

Academic Support Team & Student Support Team

Reimagining Professional Learning Innovation Grant

Grant Application 2022-2023

Deadline for Intent to Apply:

Friday, February 18, 2022

Deadline for Applications:

Friday, May 13, 2022 (3:00 p.m.)

Address Intent to Apply and Applications to:

reimaginingpl@doe.k12.de.us

Contact: **Academic and Student Support Teams**

1. [PL Theory of Action](#)
2. [Grant Overview](#)
 1. [Eligibility Requirement](#)
 2. [Submission Timeline](#)
 3. [Funding Details](#)
3. [Grant Application](#)
 1. Executive Summary
 2. Professional Learning Plan (PLP) Workbook
 - a. Needs Analysis
 - b. Professional Learning Action Plan
 - c. Professional Learning Action Plan Evaluation
 3. PLP Aligned Walkthrough Tool
 4. State Budget Form
 5. State Sub-grant Application Document
4. [Grant Submission Requirements](#)
 1. [Minimum Requirements](#)
 2. [Submission Details](#)
 3. [Expectations of Grantees](#)
 4. [Grant Application Administrative Information](#)
5. [Grant Evaluation](#)
6. Appendices
 1. [Appendix A: Letter of Intent](#)
 2. [Appendix B: Professional Learning Plan Workbook](#)
 3. [Appendix C: State Budget Form](#)
 4. [Appendix D: State Subgrant Budget Application Document](#)
 5. [Appendix E: Grant Evaluation Rubric](#)
 6. [Appendix F: Grant Application Administration](#)

I. Professional Learning Theory of Action

The goal of the 2022-2023 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, 2022-2023 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 2022-2023 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

Proposals must be received by DDOE by **3:00 PM** on or before **May 13, 2022**. 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 19, 2022	Application posted to DDOE website by 3:00 p.m.

Grant Overview Webinar	January 19, 2022	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 to the DDOE website .
Deadline for Letter of Intent with needs analysis (required)	February 18, 2022	Submission of letter of intent to apply for the grant. The needs analysis (located in Appendix B) must be completed and the details submitted to the DDOE as part of the Letter of Intent. Failure to submit a Letter of Intent by this deadline will disqualify proposal submission.
Professional Learning Summit Series (Attendance required based on Letter of Intent)	March 1, 2022 March 15, 2022 March 22, 2022	The DDOE will host three 90-minute virtual sessions to provide applicants with guidance on developing a high-quality professional learning plan. Details will be provided in the webinar.
Technical Assistance Sessions (Attendance optional)	March-April 2022	Opportunity to receive application support. These sessions will be held via weekly virtual meetings through the months of March and April.
Deadline for Questions (optional)	April 14, 2022	Applicants submit questions regarding grant application process to reimaginingpl@doe.k12.de.us
Response to Questions Posted	April 29, 2022	Questions will be answered by the DDOE in a direct reply email to the sender.
Grant Applications Due to DDOE	May 13, 2022	Deadline for submitting application and supporting documents to reimaginingpl@doe.k12.de.us by 3:00 pm .
Estimated Notification of Awards	June 2022	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) 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) Total project Cost Share

Budget Period:

July 1, 2022 to June 30, 2023, 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 2022-2023 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?
- [Create Professional Learning Action Plan](#): What ongoing support do teachers need to improve their practice in order to achieve your 2022-2023 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 February 18, 2022. 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.

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 areas of focus 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

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 May 13, 2022.

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 18, 2022, must include the completed Needs Analysis portion of this grant application (found in Appendix B). 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 1, 2022 March 15, 2022 March 22, 2022	Professional Learning Summit Series

July/August 2022	Initial Call with Grant Liaison
November 2022	Fall evidence collection and DDOE/School check-in
January 2023	Fiscal analysis discussion with Grant Liaison
March 2023	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 2022-2023 Reimagining Professional Learning grant;
- Has completed the needs analysis portion of the PLP by answering the questions located in the template below.
- **Failure to submit a Letter of Intent by this deadline will disqualify proposal submission**
Due by February 18, 2022

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 2022-2023 Reimagining Professional Learning Grant. (Insert district/school's name) desire to apply for this grant came as a result of conducting a thorough needs analysis of both teacher and student performance and classroom observation data to establish our professional learning needs for the 2022-2023 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 2022-2023 school year in order for them to be prepared for college or a career? And what changes need to be made in educator practice in order to achieve these aims? What are barriers to students having access to high quality curriculum? (200 words or less)

What will be the focus area(s) you'll have as a system next year? How does this/these area(s) connect to your system's vision of excellent content specific instruction? To what degree do these areas reinforce strong foundational curriculum implementation and/or a refinement of instructional practices within the context of high-quality curriculum? (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 2022-2023 school year in order for them to be prepared for college or a career? And what changes need to be made in educator 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: Prior to attending the Professional Learning Summit Series in March 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 February 18, 2022.

