

Academic Support Team & Student Support Team
Reimagining Professional Learning

Innovation Grant

Grant Application 2021-2022

Deadline for RPL Summit RSVP:

Friday, February 26, 2021
RSVP through PDMS #29546

Deadline for Intent to Apply:

Friday, March 19, 2021
Address Intent to Apply to:
reimaginingpl@doe.k12.de.us

Deadline for Applications:

Friday, May 14, 2021 (3:00 p.m.)
Application to be submitted through:
eGrants Application

Contact: **Academic and Student Support Teams**

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I. Professional Learning Theory of Action

The goal of the 2021-2022 Reimagining Professional Learning (RPL) Grants is to create sustainable professional learning conditions and processes, aligned to high quality instructional materials (HQIM) that lead to improved teacher practice and student learning.

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.

The purpose of professional learning is to build all educators' (administrators', coaches' and teachers') capacity to create successful learning for each and every student. Educators committed to high-quality professional learning hold high expectations and assess professional learning's impact on educators and students.

If LEAs provide professional learning that is directly aligned to standards and curriculum, it will lead to improvement in:

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

HQIM are a critical priority for professional learning. HQIM are aligned with college- and career-ready standards and are culturally sustaining. Research and evidence confirm the importance of the effective implementation of HQIM to achieve equitable learning outcomes for all students. This priority requires investments in HQIM paired with appropriate professional learning.

However, it is through educator actions and decisions that this high-quality professional learning occurs. All educators are active agents in understanding and creating high-quality professional learning and the systems that support and sustain it. Educators establish professional learning systems that enable alignment and coherence of goals for learning. Professional learning systems eliminate silos between the multiple aspects of schooling that influence educators, including curriculum and instruction; talent development; human resources; diversity, equity, and inclusion; school finances; or student support, to name a few.

Therefore, 2021-2022 RPL Schools will commit to:

- establishing a culture of professional learning that is responsive to teachers' needs;
- ensuring that teachers have access to HQIM, as defined by the Delaware Department of Education, and the training and ongoing professional learning needed to use those materials expertly;

- building district and school capacity to take ownership of high-quality professional learning by engaging district and school leaders and teachers in the development and execution of professional learning plans; and
- driving continuous improvement, engaging in collaborative learning, and taking shared responsibility for achieving the professional learning goals

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); or
- District and school leadership teams. **Please note that collaborations between schools within a district/charter network require a single grant application with stakeholder participation from all participating schools.**

For the 2021-2022 grant cycle, districts and schools are encouraged to align RPL proposals and budgetary expenses to professional learning associated with high-quality instructional materials as defined by the Delaware Department of Education. See additional details about the grants funding priorities in **Section C. Funding Details** below. [The Delaware Professional Learning Partner Guide](#) provides a list of vendors that provide professional learning on these high-quality instructional materials.

B. SUBMISSION TIMELINE

Completed Grant Applications must be received by DDOE **by 3:00 PM on or before May 14, 2021**. Due to the competitive nature of these grants the deadline for applications will not be extended. All applications must be submitted through **eGrants**. The proposed schedule of events regarding this grant application are outlined below:

Event	Date	Details
RPL Grant Released	January 20, 2021	Application posted to DDOE website by 3:00 p.m.
Grant Overview Webinar	January 2021	Recorded grant overview webinar to provide potential applicants with an overview of the application and strategic changes to this year's grant process. This webinar will be linked on the DDOE website .
Deadline for RPL Summit RSVP (required)	February 26, 2021	Submission of RSVP indicates attendance to the RPL Summit, number of team members, and track of learning. Register through PDMS Course #29546.
Professional Learning Summit (Attendance required)	March 11, 2021	The DDOE will host a one-day virtual summit to provide applicants with in-person training on developing a high quality professional learning plan. Additional details will be provided in the Grant Overview Webinar.
Deadline for Letter of Intent with needs analysis and plan design (required)	March 19, 2021	Submission of letter of intent to apply for the grant to reimaginingpl@doe.k12.de.us . The needs analysis and plan design (located in Appendix B) must be completed and the details submitted to the DDOE as part of the Letter of Intent.
Technical Assistance Sessions (Attendance optional)	March-April 2021	Opportunity to receive application support. These sessions will be held via weekly virtual meetings through the months of March and April. Request through reimaginingpl@doe.k12.de.us .
Deadline for Questions (optional)	April 16, 2021	Applicants submit questions regarding grant application process to reimaginingpl@doe.k12.de.us .
Response to Questions Posted	April 30, 2021	Questions will be answered by the DDOE in a direct reply email to the sender.
Grant Applications Due to DDOE	May 14, 2021	Deadline for submitting application and supporting documents through eGrants by 3:00 pm .
Estimated Notification of Awards	June 2021	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 the adoption and implementation of high-quality instructional materials (HQIM) in Mathematics, English/Language Arts, and Science as defined by the Delaware Department of Education (DDOE). Priorities could include:

