comes to 89 hours.

Yet by many measures, including the views of teachers themselves, much of this effort and investment is simply not working. In interviews, teachers say that too many current professional development offerings are not relevant, not effective, and most important of all, not connected to their core work of helping students learn.

Teachers Know Best: Teachers' Views on Professional Development (December 2014)

So What Do We Know About Perceptions of Professional Learning in Delaware?

The most recent TELL Delaware survey revealed that while 93% of teachers are being held to high professional standards for delivering instruction, just 50% of teachers report receiving professional learning that is differentiated to meet their individual needs and only 47% report that of professional learning is evaluated with results communicated to teachers.

On average, approximately two-thirds of teachers report that they have sufficient resources for professional learning in their school and have ongoing opportunities to work with their colleagues to refine teaching practices.

What is the Commitment?

The work demanded during the high quality standards implementation journey has prompted both the Department of Education (DOE) and districts and charters to rethink how we approach professional learning. For several years, the State has invested in essential training and support in making the transition to the standards. The State has made a commitment to providing training experiences grounded in building teacher leader and principal capacity, strategic consulting partners, follow up supports, eLearning opportunities, and focusing *less* on reaction to professional learning experience and *more* on the impact of that learning on teacher practice and student growth.

Districts and charters have made strategic investments to ensure that teachers know the standards deeply and more than that – to ensure that follow up supports are in place in the form of professional learning communities, feedback, online platforms to support collaboration and anytime/anywhere learning, and coaching.

How Do We Get There?

Advancing instruction is an evolving, collaborative process that requires constant engagement as educators work together to refine their practice to help their students learn and grow. High quality instructional materials can give educators within a school and across a school system a common foundation to organize the work they are undertaking at the classroom level. There is work to be done across the state to ensure educators provide equitable access to high quality instructional materials and skillful implementation of lessons to *ALL* students in *ALL* classrooms regardless of ability and demographics.

In the past three years, both state and local level approaches to professional learning have evolved in so many meaningful ways, and yet there is still so much to do to realize the commitment to *reimagined*, top-notch professional learning for *every* Delaware educator as the norm. At the state level, we recognize the limits of state- led professional learning and the promise of professional learning that is job-embedded and leverages the schools' support structures. At the local level, while Delaware students are performing at a rate consistent with those in other Smarter states, the data also shows that many of our students are not succeeding in showing proficiency of our college and career ready standards. This is particularly true as you look at the data across specific subgroups. The reimagining of professional learning is an imperative. It will not happen overnight, but will start with the bold thinking of school leaders and be realized with longer-term efforts and the replication of successful practices seeded through this grant. Schools that are committed to this vision are encouraged to apply

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to receive a Reimagining Professional Learning Grant.

Learning Forward’s Professional Learning Standards

Figure 1

Delaware’s Standards for Professional Learning:	Professional learning that increases educator effectiveness and results for all students...
<i>Standard: Learning Communities</i>	Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
<i>Standard: Leadership</i>	Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
<i>Standard: Resources</i>	Requires prioritizing, monitoring, and coordinating resources for educator learning.
<i>Standard: Data</i>	Uses a variety of data sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
<i>Standard: Learning Designs</i>	Integrates theories, research, and models of human learning to achieve its intended outcomes.
<i>Standard: Implementation</i>	Applies research on change and sustains support for implementation of professional learning for long-term change.
<i>Standard: Outcomes</i>	Aligns its outcomes with educator performance and student curriculum standards.

www.learningforward.org

*The Delaware Professional Standards Board adopted the Learning Forward Standards in 2012.

