

2020-2021 Reimagining Professional Learning Grant

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I. Professional Learning Theory of Action

Delaware's vision is that every learner across the state leaves school ready for success in college, career, and life. In order to achieve this vision, teachers must provide students with high-quality, standards-aligned instruction every day. For teachers to be fully prepared for every lesson, school leaders must then provide teachers with standards-aligned instructional materials and the support needed to use those materials well. However, 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 development that is differentiated to meet their individual needs and only 47% report that professional development is evaluated with results communicated to teachers.

Globally, professional learning is defined as a comprehensive, sustained, and intensive approach to improving educators' effectiveness in raising student achievement. Professional learning that is directly aligned to standards and curriculum leads to improvement in:

- educator practice,
- student achievement, and
- school outcomes.

In 2012, Delaware's Professional Standards Board adopted statewide professional learning standards that are grounded in [Learning Forward's standards](#). The Delaware Standards for Professional Learning describe the context, processes, and content for effective, high-quality professional learning, and set clear expectations at the state, district, and school level.

The goal of the 2020-2021 Reimagining Professional Learning (RPL) Grants is to create sustainable professional learning systems that lead to improved teacher practice and student learning.

2020-2021 RPL Schools commit to:

- establishing a culture of professional learning that is responsive to teachers' and students' needs;
- ensuring that teachers have access to high-quality instructional materials, and the training and ongoing professional learning needed to use those materials well;
- building ownership and school capacity in high-quality professional learning by engaging both school leaders and teachers in the development and execution of the professional learning plan; and
- following a cycle of inquiry that aligns professional learning to academic goals, plans and executes strategies to achieve academic goals, and monitor progress along the way.

II. Grant Overview

A. ELIGIBILITY REQUIREMENTS

RPL applicants must be one of the following consortiums:

- School leadership team including principal and teacher leaders (with the written support of the central office);
- District leadership team (with documented support of participating school leaders); or
- School and District leadership teams. **Please note that collaborations between schools within districts/charter network and across the state require a single grant application with stakeholder participation from all participating schools.**

For the 2020-2021 grant cycle, districts and schools are encouraged to align RPL proposals and budgetary expenses to high-quality instructional materials, or those rated “Green” on [Ed Reports](#). A list of vendors that provide professional learning on these high-quality instructional materials will be released later this school year for reference.

B. SUBMISSION TIMELINE

Proposals must be received by DDOE by 3:00 PM on or before May 8, 2020. 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. The proposed schedule of events regarding this grant application are outlined below:

Event	Date	Details
RPL Grant Released	January 29, 2020	Application posted to DDOE website by 3:00 p.m.
Grant Overview Webinar	January 29, 2020	Recorded grant overview webinar to provide potential applicants with an overview of the application and changes to this year’s grant process. This webinar will be linked to the DDOE website .
Deadline for Letter of Intent (required)	February 28, 2020	Submission of letter of intent to apply. The needs analysis (located in Appendix B) must be completed and the details submitted to the DDOE as part of the Letter of Intent.
Professional Learning Summit (Attendance required)	March 12-13, 2020	The DDOE will host a two-day summit to provide applicants with in-person training on high-quality professional learning and the opportunity

		to meet with PL providers. Details will be provided in the webinar on January 29th. These sessions will be held at the Del-One Conference Center in Dover, Delaware.
Technical Assistance Virtual Sessions (Optional)	Beginning on April 7, 2020	Virtual sessions will be offered by appointment only. Office hours are every Tuesday (9:00-9:45 am or 10:00-10:45 am). Please request an appointment via email at reimaginingPL@doe.k12.de.us to secure an appointment during those Office Hours.
Deadline for Questions (optional)	May 15, 2020	Applicants submit questions regarding grant application process to reimaginingpl@doe.k12.de.us
Response to Questions Posted	May 29, 2020	Questions will be answered by the DDOE in a direct reply email to the sender.
Grant Applications Due to DDOE	June 5, 2020	Deadline for submitting application and supporting documents to reimaginingpl@doe.k12.de.us by 3:00 pm.
Estimated Notification of Awards	July 2020	Award recipients notified