- A. Selecting HQIM that support a clear and common vision of great instruction.
- B. Implementing new HQIM aligned to an instructional vision
- C. Refining instructional practice through skillful use of HQIM

Basis for Funding:

Opportunity	Eligibility Funding	Amount
Reimagining Professional Learning Grant	Non-TSI 1/CSI	Competitive grant - No maximum cap request. Funding awards will be based on number of successful applications Required: 80% (DOE)/20% (LEA) Cost Share

Budget Period:

July 1, 2021 to June 30, 2022, 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 (PLP), including how it provides professional learning 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 2021-2022 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 we want teachers and students to be doing differently at the end of the school year?
- Design PLP to Address Needs: What professional learning is needed to produce these changes and how do HQIM support these changes?
- Create Professional Learning Action Plan: What ongoing support do teachers need to improve their practice in order to achieve your 2021-2022 professional learning 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 goals were met?

The needs analysis must be completed, and the details submitted to the DDOE as part of the Letter of Intent by **March 19, 2021**. The design portion of the PLP will be conducted during the Professional Learning Summit on **March 11, 2021 (PDMS Course # 29546)**. The Executive Summary, Professional Learning Action Plan, and Evaluation will be completed at the applicant's discretion prior to the deadline. **All portions of the grant will be recorded in the PLP workbook found in [Appendix B](#).**

C. 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 D](#); e-Grants)

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: DDOE State Subgrant Budget Form
- Appendix D: DDOE State Sub-Grant Application Form
- Professional Learning Plan Aligned Walkthrough Tool
- 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

Completed Grant Applications will be submitted through the eGrants system this grant cycle.

All completed grant applications must be submitted through the eGrants system no later than 3:00 PM on May 14, 2021.

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 March 19, 2021, must include the completed Needs Analysis portion of this grant application (found in Appendix B) after attending the Professional Learning Summit on **March 11, 2021**. 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 11, 2021	Professional Learning Summit
July/August 2021	Initial Call with Grant Liaison
November 2021	Fall evidence collection and DDOE/School check-in
January 2022	Fiscal analysis discussion with Grant Liaison
March 2022	Spring evidence collection and DDOE/School check-in

D. GRANT APPLICATION ADMINISTRATIVE INFORMATION (Appendix F)

V. Grant Evaluation

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

APPENDIX A: LETTER OF INTENT

The letter of intent assures the DDOE that the LEA:

- intends to submit an application for a 2021-2022 Reimagining Professional Learning grant;
- 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 2021-2022 Reimagining Professional Learning Grant. (Insert district/school's name) desire to apply for this grant came as a result of attending the RPL Summit and conducting a thorough needs analysis of both teacher and student performance and classroom observation data to establish our professional learning needs for the 2021-2022 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 the review of your data, what do students need to be doing differently in the 2021-2022 school year in order for them to be prepared for college or a career? And what changes need to be made in teacher practice in order to achieve these goals? (200 words or less)

Describe how the design of the professional learning plan will address these areas of need in 2021-2022? Do teachers and targeted students have access to high-quality instructional materials? If not, how do you get them access? If they do, how are we providing teachers with ongoing support on those materials? What systems, support structures, and professional learning need to be provided to strengthen these practices initially and ongoing? (200 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 (PLP), including how it provides professional learning for school leaders, teacher leaders/coaches, and teachers alike (300 words or less).