Guskey's Five Levels of Professional Development Evaluation

Figure 2

Figure 1. Five Levels of Professional Development Evaluation¹

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> • Did they like it? • Was their time well spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful? • Were the refreshments fresh and tasty? • Was the room the right temperature? • Were the chairs comfortable? 	<ul style="list-style-type: none"> • Questionnaires administered at the end of the session 	<ul style="list-style-type: none"> • Initial satisfaction with the experience 	<ul style="list-style-type: none"> • To improve program design and delivery
2. Participants' Learning	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Paper-and-pencil instruments • Simulations • Demonstrations • Participant reflections (oral and/or written) • Participant portfolios 	<ul style="list-style-type: none"> • New knowledge and skills of participants 	<ul style="list-style-type: none"> • To improve program content, format, and organization
3. Organization Support & Change	<ul style="list-style-type: none"> • What was the impact on the organization? • Did it affect organizational climate and procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared? 	<ul style="list-style-type: none"> • District and school records • Minutes from follow-up meetings • Questionnaires • Structured interviews with participants and district or school administrators • Participant portfolios 	<ul style="list-style-type: none"> • The organization's advocacy, support, accommodation, facilitation, and recognition 	<ul style="list-style-type: none"> • To document and improve organizational support • To inform future change efforts
4. Participants' Use of New Knowledge and Skills	<ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> • Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes 	<ul style="list-style-type: none"> • Degree and quality of implementation 	<ul style="list-style-type: none"> • To document and improve the implementation of program content
5. Student Learning Outcomes	<ul style="list-style-type: none"> • What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing? 	<ul style="list-style-type: none"> • Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios 	<ul style="list-style-type: none"> • Student learning outcomes: <ul style="list-style-type: none"> – Cognitive (Performance & Achievement) – Affective (Attitudes & Dispositions) – Psychomotor (Skills & Behaviors) 	<ul style="list-style-type: none"> • To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development

1. Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

The Professional Learning Standards and Guskey's Five Levels for Professional Development Evaluation are integral parts of the grant design, monitoring and implementation processes.

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II. Overview

We know that high quality professional learning can improve climate, culture, and outcomes for our students. It is an important factor in continuous improvement. To accomplish the goal of improving the quality and efficacy of professional learning centered on the use of high quality instructional resources for all students in all classrooms, the DOE has invested in Professional Learning Innovation Grants aimed to support teacher leaders and administrators in developing coherent and impactful professional learning systems for educators.

Agency:

The DOE, Curriculum – Instruction – Professional Development workgroup in partnership with the DOE Office of Higher Education.

The proposed schedule of events regarding this grant application are outlined below:

Public Notice	Date: February 21, 2018
Live Question Forum Webinar	Date: March 1, 2018, 9:00-11:00 (recorded)
Intent to Apply (required)	Date: March 7, 2018¹
Administration of Standards Assessment Inventory (SAI)	Date: Window open March 15, 2018 to April 20, 2018
Planning and Support	Date: March 27, 2018, 8:30 – 12:30
Deadline for Questions	Date: April 9, 2018, 3:00 p.m.
Question Forum & Rubric Review	Date: April 18, 2018, 1:00-4:00 after Teaching & Learning Cadre
Deadline for Receipt of Proposals	Date: May 4, 2018, 3:00 p.m.
Estimated Notification of Award	Date: June 1, 2018

Deadline for Submission:

Proposals must be received by DOE by **3:00 PM** on or before **May 4, 2018**. Due to the competitive nature of these grants the deadline for applications will not be extended. All applications must be submitted to reimaginingpl@doe.k12.de.us

Eligibility:

Applications may be submitted from a school principal and teacher leaders (with the written support of the central office – see application form).

¹ Required professional learning needs assessment tool will be provided only to those schools submitting intent to apply by March 7th. Applications will only be accepted from schools completing the needs assessment.

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Basis for Funding:

Funding for this grant will be based on a school's demonstrated commitment to designing professional learning systems that supports the implementation of Delaware's college and career ready standards. There is an expectation that the professional learning outlined in the grant will also be supported by district and/or school funds. The cost share supported by the school/district will be no less than 25% with the remaining 75% supported by DDOE. (EX: Total amount of project \$40,000. District/school share is \$10,000 and DDOE grant is \$30,000. Total amount of project – \$20,000. District/School share is \$5,000 and DDOE grant is \$15,000).

Available Funding:

Grants funding may be requested for an amount up to \$30K. The number of grant awards will be based upon the competitive process of this grant application and the number of applications received. Partnerships between schools (within and across districts) are encouraged.

Budget Period:

July 1, 2018 to June 30, 2019, unless otherwise noted on the Notice of Grant Award. Schools that have previously received two years of funding are not eligible to apply. Funds will be distributed upon establishment of an appropriation and availability of funding.