C. FUNDING DETAILS

Funding Priorities:

Funding for this grant will be based on demonstrated commitment to designing professional learning plans that support one or more of the following:

- Adoption and implementation of new high-quality instructional materials (HQIM), or “Green” on Ed Reports, in ELA and mathematics;
- Targeted support for 3rd grade ELA and 8th grade mathematics;
- Supporting teachers in using curriculum-embedded supports to meet the needs of all learners (SPED, 504, and EL); or
- Using high-quality instructional materials to create culturally relevant classrooms.

Basis for Funding:

Opportunity	Eligibility Funding	Amount
Reimagining Professional Learning Grant: TSI-1	TSI-1	Up to \$100,000
Reimagining Professional Learning Grant: TSI-2	TSI-2	Up to \$25,000
Reimagining Professional Learning Grant	Non-TSI/CSI	Up to \$25,000 with 80% (DOE)/20% (LEA) Cost Share

*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, 2020 to June 30, 2021, unless otherwise noted on the Notice of Grant Award.

III. Grant Application

The grant application contains four parts that are to be completed using Appendices B, C, D and E.

- A. EXECUTIVE SUMMARY:** Brief description of proposed professional learning plan, including how it provides PL for school leaders, teacher leaders/coaches, and teachers alike (300 words or less). This section is located within Appendix B.
- B. PROFESSIONAL LEARNING PLAN (PLP) WORKBOOK:** The 2020-2021 grant application is designed to support applicants in creating high-quality PLPs by walking them through each step of the planning process. This section is located within Appendix B.
- [Conduct Needs Analysis](#): What do you want students to learn and be able to do at the end of the 2020-2021 school year?
 - [Design PLP to Address Needs](#): What type of professional learning is needed to achieve your 2020-2021 academic goals?
 - [Create Professional Learning Action Plan](#): What ongoing support do teachers need to improve their practice in order to achieve your 2020-2021 academic goals, and what structural changes need to be made to facilitate this support?
 - [Evaluate Effectiveness of Plan](#): How will you know if your professional learning and academic goals were met?

The needs analysis must be completed, and the details submitted to the DDOE as part of the Letter of Intent by February 28, 2020. The design portion of the PLP will be conducted during the Professional Learning Summit on March 12-13, 2020. The Executive Summary, Professional Learning Action Plan, and Evaluation will be completed at the applicant's discretion. **All portions of the grant will be recorded in the PLP workbook found in [Appendix B](#).**

C. BUDGET NARRATIVE AND FORM: Each proposal must include both a signed DDOE Subgrant Budget Form ([Appendix D](#)) and Budget Narrative ([Appendix C](#)) detailing all program expenditures.

- In **proposals that include multiple schools within one district/charter, submit one budget form.**
- In **proposals that include multiple schools from multiple districts/charters, submit an individual budget form per district/charter** explaining the expenses they are responsible for managing within the plan. The total budget of all forms submitted must equal the total grant amount.

D. SUB-GRANT APPLICATION FORM: Each proposal must include a signed DDOE Sub-Grant Application Form which includes the requested budget amount. Proposals that include multiple schools from multiple districts/charters must submit an individual sub-grant application form. ([Appendix E](#))

IV. Grant Submission Requirements

A. MINIMUM REQUIREMENTS

Proposals must include all required sections of the grant including:

- [Appendix A: Letter of Intent](#): Letter signed by the district superintendent stating intent to apply for the grant and details regarding the needs analysis conducted to identify the goals of the professional learning plan. Letter must provide answers to the listed questions.
- [Appendix B: Professional Learning Plan Workbook](#)
- [Appendix C: Budget Narrative](#)
- [Appendix D: DDOE Subgrant Budget Form](#)
- [Appendix E: DDOE Sub-Grant Application Form](#)
- Signed letters of assurance from applicant's professional learning partner (if applicable)

Additionally, all proposals must communicate a commitment to the RPL commitments outlined on page 2 and adhere to the funding priorities outlined on page 4 of the application. The DDOE reserves the right to reject any non-responsive or non-conforming proposals.