STEP 2: 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](#)
- [Instructional Practice Guides](#) for ELA and Mathematics
- [Delaware Professional Learning Partner Guide](#)
- [Delaware Delivers High Quality Professional Learning Overview](#)

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 2022-2023 school year in the charts below. Applicants should identify the outside support or experts needed to achieve their professional learning goals.

2022-2023 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?*

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](#)
- [Curriculum Support Guide: Progress Monitoring Practices](#)

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

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

APPENDIX D: STATE SUBGRANT APPLICATION

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

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 2022-2023 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 high quality professional learning that is specific and relevant for teachers, instructional coaches, school administrators, and district administrators and helps them to effectively implement the instructional vision.	Plan provides professional learning that <ul style="list-style-type: none"> • Is content specific • builds teachers’ and coaches’/specialists’ knowledge of research-based content, content pedagogy, • Is relevant to the educators’ roles 	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’ knowledge of 	<ul style="list-style-type: none"> • Plan provides professional learning that • is content- and grade-specific for strategic implementation of the curricular resource • helps teachers strategically use/select curricular resources to promote equity

		<p>research-based content, content pedagogy, and maintains the pedagogical integrity of the chosen resource</p> <ul style="list-style-type: none"> ● Leader-specific professional learning helps them conduct content- and curricular resource-specific walkthroughs to identify trends in implementation and provide feedback to teachers 	<p>and access for all students, where necessary.</p> <ul style="list-style-type: none"> ● builds teachers', coaches' and administrators' knowledge of research-based content, content pedagogy, and maintains the pedagogical integrity of the chosen resource ● 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
--	--	---	---

<p>Includes ongoing professional learning that is equitable and engaging.</p>	<p>Plan includes professional learning sessions and coaching cycles that are scheduled at regular intervals throughout the year.</p>	<p>Plan includes ongoing professional learning that is provided by an expert in a content area and curricular resource; it describes coaching cycles that are tied to the professional learning sessions. Feedback provided is immediate, actionable, and specific to individual teacher practice.</p>	<ul style="list-style-type: none"> Plan includes ongoing professional learning that is provided by an expert in a content area and curricular resource; it describes coaching cycles that are tied to the professional learning sessions and are responsive to diverse teacher needs. Educators receive individual feedback on their practice. Space is provided for educators to ask questions and reflect on their learning.
---	--	--	---

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 ensuring the successful training on the system’s vision of quality content specific instruction and how the chosen curriculum serves that vision.</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 educator understanding and practice aligned to the professional learning cycle of inquiry around HQIM.</p>	<p>Plan only includes classroom visits conducted by administrators for monitoring and not refining teacher understanding and practice.</p>	<p>Plan includes regularly scheduled classroom visits and it is unclear who will be conducting and/or how feedback and support will be provided to teachers on their practice. Explicit connections are made between the professional learning and the coaching cycles.</p>	<p>Plan includes routine low-stakes classroom visits conducted by teacher leaders (coaches, specialists, peers). Explicit connections are made between the professional learning for both the teachers and leaders and the coaching cycles.</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 content-specific walkthrough tool aligned to the PLP and provides basic level feedback - supports compliance</p>	<p>Plan includes a curricular resource-specific walkthrough tool aligned to the PLP and supports the growth of the leader practice and the teacher's growth as a result of the purposeful feedback</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.

<p>Professional Learning Plan...</p>	<p>Weak</p>	<p>Moderate</p>	<p>Strong</p>
---	--------------------	------------------------	----------------------

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Identifies a clear method to determine if student learning is improving.</p>	<p>Plan uses performance data from curriculum embedded assessments to evaluate student performance and progress.</p>	<p>Plan identifies specific desired student outcomes that result from a teacher’s change of practice and progress is measured using a curriculum-embedded tool.</p>	<p>Plan identifies specific desired student outcomes that result from a teacher’s change of practice and progress is measured using a curriculum-embedded tool. Plan also includes attention to the students’ physical and emotional well-being as well as their confidence as learners.</p>
<p>Identifies a timeline for routine reviews of evidence that indicate to what degree the plan is successful and communicates PLP updates to the stakeholders.</p>	<p>The plan identifies quarterly reviews of teacher practice and student outcomes on curriculum embedded assessments. The roles and responsibilities for data gathering,</p>	<p>The plan identifies quarterly reviews of teacher practice, student outcomes on curriculum embedded assessments, and student and staff investment. The roles and responsibilities for</p>	<p>The plan identifies monthly reviews of teacher practice, student outcomes on curriculum embedded assessments, and student and staff investment. The roles and responsibilities for</p>

	reporting and analysis are unclear.	data gathering, reporting and analysis are clear.	data gathering, reporting and analysis are clear and distributed across the building and system levels.
--	-------------------------------------	---	---

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 14, 2022** 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	26
Structural Supports	33
Evaluation	24
TOTAL	83