III. Scope of Work

Purpose:

This grant aims to support the implementation of the Delaware standards through high quality professional learning that is grounded in the Learning Forward standards adopted by Delaware's Professional Standards Board in 2012. **Professional learning** is defined as a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. There is a shift from the concept of professional *development* to professional *learning* to connote the importance of continuous improvement.

Criteria:

Educator professional learning opportunities are...

- Designed to ensure all students in all classrooms receive equitable access to high quality instructional materials and educators
 - The right to equitable educational opportunity is universal
 - The inalienable right to equitable educational opportunity includes the right to high expectations, higher-order pedagogies, and engaging curricula
- Connected to professional learning centered on the adoption and implementation of high quality instructional materials that support opportunities to strengthen standards-aligned instruction in classrooms
- Connected to research informed practices that support opportunities for content area(s) to strengthen standards-aligned instruction in classrooms
- Focused on curriculum specific experiences that strengthen standards-based instruction and building and solidifying systems/structures to support opportunities for multiple content areas to strengthen skillful use of instructional resources in classrooms

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Project Scope, Overview and Application General Requirements:

A. Scope

The eligible recipient must demonstrate how funding will be used to establish sustainable professional learning structures that allow for teachers to engage in high quality professional learning, that is tied to a system of supports, yields changes in teacher practice and student learning and infuses a focus on equitable practices in the classroom and school systems. The school's professional learning plan must demonstrate alignment with the district office strategic plan (when applicable) and the Delaware Standards for Professional Learning set in Delaware Administrative Code, Regulation 1598.

B. Overview and Application

Standard Grant

Application:

The grant application must address the **four** areas outlined below. The application, excluding action plan (Section 4) should not exceed **ten (10)** pages in total.

Section 1: Grant Overview

Expand upon the following:

1. Executive Summary
 - Abstract (Description of Project)
 - Needs Assessment Findings
 - Description of needs assessment process; description of the process used for identifying areas of need and populations of need
 - Description of high quality instructional materials being used and/or resources being used to address gaps in current materials in order to ensure equitable assess of high quality instruction to all students
 - Summary of student data at the subgroup level (include visualization of data)
 - Summary of persistent areas of low performance across groups of students and access to high level courses
 - Summary of data leading to both the identification of area(s) focus to support CCSS implementation
 - Summary of area(s) of focus related to equity for all students, addressing needs of specific student groups
 - Summary of Standards Assessment Inventory (SAI) professional learning needs assessment; evidence of SAI data analysis used in project design and evaluation
 - Goals (must be measurable goals and will be the goals/outcomes in action plan)
 - Intended outcomes for student learning
 - Intended outcomes for educator practice
 - Description of alignment with school and district goals

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2. Grant Details Narrative (this section explains of the Action Plan and provides the necessary context for the review team)

Include the following areas in the development of the implementation narrative:

- Description of the prior high quality professional learning and its impact
- Description of relevant student and/or faculty demographics that support the focus of the application
- Description of systems in place or in development to support professional learning (coaching, professional learning communities, walkthroughs, peer visits, etc.)
- Connections with other school (and district, where applicable) initiatives
- Instructional leadership team composition and engagement (how teacher leaders are involved in both the planning process AND the implementation of the plan)
- Show alignment to the Professional Learning Standards (Figure 1)
- Other areas as necessary

3. Current and/or Potential Partner Narrative (if applicable)

- Partner mission/expertise related to area(s) of focus
- Scope of work
- Selection process
- Evidence of impact (results from 3rd party evaluation relevant to proposed implementation model, if available)
- Scale of partnership (Will partner engage other schools in the district/state for this project? Is this a new or existing partnership?)
- Letter of agreement/understanding from partner indicating their willingness to undertake this project if grant is awarded

Section 2: Monitoring Progress and Program Evaluation

1. Systems for gathering and analyzing evidence of impact of professional learning on teacher practice AND student learning outcomes (Guskey’s Five Levels for Professional Development Evaluation – Figure 2)

Question: How will the school know that the efforts of this program have been successful in terms of educator practice, student outcomes, and professional learning support systems?

Question: What additional data will be gathered, reviewed and at what frequency throughout the school year to indicate that the professional learning program has had the intended effects?