B. SUBMISSION DETAILS

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

- Cover page which includes title, funding priority area and local education agency contact information (LEA name, school(s) name(s), project manager name, email, and phone number)
- Line spacing of 1.5
- Twelve-point font, using an easy-to-read font such as Calibri, Arial, or Times New Roman
- Charts and graphs may be single spaced and use no smaller than 10 pt font
- One-inch (1”) side, top, and bottom margins
- 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 reimaginingpl@doe.k12.de.us with “Innovation Grant Application: Reimagining Professional Learning” in the subject line no later than 3:00 PM on June 5, 2020.

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 OF GRANTEES

Grantees will be required to complete a pre- and post- needs analysis as part of their application and reporting process. All schools and districts that notify the DDOE of their intent to apply by February 28, 2020 must include the completed Needs Analysis portion of this grant application (found in [Appendix B](#)) prior to attending the Professional Learning Summit on March 12-13, 2020. The post-analysis will be required as part of final reporting for grant recipients at the conclusion of the grant cycle.

Throughout the grant award period, the DDOE will aid via webinars, face to face meetings, and a site visit to help applicants effectively plan and implement high-quality professional learning plans. Below is a list of the required supporting events that grantees must participate in.

Date	Event
March 12-13, 2020	Professional Learning Summit
July/August 2020	Initial Call with Grant Liaison
August 2020	Submission of walkthrough tool and most relevant pieces of data
November 2020	Fall evidence collection and DDOE/School check-in

March 2021	Spring evidence collection and DDOE/School check-in
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D. GRANT APPLICATION ADMINISTRATIVE INFORMATION ([Appendix G](#))

V. Grant Evaluation

See Section D of [Appendix G](#) for details.

APPENDIX A: LETTER OF INTENT

The letter of intent assures the DDOE that the LEA:

- intends to submit an application for a 2020-2021 Reimagining Professional Learning grant;
- will send a team of district and school leaders to the Professional Learning Summit on March 12-13, 2020; and
- has completed the needs analysis portion of the PLP by answering the questions located in the template below.

LETTER OF INTENT TEMPLATE (Submitted on district letterhead)

Dear Delaware Department of Education Office of Curriculum, Instruction, and Professional Development,

This letter is to state (insert district/school's name) intent to apply for a 2020-2021 Reimagining Professional Learning Summit and to attend the Professional Learning Summit on March 12-13, 2020 at the Del-One Conference Center, Delaware Technical Community College, Dover, Delaware. (Insert district/school's name) desire to apply for this grant came as a result of conducting a thorough needs analysis of both student and teacher data to establish our professional learning needs for the 2020-2021 school year. The results of that analysis are as follows.

Describe the process for conducting your needs analysis including who was involved at both the district and school levels and what data was evaluated. (100 words or less)

Based on your analysis, what is your area of greatest need for the 2020-2021 school year? (50 words or less)

What students and teacher actions do you want to change in order to address this area of need? (100 words or less)

How will your professional learning plan address these academic goals in 2020-2021? (100 words or less)

Sincerely,

(Name and Signature of LEA Superintendent)

APPENDIX B: PROFESSIONAL LEARNING PLAN WORKBOOK

EXECUTIVE SUMMARY

Briefly describe the proposed professional learning plan, including how the professional learning goals outlined in your action plan below will help you to achieve the teacher and student outcomes identified in your 2020-2021 academic goals. (300 words or less)

STEP 1: NEEDS ANALYSIS

Professional Learning Plans (PLP) and activities are focused on improving student learning and emerge from the needs of educators and student learning data. High quality PLPs and activities are aligned to academic goals that result from the analysis of rich, relevant data to identify areas of greatest need for students and teachers.