STEP 1: NEEDS ANALYSIS

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

Reflection Questions

- What patterns exist within both teacher and student performance and classroom observation data? Are there persistent areas of low performance or instructional needs that can be addressed in the upcoming school year?
- Based on the review of your data, what do students need to be doing differently in the 2021-2022 school year in order for them to be prepared for college or a career? And what changes need to be made in teacher practice in order to achieve these goals?

Resources:

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

Required Action Step: After attending the Professional Learning Summit on **March 11, 2021**, each applicant must reflect on the questions above to complete a needs analysis. Details of these reflections will be communicated to the DDOE in the letter of intent submitted by **March 19, 2021**.

STEP 2: PLAN DESIGN

High-quality PLPs are purposefully designed to align professional learning priorities and resources leading to improved teacher practices and increased student learning.

Reflection Questions

- What do we want teachers and students to be doing differently at the end of the school year, and what does that look like in classrooms day-to-day?

- Do teachers and targeted students have access to high-quality instructional materials? If not, how do you get them access? If they do, how are we providing teachers with ongoing support on those materials?
- What systems, support structures, and professional learning need to be provided to strengthen these practices initially and ongoing?
- How will the professional learning teachers and school leaders receive be tailored to their unique learning needs?
- What resources (time, materials, personnel, vendors) are available to support professional learning?

Resources:

- [Instruction Partners' Curriculum Support Guide](#)
- [Part One: Needs Analysis](#)
- [Instructional Practice Guides](#) for ELA and Mathematics
- [Delaware Professional Learning Partner Guide](#)

Required Action Step: During the Professional Learning Summit on **March 11, 2021**, 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 their professional learning plan. Details of these reflections will be communicated to the DDOE in the letter of intent submitted by **March 19, 2021**.

STEP 3: PROFESSIONAL LEARNING ACTION PLAN

Effective professional learning plans consider:

1. Educator Training (ET):

- a. What professional learning is needed to equip teachers, instructional coaches, and principals with the foundational, content-specific knowledge and skills necessary to select HQIM that support a clear and common vision of great instruction for the content area, with stakeholder participation in the process? **OR** What initial training and ongoing professional learning is needed for all educators on HQIM to execute the school's/district's professional learning goals?
- b. What are your PL goals for this year to ensure teachers have access to and ongoing support of HQIM, and what key action steps will your leadership team take to achieve them and monitor progress along the way?
- c. What ongoing training and support is needed to strengthen teachers' capacity to deliver high-quality, grade-level instruction to every student every day throughout the year?
- d. What outside supports or experts are needed to achieve your professional learning goals?

2. Structural Support (SS):

- a. What enabling structures are needed to provide all educators with the time and resources needed to train, collaboratively plan, and evaluate practice effectively?

- b. How will these structures support all educators in recognizing the complex process of selecting, introducing, executing and/or sustaining new high quality instructional materials?
- c. What adjustments need to be made to your school’s schedule to allow for daily collaboration, ongoing training, common planning time, and coaching opportunities for teachers and staff?

Resources:

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

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 2021-2022 school year in the charts below. Applicants should identify the outside support or experts needed to achieve their professional learning goals.

2021-2022 Professional Learning Action Plan

Professional Learning Goal(s) /Outcome(s) *Must be measurable*

1. Goal
2. Goal

Goal 1

Measurable Evidence: *What evidence will you collect to demonstrate progress/success of the goal?*

Goal 1					
Measurable Evidence: <i>What evidence will you collect to demonstrate progress/success of the goal?</i>					
Key Actions	ET/SS	Responsibilities <i>Who is responsible for completing the key action?</i>	Resources <i>Time, Structures, Material</i>	Timeline <i>By when? (Month/Year)</i>	Budget

Goal 2

Measurable Evidence: *What evidence will you collect to demonstrate progress/success of the goal?*

Key Actions	ET/SS	Responsibilities <i>Who is responsible for completing the key action?</i>	Resources <i>Time, Structures, Material</i>	Timeline <i>By when? (Month/Year)</i>	Budget

*Add additional tables 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.