2. Structures to support monthly review plan reviews, mid-year checks and mid-course corrections

Question: How will the leadership team engage in a cycle of inquiry around the gathered evidence?

3. Bringing the work to scale and sustaining the work

Question: How will the school (and district) sustain the program beyond the grant cycle and how will the program results be shared and success brought to scale?

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Section 3: Budget and Budget Narrative

1. DDOE Subgrant budget form with signatures
2. Itemized budget narrative for all program expenditures (Funding must be used to invest in professional learning experiences and support systems).

Section 4: Action Plan

Complete the action plan chart that addresses how the school will implement key activities for this grant. Include the timeline and key personnel associated with each activity. For key personnel include the person(s) providing training, support, as well as the participants and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities. Each action step should also include required resources, timeframe, and evidence of success.

IV. Required Information

The following information shall be provided in each proposal in the order listed below. Failure to respond to any request for information within this proposal may result in rejection of the proposal at the sole discretion of the State.

A. Minimum Requirements

1. Department of Education Sub-Grant Application which includes the requested budget amount (one per proposal, Appendix A);
2. Applicants shall complete all sections of the Grant Application (Sections 1-4: Grant Overview; Monitoring Progress & Program Evaluation; Budget & Budget Narrative; Action Plan
3. Analysis of SAI Data is included
4. Grant application meets the minimum criteria outlined on page 7

B. Proposals

To be considered, all proposals must be submitted electronically via email to reimaginingpl@doe.k12.de.us and respond to the items outlined in this grant proposal. The State reserves the right to reject any non-responsive or non-conforming proposals. Electronic versions of all grant documents can be found [here](#).

Proposals submitted should be prepared and submitted in accordance with the following guidelines per application:

- Cover page which includes title, priority area and local education agency contact information
- Application *narrative* limited to ten (10) pages maximum (excluding cover page and action plan)
- Typewritten
- Line spacing of 1.5
- Twelve-point font, using an easy-to-read font such as Calibri, Arial, Times New Roman, etc.
- Charts and graphs may be single spaced and use no smaller than 10-point type
- One-inch (1") side, top, and bottom margins

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- Footer on each page with page number and the applicant name
- Do not attach additional pages or information not requested in the application

All proposals must be sent to DDOE and received no later than **3:00 PM** on **May 4, 2018**. The Proposals must be sent to reimaginingpl@doe.k12.de.us .

Applicants must include “Innovation Grant Application: Reimagining Professional Learning” on the subject line of the email submission.

Upon receipt of proposals, each district/school shall be presumed to be thoroughly familiar with all specifications and requirements of this grant application. The failure or omission to examine any form, instrument or document shall in no way relieve districts from any obligation in respect to this grant application.

C. Expectations for Grantees

Grantees will be required to complete a pre- and post- needs assessment as part of their application and reporting process. The needs assessment will be provided to all schools that notify the Department of their intent to apply by March 7th. Additionally the post-assessment will be required as part of the final reporting for the school after year 1.

Throughout the grant award period, technical assistance will be provided via webinars, face to face meetings and a site visit. Below is this year’s technical assistance schedule. Grantees should enable their teams are able to fully participate in each check in.

Required Check-Ins with the DOE:

July/August 2018	Initial Kick-off Event
August 2018	Initial submission of school walk through tool
Early October 2018	Collaboration event
November 2018	Fall Evidence Collection & DDOE/School Liaison Phone Check-In
December 2018	Collaboration event
March 2019	Collaboration event
March 2019	DDOE on-site visit

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V. Grant Application Administrative Information

A. Grant Application Issuance

1. Obtaining Copies of the grant application

This grant application is available in electronic form through the [DDOE website](#).

2. Assistance to Applicants with a Disability

Applicants with a disability may receive accommodation regarding the means of communicating this grant application or participating in the procurement process. For more information, contact the Designated Contact no later than ten days prior to the deadline for receipt of proposals.

3. Grant Application Designated Contact

All requests, questions or other communications about this grant application shall be made in writing to DDOE. Address all communications to the person listed below; communications made to other DDOE personnel not associated with this project or attempting to ask questions by phone or in person will not be allowed or recognized as valid and may disqualify the applicant. Applicants should rely only on written statements issued by the grant application designated contact or designees.