Reflection Questions *(For reflection purposes only, not required for grant application)*

- Based on your assessment and teacher observation data: What areas of student performance are meeting, exceeding or below expectations?
- What patterns exist within both student and teacher performance data? Are there persistent areas of low performance that need to be addressed?
- Based on the review of your data, what is your area of greatest need for the 2020-2021 school year?

Resources:

- DeSSA data
- School or district formative/benchmark data
- [Instructional Practice Guides](#) for ELA and Mathematics
- [EdReports Learning System Self-Assessment](#)

Required Action Step: Prior to attending the Professional Learning Summit on March 12-13, 2020, each applicant must reflect on the questions above to complete the following needs analysis and identify their academic goals for students for the 2020-2021 school year. Details of this analysis will be communicated to the DDOE in the [letter of intent](#) submitted by February 28, 2020.

Area of Greatest Need (What is your main academic focus for 2020-2021?)	Rationale (Why this area?)	2020-2021 Academic Goal (What do you want students to know and be able to do to address the area of need?)	Benchmark Assessment/Method of Tracking (How will you measure progress and success?)	Aligned Funding Sources (What sources currently exist to support need/goal?)

*Add additional rows as needed for additional academic goals

STEP 2: PLAN DESIGN

High-quality PLPs are purposefully designed to align academic goals to professional learning priorities and resources, and to meet the needs of both teachers and students.

Reflection Questions *(For reflection purposes only, not required for grant application)*

- What do we want students and teachers to be doing differently at the end of the school year, and what training and support do teachers need to accomplish this goal?
- Do teachers and targeted students have access to high-quality instructional materials? If not, how do you get them access?
- What classroom or professional learning practices need to be strengthened to accomplish our academic goals?
- What mechanism(s) should be used to strengthen these practices initially and ongoing?
- How will the professional learning be tailored to the unique learning needs of both students and teachers?
- What resources (time, materials, personnel, vendors) are available to support professional learning?

Resources:

- [Delaware Standards of Professional Learning](#)
- [Part One: Needs Analysis](#)
- [Instructional Practice Guides](#) for ELA and Mathematics

Required Action Step: During the Professional Learning Summit on March 12-13, 2020, interested grant applicants will receive professional development on how to design high-quality professional learning plans. Each LEA team will have time at the Summit to collaboratively reflect on the questions above regarding the overarching goal of your professional learning plan.

STEP 3: PROFESSIONAL LEARNING ACTION PLAN

Effective professional learning plans consider:

1. **Educator Training:** What initial training and ongoing professional learning is needed for teachers, instructional coaches, and principals to execute the school's academic and professional learning goals?
2. **Structural Support:** What enabling structures are needed to provide teacher leaders and coaches with the time and resources needed to train, collaboratively plan with, and evaluate teachers effectively?

Reflection Questions

- What are your PL goals for this year, and what key action steps will your leadership team take to achieve them and monitor progress along the way?
- What ongoing training, support, and inspiration is needed to strengthen teachers' capacity to deliver high-quality instruction to ALL students every day throughout the year?
- What adjustments need to be made to your school's schedule to allow for daily training, common planning, and coaching opportunities for teachers and staff?

Resources:

- [Instruction Partners Curriculum Support Guide](#)
- [Practice What You Teach Checklist for School Leaders and Teachers](#)

Required Action Step: Applicants should reflect on the questions above, using the knowledge and skills obtained at the Professional Learning Summit, to establish professional learning goals and plan for the 2020-2021 school year in the charts below.

2020-2021 Professional Learning Action Plan

EDUCATOR TRAINING					
Goal/Outcome <i>Must be measurable</i>	Actions Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>Time; Structures, Budget, Material</i>	Timeline <i>By when? (Month/Year)</i>	Measurable Evidence <i>What evidence are you using to demonstrate the progress/success of the goal?</i>

*Add rows as needed

STRUCTURAL SUPPORT					
Goal/Outcome <i>Must be measurable</i>	Actions Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>Time; Structures, Budget, Material</i>	Timeline <i>By when? (Month/Year)</i>	Measurable Evidence <i>What evidence are you using to demonstrate the progress/success of the goal?</i>

*Add rows as needed

STEP 4: EVALUATION

High-quality PLPs include methods for evaluating the overall effectiveness of the plan, and incorporate ongoing feedback loops that allow teachers to provide feedback on the training and support that they are receiving throughout the year.