Evaluations of effective professional learning plans consider:

- How will you measure progress towards your professional learning goals throughout the year?
- What changes should you see in teacher practice at the end of the year as a result of the professional learning they receive?
 - 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?
- What changes should you see in district/school admin and coaches practice at the end of the year as a result of the professional learning they receive?
- What structures, tools, and resources will you put in place to observe classrooms, provide teachers with feedback on their practice, and collect feedback on the training and support being provided to them?
- When, how will you make decisions about what to continue doing, stop doing, and start doing in order to achieve your professional learning goals for the 2022-2023 school year?

Resources:

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

Required Action Step: Applicants should 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 educators achieved the goals set forth in your professional learning plan.

Evaluation Level	Sample Questions to Ask	How will data be collected?	What will be measured?	How will the information be used?
Participant Experience and Learning	<ul style="list-style-type: none"> • Was time well spent? • Did the material make sense? Did the participants find it useful? • Did participants acquire the intended knowledge or skill? • Did participants effectively apply the new knowledge and skills? 			
Student Experience and Learning	<ul style="list-style-type: none"> • Did it affect student performance or achievement? • Did it influence students’ physical or emotional well-being? • Are students more confident as learners? 			
Organization Support & Change	<ul style="list-style-type: none"> • Did it affect organizational climate or procedures? • Was implementation advocated, facilitated, and supported? • Were changes at the individual level encouraged and supported at the building and district levels 			

APPENDIX C: SUBGRANT BUDGET FORM

The application for funding will be through the eGrants system. All applicants will be required to complete the budget request forms as required through eGrants.

APPENDIX D: STATE SUBGRANT APPLICATION

The application for funding will be through the eGrants system. All applicants will be required to complete the budget request forms as required through eGrants.

APPENDIX E: GRANT EVALUATION RUBRIC

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

Educator Training

High-quality PLPs are purposefully designed to focus on improving teacher practice and emerge from the needs of educators to provide quality instruction to every student. High quality PLPs and activities provide teachers, instructional coaches, and principals with foundational and ongoing training on HQIM to meet the school’s/district’s professional learning goals.

Professional Learning Plan...	Weak	Moderate	Strong
Is fully aligned to the school’s 2021-2022 professional learning goal(s) and identifies expected outcomes for teacher performance.	Plan is not aligned to the professional learning goals and does not describe what teacher actions will be different as a result of the plan’s implementation.	Plan is somewhat aligned to the professional learning goals and it is slightly unclear what teacher actions will be different as a result of the plan’s implementation.	Plan clearly articulates its alignment to the professional learning goals and what teacher actions will be different as a result of the plan’s implementation.
Includes job-embedded, role-specific training for teachers, instructional coaches, school administrators, and district administrators and helps them to effectively select, launch and/or implement HQIM.	Plan provides professional learning that is content and grade-level agnostic professional learning, and therefore does not build teacher or leader content pedagogy.	Plan provides professional learning that <ul style="list-style-type: none"> • is content- and grade-specific • provides content specific instructional moves to promote equity and access for all students. • builds teachers’ and coaches’ 	Plan provides professional learning that <ul style="list-style-type: none"> • is content- and grade-specific for strategic implementation of the curricular resource • helps teachers strategically use/select curricular resources to

		<p>knowledge of research-based content and content pedagogy</p> <ul style="list-style-type: none"> • Leader-specific helps them conduct content- and curricular resource-specific walkthroughs to identify trends in implementation and provide feedback to teachers 	<p>promote equity and access for all students, where necessary.</p> <ul style="list-style-type: none"> • builds teachers', coaches' and administrators' knowledge of research-based content and content pedagogy • supports leaders in conducting content- and curricular resource-specific walkthroughs to identify trends in the outcomes of the professional learning and provide feedback to teachers
Includes ongoing professional learning on content and/or high-quality instructional materials	Plan does not describe the <i>ongoing</i> , content-specific, professional learning provided by a content area or curricular resource expert.	Plan includes professional learning provided by a content area or curricular resource expert that references coaching cycles,	Plan includes professional learning that is provided by an expert in a content area and/or curricular resource, describes coaching cycles that are tied to the professional learning sessions and responds to diverse teacher needs