Kathy W. Kelly, ELA/Literacy & eLearning Education Associate
Curriculum, Instruction, & Professional Development Workgroup
reimaginingpl@doe.k12.de.us

To ensure that written requests are received and answered in a timely manner, electronic mail (e-mail) correspondence is preferred, but other forms of delivery, such as postal and courier services can also be used. Please notify the designated grant contact above if an alternate form of delivery is needed.

4. Consultants and Legal Counsel

DDOE may retain consultants or legal counsel to assist in the review and evaluation of this grant application and the applicants' responses. Applicants shall not contact the State's consultant or legal counsel on any matter related to the grant application.

5. Contact with State Employees

Direct contact with State of Delaware employees other than the DDOE Designated Contact regarding this grant application is expressly prohibited without prior consent. Applicants directly contacting DDOE employees risk elimination of their proposal from further consideration. Exceptions exist only for organizations currently doing business in the State who require contact in the normal course of doing that business.

B. Grant Application Submissions

1. Acknowledgement of Understanding of Terms

By submitting a bid, each applicant shall be deemed to acknowledge that it has carefully read all sections of this grant application, including all forms, schedules and exhibits hereto, and has fully informed itself as to all existing conditions and limitations.

2. Proposal Modifications

Any changes, amendments or modifications to a proposal must be made in writing, submitted in the same manner as the original response and conspicuously labeled as a change, amendment or modification to a previously submitted proposal. Changes, amendments or modifications to proposals shall not be accepted or considered after the hour and date specified as the deadline for submission of proposals.

3. Proposal Costs and Expenses

The DDOE will not pay any costs incurred by any applicant associated with any aspect of responding to this solicitation, including proposal preparation, printing or delivery, attendance at applicant's conference, system demonstrations or negotiation process.

4. Late Proposals

Proposals received after the specified date and time will not be accepted or considered. Evaluation of the proposals is expected to begin shortly after the proposal due date. To document compliance with the deadline, the proposal are electronically date and time stamped upon receipt.

5. Proposal Opening

The DDOE will receive proposals until the date and time shown in this grant application.

There will be no public opening of proposals but a log will be kept of the names of all applicant organizations that submitted proposals. The contents of any proposal shall not be disclosed to competing applicants prior to contract award.

6. Non-Conforming Proposals

Non-conforming proposals will not be considered. Non-conforming proposals are defined as those that do not meet the requirements of this grant application. The determination of whether a grant application requirement is substantive or a mere formality shall reside solely within the DDOE.

7. Concise Proposals

The DDOE discourages overly lengthy and costly proposals. It is the desire that proposals be prepared in a straightforward and concise manner. Unnecessarily elaborate brochures or other promotional materials beyond those sufficient to present a complete and effective proposal are not desired. The DDOE's interest is in the quality and responsiveness of the proposal.

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8. Realistic Proposals

It is the expectation of the DDOE that applicants can fully satisfy the obligations of the proposal in the manner and timeframe defined within the proposal. Proposals must be realistic and must represent the best estimate of time, materials and other costs including the impact of inflation and any economic or other factors that are reasonably predictable.

The DDOE shall bear no responsibility or increase obligation for an applicant's failure to accurately estimate the costs or resources required to meet the obligations defined in the proposal.

9. Confidentiality of Documents

All documents submitted as part of the applicant's proposal will be deemed confidential during the evaluation process. Applicant proposals will not be available for review by anyone other than the DDOE/Proposal Evaluation Team or its designated agents. There shall be no disclosure of any applicant's information to a competing applicant prior to award of the contract.

The DDOE is a public agency as defined by state law, and as such, it is subject to the Delaware Freedom of Information Act, [29 Del. C. Ch. 100](#). Under the law, all the DDOE's records are public records (unless otherwise declared by law to be confidential) and are subject to inspection and copying by any person. Applicant(s) are advised that once a proposal is received by the DDOE and a decision on contract award is made, its contents will become public record and nothing contained in the proposal will be deemed to be confidential except proprietary information.