Reflection Questions

- What structures will you put in place to provide teachers with feedback on their practice, and collect feedback on the training and support being provided to them?
- How will you measure progress towards both your academic and professional learning goals throughout the year?
- What should students know and be able to do at the end of the school year as a result of enhanced teacher practice, and how will you know if they have acquired these skills?
- When, how will you make decisions about what to continue doing, stop doing, and start doing in order to achieve your academic goals for the 2021-2022 school year?

Resources:

- [Guskey's Professional Learning Evaluation Framework](#)

Required Action Step: Reflect on the questions above and use Guskey's Professional Learning Evaluation Framework to create an evaluation plan in the chart below that will determine if both students and teachers achieved the goals set forth in your professional learning plan.

Evaluation Level	Questions to Ask	How will data be collected?	What will be measured?	How will the information be used?
Participant Experience and Learning				
Student Experience and Learning				
Organization Support & Change				

APPENDIX C: BUDGET NARRATIVE

For each budget area below, please briefly describe the budget item and overall costs, and identify which professional learning goal(s) from the grant application it is aligned to.

I. **Salaries and Staff:** Identify the PRIMARY personnel who will be responsible for implementing the professional learning plan.

Budget Item	Description	Cost	Professional Learning Goal Alignment
Project Director			
Instructional Coaches			
Substitutes			
Additional Support Staff			
Other Employment Costs			
Fringe Benefits			

II. **Supplies and Materials:** Describe the KEY supplies and materials that are needed to implement the professional learning plan.

Budget Item	Description	Cost	Professional Learning Goal Alignment
Project Related Supplies and Materials			
Printing			

Meetings/Conferences (fees)			
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III. **Travel:** Describe the type of travel that will be incurred by school staff or vendors in order to implement the professional learning plan.

Budget Item	Description	Cost	Professional Learning Goal Alignment
Staff Travel (lodging/transportation)			
Vendor Travel			

IV. **Capital Outlay:** Describe the equipment, replacement or new, that will be needed to implement the professional learning plan.

Budget Item	Description	Cost	Professional Learning Goal Alignment
Equipment			

V. **Contractual Services:** Identify the contracted vendors that you will partner with to provide professional learning to your staff as part of the professional learning plan.

Budget Item	Description	Cost	Professional Learning Goal Alignment
Professional Learning Partner			

APPENDIX D: SUBGRANT BUDGET FORM

Complete separate Excel Subgrant Budget Form and submit with your grant application.

APPENDIX E: STATE SUBGRANT APPLICATION

Complete separate State Subgrant Application form and submit with your grant application.

APPENDIX F: GRANT EVALUATION RUBRIC

[Educator Training](#)
[Structural Support](#)
[Evaluation](#)

Educator Training
 High-quality PLPs are purposefully designed to align academic goals to professional learning priorities and resources and to meet the needs of both teachers and students. Additionally, they provide teachers, instructional coaches, and principals with foundational and ongoing training to meet the school’s academic goals.

Professional Learning Plan...	Weak	Moderate	Strong
Is fully aligned to the school’s 2020-2021 academic goal(s) and identifies expected outcomes for teacher and student performance.	Plan is not aligned to the school’s academic goals and does not describe what student and teacher actions will be different as a result of the plan’s implementation.	Plan is somewhat aligned to the school’s academic goals and it is slightly unclear what student and teacher actions will be different as a result of the plan’s implementation.	Plan clearly articulates its alignment to the school’s academic goals and what student and teacher actions will be different as a result of the plan’s implementation.
Meets the needs of one of the following DDOE funding priorities: <ul style="list-style-type: none"> ● Adoption and implementation of new high-quality instructional materials (HQIM), or “Green” on Ed Reports, in ELA and math ● Intervention support in 3rd grade ELA and 8th grade math 	Plan is not aligned to a funding priority.	Plan is aligned to at least one funding priority.	Plan is fully aligned to multiple funding priorities.