Structural Support

High-quality PLPs include systems, policies, and structures that support effective implementation of HQIM and create alignment and coherence for student learning 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
<p>Identifies specific educators who will be responsible for initial processes, HQIM implementation and ongoing support.</p>	<p>Individual(s) identified as responsible for ensuring the successful training of all educators involved in the PL plan do not have content expertise and do not include a building administrator.</p>	<p>Plan identifies multiple individuals that will be responsible (including a building administrator) for ensuring the successful training of all educators involved in the PL plan. These individuals either do not have the content expertise or do not have the authority or influence with educators across the system as a whole. As a result, execution of the plan may not be implemented as intended.</p>	<p>Plan clearly identifies multiple individuals at the varying system levels (including a building administrator) 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 influence up and down the organization chart and include leaders with content expertise necessary to advance teacher practice and provide enabling conditions.</p>

<p>Includes time and space for teachers who teach the same grade level and content area for collaboration.</p>	<p>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.</p>	<p>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.</p>	<p>Plan identifies daily collaboration opportunities, within the school day for teachers to meet and plan with peers within the same grade-level and content area. Collaborative time is focused with identified outcomes and goals.</p>
<p>Includes time and space for coaching cycles that strengthen and refine teacher understanding and practice aligned to the professional learning cycle of inquiry around HQIM.</p>	<p>Plan only includes observation cycles conducted by administrators for monitoring and not refining teacher understanding and practice.</p>	<p>Plan includes regularly scheduled observations and it is unclear who will be conducting and/or how feedback and support will be provided to teachers on their practice</p>	<p>Plan includes regularly scheduled low-stakes classroom observations conducted by teacher leaders (coaches, specialists, peers). Feedback provided is immediate, actionable, and specific to individual teacher practice.</p>
<p>Includes a walkthrough tool aligned with the design of the professional learning cycle of inquiry.</p>	<p>Plan includes a walkthrough tool not aligned to the PLP</p>	<p>Plan includes a walkthrough tool aligned to the PLP and basic level feedback - supports compliance</p>	<p>Plan includes a walkthrough tool aligned to the PLP and supports the growth of the leader practice and the teachers growth as a result of the purposeful feedback</p>
<p>Identifies a timeline where routine reviews of evidence and necessary adjustments to the PLP occur with all stakeholder input.</p>	<p>Plan does not identify evidence review opportunities</p>	<p>Plan identifies quarterly reviews of evidence with limited communication for necessary changes</p>	<p>Plan identifies monthly reviews of evidence and communicates any necessary adjustments to the appropriate individuals at varying system levels</p>

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 methods to determine to what degree the system is meeting their professional learning goals and includes a process for teachers and leaders to provide feedback on professional learning.	Plan has a limited number of ways to evaluate teacher and leader learning. It may also not identify a process for educators to give feedback on the effectiveness of the PL.	Plan identifies multiple ways in which teachers and leaders acquired and applied the new knowledge and skills and provides opportunities for the educators to give feedback on the effectiveness of the PL. The plan also describes how this information will be used to improve the design of future PL.	Plan identifies multiple content and curricular resource specific ways in which teachers and leaders acquired and applied the new knowledge and skills and provides opportunities for the educators to give feedback on the effectiveness of the PL. The plan also describes how this information will be used to improve the design of future PL.
Plan identifies a clear method to determine if student learning is improving.	Plan does not identify a method for determining if student learning is improving	Plan identifies performance data as the only method to determine if student learning is improving.	Plan evaluates student learning and includes attention to the students' physical and emotional wellbeing as well as their confidence as learners.
Assesses whether the organizational structure and support of the PL helps to facilitate the	Plan does not identify a method for measuring whether the enabling structures are effective.	Plan somewhat identifies a method for measuring whether the enabling structures are effective.	Plan identifies clear methods for measuring whether the enabling structures that support the PL plan are effective.

school's/district's PL goals.			
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APPENDIX F: 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 16, 2021** 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:

Jennifer Carlson, 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
Educator Training	35
Structural Supports	35
Evaluation	30
TOTAL	100