Applicant(s) shall not include any information in their proposal that is proprietary in nature or that they would not want to be released to the public. Proposals must contain sufficient information to be evaluated and a contract written without reference to any proprietary information. If an applicant feels that they cannot submit their proposal without including proprietary information, they must adhere to the following procedure or their proposal may be deemed unresponsive and will not be recommended for selection.

Applicant(s) must submit such information in a separate, sealed envelope labeled "Proprietary Information" with the name of the grant. The envelope must contain a letter from the Applicant's legal counsel describing the documents in the envelope, representing in good faith that the information in each document is not "public record" as defined by [29 Del. C. § 10002\(d\)](#), and briefly stating the reasons that each document meets the said definitions.

Upon receipt of a proposal accompanied by such a separate, sealed envelope, the DDOE will open the envelope to determine whether the procedure described above has been followed.

10. Sub-Contracting

The applicant selected shall be solely responsible for contractual performance and management of all subcontract relationships. This contract allows subcontracting assignments; however, applicants assume all responsibility for work quality, delivery, installation, maintenance, and any supporting services required by a subcontractor.

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Use of subcontractors must be clearly explained in the proposal, and subcontractors must be identified by name. Any sub-contractors must be approved by DDOE.

Applications must contain a letter of agreement/understanding from partner indicating their willingness to undertake this project if grant is awarded.

11. Discrepancies and Omissions

Applicant is fully responsible for the completeness and accuracy of their proposal, and for examining this grant application and all addenda. Failure to do so will be at the sole risk of applicant. Should applicant find discrepancies, omissions, unclear or ambiguous intent or meaning, or should any questions arise concerning this grant application, applicant shall notify the DDOE's Designated Contact, in writing, of such findings at least ten (10) days before the proposal opening. This will allow issuance of any necessary addenda. It will also help prevent the opening of a defective proposal and exposure of applicant's proposal upon which award could not be made. All unresolved issues should be addressed in the proposal.

Protests based on any omission or error, or on the content of the solicitation, will be disallowed if these faults have not been brought to the attention of the Designated Contact, in writing, at least ten (10) calendar days prior to the time set for opening of the proposals.

a. Grant Application Question and Answer Process

The DDOE will allow written requests for clarification of the grant application. All questions should be submitted to reimaginingpl@doe.k12.de.us by **April 9, 2018** using the contact information provided on the cover page.

12. State's Right to Reject Proposals

The DDOE reserves the right to accept or reject any or all proposals or any part of any proposal, to waive defects, technicalities or any specifications (whether they be in the DDOE's specifications or applicant's response), to sit and act as sole judge of the merit and qualifications of each product offered, or to solicit new proposals on the same project or on a modified project which may include portions of the originally proposed project as the DDOE may deem necessary in the best interest of the DDOE.

13. State's Right to Cancel Solicitation

The DDOE reserves the right to cancel this solicitation at any time during the procurement process, for any reason or for no reason. The DDOE makes no commitments expressed or implied, that this process will result in a business transaction with any applicant.

This grant application does not constitute an offer by the DDOE. Applicant's participation in this process may result in the DDOE selecting your organization to engage in further discussions and negotiations toward execution of a contract. The commencement of such negotiations does not, however, signify a commitment

by the DDOE to execute a contract nor to continue negotiations. The DDOE may terminate negotiations at any time and for any reason, or for no reason.

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14. Notification of Withdrawal of Proposal

Applicant may modify or withdraw its proposal by written request, provided that both proposal and request is received by the DDOE prior to the proposal due date. Proposals may be re-submitted in accordance with the proposal due date in order to be considered further.

Proposals become the property of the DDOE at the proposal submission deadline. All proposals received are considered firm offers at that time.

15. Funding out clause

In the event funding fails to be appropriated as necessary to enter into or continue the grant, in whole or part, the agreement shall be terminated as to any obligation of the State requiring the expenditure of money for which no specific appropriation is available at the end of the last fiscal year for which no appropriation is available or upon the exhaustion of funds.