Professional Learning Plan...	Weak	Moderate	Strong
<ul style="list-style-type: none"> Supporting teachers in using curriculum-embedded supports to meet the needs of all learners (SPED, 504, and EL) Using high-quality instructional materials to create culturally relevant classrooms 			
Includes job-embedded, role-specific training for teachers, instructional coaches, school leaders, and district leaders.	Training is content and grade-level agnostic, and therefore does not build teacher or leader pedagogy.	<ul style="list-style-type: none"> Some training for teachers is content- and grade-specific Training builds educators' knowledge of some research-based content and content pedagogy Some training for leaders helps them conduct content- and curriculum-specific walkthroughs to identify trends in implementation and provide feedback to teachers 	<ul style="list-style-type: none"> Training for teachers is content- and grade-specific Training builds educators' knowledge of research-based content and content pedagogy Training for leaders helps them conduct content- and curriculum-specific walkthroughs to identify trends in implementation and provide feedback to teachers
Includes ongoing professional learning on content and/or high-quality instructional materials that is aligned to the school's academic goals.	Plan does not describe the ongoing, content-specific, professional learning in detail for teachers or leaders.	Plan provides some details on how teachers will receive content-specific PL and leaders will receive PL on how to support teachers but does not provide enough information to determine if the PL will be effective in achieving the school's academic	PL for teachers: <ul style="list-style-type: none"> Internalizing lesson plans to prepare for instruction, including deeply understanding the standard(s) addressed within the lesson, student expectations, and how to

Professional Learning Plan...	Weak	Moderate	Strong
		and PL goals.	<p>respond to potential misconceptions.</p> <ul style="list-style-type: none"> ● Modeling lessons for teachers and providing opportunities for them to practice delivery ● Analyzing student work to strategically respond to student needs in instruction. <p>PL for leaders</p> <ul style="list-style-type: none"> ● Conducting content- and curriculum-specific walkthroughs to identify trends in implementation and provide feedback to teachers ● Supporting implementation by aligning policies and procedures and removing obstacles (e.g. lesson planning procedures)
Is designed to meet the diverse learning needs of all students and teachers.	Plan does not account for the diverse learning needs of both teachers and students, and therefore may not be appropriate for some groups.	Plan differentiates for the diverse learning needs of some teachers and students, but not all, and therefore may not be appropriate for all groups.	<p>Plan</p> <ul style="list-style-type: none"> ● focuses on helping teachers ensure all students engage with grade-level content every day. ● helps teachers

Professional Learning Plan...	Weak	Moderate	Strong
			<p>strategically supplement HQIMs with culturally responsive materials to promote equity and access for all students, where necessary.</p> <ul style="list-style-type: none"> • differentiates support to account for teacher skill and investment level
<p>Appropriately allocates the right resources (time, materials, personnel, funding, vendors) to support each key component.</p>	<p>Plan does not allocate the appropriate resources to support the PL plan.</p>	<p>Plan does not fully allocate the appropriate resources to support all key components of the PL plan, therefore certain aspects of the plan may not be implemented as intended.</p>	<p>Plan</p> <ul style="list-style-type: none"> • is adequately supported with the appropriate time, personnel, funding and materials to accomplish its goals. • capitalizes on the opportunity to build teacher and principal investment and elevate their voices by involving them in strategic ways. • Defines principal's role in attending PL and monitoring teacher progress through classroom observations

Structural Support

For high-quality professional learning to be successful, it must be supported. This includes establishing the right enabling structures in schools so that teacher leaders and coaches have the time and resources needed to train, collaboratively plan with, and observe teachers effectively.