16. Appeals Process

In the event an applicant is not satisfied with the outcome of the RFA process, they may appeal within 15 days, in writing to the DOE Director of Finance:

Kimberly Wheatley, Director
401 Federal Street, Suite 2
Dover, DE 19901

17. Award of Contract

The final award of a contract is subject to approval by the DDOE. The DDOE has the sole right to select the successful applicant(s) for award, to reject any proposal as unsatisfactory or non-responsive, to award a contract to other than the lowest priced proposal, to award multiple contracts, or not to award a contract, as a result of this grant application.

The awarding of a contract under this grant does not guarantee the grantee future funds and is dependent on the successful implementation under the grant proposal. The DDOE reserves the right to suspend funding and/or cancel the grant in the event the implementation is not in compliance with the requirements established in the Request for Application and/or the grantee's proposal. In addition, misuse of funds under this grant may result in suspension of funding and/or grant cancellation.

Notice in writing to an applicant of the acceptance of its proposal by the DDOE and the subsequent full execution of a written contract will constitute a contract, and no applicant will acquire any legal or equitable rights or privileges until the occurrence of both such events.

a. Grant Award Notifications

After reviews of the evaluation committee report and its recommendation, and once the contract terms and conditions have been finalized, the DDOE will award the contract.

The contract shall be awarded to the applicant whose proposal is most advantageous, taking into consideration the evaluation factors set forth in the grant application.

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It should be explicitly noted that the DDOE is not obligated to award the contract to applicants who submit low bids or to applicants who receives the highest total point score, rather the contract will be awarded applicants whose proposals are the most advantageous to the DDOE. The award is subject to the appropriate DDOE approvals.

After a final selection is made, applicants will be notified in writing of their selection status.

C. Grant Application Evaluation Process

An evaluation team composed of representatives of the DDOE and partners of the Department will evaluate proposals on a variety of quantitative criteria. Neither the lowest price nor highest scoring proposal will necessarily be selected.

The DDOE reserves full discretion to determine the competence and responsibility, professionally and/or financially, of applicants. Applicants are to provide in a timely manner any and all information that the DDOE may deem necessary to make a decision.

1. Proposal Evaluation Team

The Proposal Evaluation Team shall be comprised of representatives of the DDOE. The Team shall determine which applicants meet the minimum requirements pursuant to selection criteria of the grant application and procedures established in 29 *Del. C.* §§ [6981 and 6982](#). The Team may negotiate with one or more applicants during the same period and may, at its discretion, terminate negotiations with any or all applicants. The Team shall make a recommendation regarding the award to the Delaware Secretary of Education, who shall have final authority, subject to the provisions of this grant application and 29 *Del. C.* § [6982](#), to award a contract to the successful applicant in the best interests of the DDOE.

2. Proposal Selection Criteria

The Proposal Evaluation Team shall assign up to the maximum number of points for each Evaluation Item to each of the proposing applicant's proposals. All assignments of points shall be at the sole discretion of the Proposal Evaluation Team.

The proposals shall contain the essential information on which the award decision shall be made. The information required to be submitted in response to this grant application has been determined by the DDOE to be essential for use by the Team in the bid evaluation and award process. Therefore, all instructions contained in this grant proposal shall be met in order to qualify as a responsive and responsible contractor and participate in the Proposal Evaluation Team's consideration for award. Proposals which do not meet or comply with the instructions of this grant proposal may be considered non-conforming and deemed non-responsive and subject to disqualification at the sole discretion of the Team.

The Team reserves the right to:

- Take into consideration geographic distribution, demonstrated readiness of the agency and plan(s) for sustainability:

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- Select for contract or for negotiations a proposal other than that with lowest costs;
- Reject any and all proposals or portions of proposals received in response to this grant proposal or to make no award or issue a new call for proposals;
- Waive or modify any information, irregularity, or inconsistency in proposals received;
- Request modification to proposals from any or all applicants during the contract review and negotiation;
- Negotiate any aspect of the proposal with any applicant and negotiate with more than one applicant at the same time; and
- Select more than one applicant pursuant to 29 Del. C. §6986.

Criteria Weight

All proposals shall be evaluated using the same criteria and scoring process. The following criteria shall be used by the Evaluation Team to evaluate proposals:

Criteria	Points
Narrative Section 1: Abstract, Needs Assessment, Goals, Implementation Narrative	30
Narrative Section 2: Monitoring Progress and Program Evaluation	30
Narrative Section 3: Budget and Budget Narrative	10
Section 4: Action Plan	36
Total	106

The sub-grant rubric can be found in Appendix B and the Action Plan Rubric as a separate attachment. Applicants are encouraged to review the evaluation criteria and develop an application that addresses each of the scored items. Evaluators will not make assumptions about an applicant’s capabilities and intentions, therefore applicants should be detailed in their proposal responses.

3. Proposal Clarification

The Evaluation Team may contact any applicant in order to clarify uncertainties or eliminate confusion concerning the contents of a proposal. Proposals may not be modified as a result of any such clarification request.

D. Attachments & Appendices

The following attachments and appendices shall be considered part of the solicitation:

- Appendix A – Sub-Grant Application Form
- Appendix B – Sub-Grant Evaluation Rubric

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- Attachment A – Sub-Grant Application Form (Word)
- Attachment B – Action Plan Template (Word)
- Attachment C – Action Plan Rubric
- Attachment D – Backmapping Model for Planning Professional Learning
- Attachment E – Professional Learning Guskey Framework Placemat
- Attachment F – State Sub-Grant Budget Form (Word)



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APPENDIX A
ATTACHMENT A

State of Delaware
Department of Education
Sub-Grant Application

Reimagining Quality Professional Learning Innovation Grant

LEA/Agency/Organization Information

School: _____ District: _____

Lead: _____ Title: _____

Address 1: _____
Street Address P.O. Box

Address 2: _____
City State Zip Code

Amount of Funding Requested: _____ Total Cost of Project: _____

Proposed Sub-Grant Project Title: _____

For FSF users, indicate department number under which funds should be loaded: _____

Narrative (Sections 1– 3: Grant Overview; Monitoring Progress and Program Evaluation; Budget and Budget Narrative):

**Attach the Action Plan to application (Section 4)*

Principal’s Name: _____ Email: _____ Telephone: _____

Printed Names
of Teacher
Leaders, etc.: _____

Signature of Principal: _____

Signature of Director of Instruction/Other: _____

Signature of Superintendent/Agency Head: _____

Signature of Business Manager: _____

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Innovation Grant for High Quality Professional Learning
Sub-Grant Evaluation Rubric

Using the rubric, reviewers will assign numerical scores, prepare comments, and meet to determine consensus.

Plan Criteria	Level 3 Meets All Criteria	Level 2 Meets Some Criteria	Level 1 Meets Few Criteria	Level 0 Meets No Criteria
Grant Overview	The Executive summary includes all sections; there is evidence of a comprehensive needs assessment process and aligned areas of focus.	The Executive summary includes all sections; there is evidence of a needs assessment process, however there is disconnect between the needs assessment and areas of focus.	The Executive summary is missing some sections and there is little or no evidence of a needs assessment process to justify the areas of focus.	
30 Points _____/30	30 _____	20 _____	10 _____	0 _____
Monitoring Progress and Program Evaluation	The application clearly addresses how the program/activity will be evaluated for success. It addresses specific data points, and includes benchmark (if applicable) and targeted goals.	The application somewhat addresses how the program/activity will be evaluated for success. It addresses some data points, and includes benchmark (if applicable) and targeted goals.	The application does not include an evaluation plan, or the plan to evaluate is weak, or does not include specific measurable data points.	
30 Points _____/30	30 _____	20 _____	10 _____	0 _____
Budget and Budget Narrative	Budget is clear, reasonable and cost effective. Budget narrative itemizes expenses in detail. Budget calculations are correct. Budget does not exceed limits as stated on the application.	Budget is reasonable and cost effective. Budget narrative identifies expenses and provides general explanation. Budget contains a few errors. Budget does not exceed limits as stated on the application.	Budget is not clear, reasonable and/or cost effective. Budget narrative does not provide detailed explanation of expenditures. Budget contains errors and/or is completed incorrectly. Budget exceeds limits as stated on the application.	
10 Points _____/10	10 _____	5 _____	2 _____	0 _____
Action Plan	Area 1: Design	Area2: Implementation & Support	Area 3: Evaluate	Total Points: _____/106
36 Points	_____/12	_____/12	_____/12	