Professional Learning Plan...	Weak	Moderate	Strong
Identifies specific educators who will be responsible for initial implementation and ongoing support.	Plan does not clearly identify the individuals who will be responsible for ensuring the successful training of all educators involved in the PL plan; and/or these individuals do not have content expertise and influence with educators.	Plan identifies one or two people who will be responsible for ensuring the successful training of all educators involved in the PL plan, but these individuals either do not have the content expertise needed to ensure the overall success of the plan, or do not have the authority or influence with educators needed to actually improve teacher practice.	Plan clearly identifies each individual at the varying system levels who will be responsible for ensuring the successful training of all educators involved in the PL plan both initially and throughout the school year; these individuals have content expertise and influence with educators up and down the org chart.
Includes weekly time and space for teachers who teach the same grade level and content area to collaborate for PL.	Plan identifies only monthly or less frequent collaboration opportunities, that may or may not be within the school day for teachers to meet and plan with peers within the same grade-level and content area, and it is unclear how this time will be used.	Plan identifies weekly collaboration opportunities, within the school day for teachers to meet and plan with peers within the same grade-level and content area, and it is unclear how this time will be used.	Plan identifies at least one regular collaboration opportunity, within the school day for teachers to meet and plan with peers within the same grade-level and content area. Collaborative time is focused on “unpacking” and preparing to teach units and lessons in the HQIM (e.g. annotating lessons from the curriculum)

Professional Learning Plan...	Weak	Moderate	Strong
Includes observation and feedback cycles that strengthen and refine teacher understanding and practice.	Plan does not identify a feedback and observation cycle that will provide teachers with feedback and support on their practice.	Plan includes less frequent scheduled classroom observations by school leader and teacher leaders, and it is unclear how feedback and support will be provided to teachers on their practice.	Plan includes regularly scheduled classroom observations by school leader and teacher leaders that provide teachers with immediate feedback and support on their practice.

Evaluation

High-quality PLPs not only include methods for evaluating the overall effectiveness of the plan, but also incorporate ongoing feedback loops that allow teachers to provide feedback on the training and support that they are receiving throughout the year.

Professional Learning Plan...	Weak	Moderate	Strong
Identifies a process for teachers to provide feedback on professional learning.	Plan does not identify a process for teachers to give feedback on the effectiveness of the PL.	Plan identifies a process for teachers to give feedback on the effectiveness of the PL, but does not describe how the feedback will be used to improve the design of future PL.	Plan identifies multiple ways in which teachers can give feedback on the effectiveness of the PL and describes how that feedback will be used to improve the design of future PL.
Identifies a method to determine if student learning is improving and if the school meets its academic goals.	Plan does not identify a method for determining if student learning is improving and if school academic goals are met.	Plan identifies a method to determine if the school meets its academic goals.	Plan identifies a clear method to determine if student learning is improving and if the school meets its academic goals.
Assesses whether the organizational structure and	Plan does not identify a method for measuring whether the	Plan somewhat identifies a method for measuring whether	Plan identifies clear methods for measuring whether the enabling

Professional Learning Plan...	Weak	Moderate	Strong
support of the PL helps to facilitate the school's academic and PL goals.	enabling structures are effective.	the enabling structures are effective.	structures that support the PL plan are effective.

APPENDIX G: GRANT APPLICATION ADMINISTRATION

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 email 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.

Direct Questions to: 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 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.

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 for 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.

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

Applications must contain a letter of assurance 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 application due date. 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.

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 17, 2020 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.

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 Klein, 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.

C. 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.

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.

D. Grant Application Evaluation Process

1. Evaluation Team Details

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.

2. 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.

3. 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 Evaluation Team reserves the right to:

- Take into consideration geographic distribution and the demonstrated sustainability of the LEA and plan(s);
- 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;
- Select more than one applicant pursuant to 29 Del. C. §6986; and
- Contact any applicant in order to clarify uncertainties or eliminate confusion concerning the contents of a proposal.

4. Evaluation Criteria

All proposals shall be evaluated according to the Grant Evaluation Rubric ([APPENDIX F](#)). 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.

The following criteria shall be used by the Evaluation Team to evaluate proposals:

Criteria	Points
Structural Support	30
Educator Training	35
Evaluation	20
TOTAL	85