



**State of Delaware
Department of Education
Sub-Grant Application**

LEA/Agency/Organization Information

Name: _____ **Date:** _____

Address 1: _____
Street Address P.O. Box

Address 2: _____
City DE State Zip Code

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

Coordinator's Name: _____ Email: _____ Telephone: _____

Proposed Sub-Grant Project Title: _____

Description of Project:

Objective and Goals of the Project (How will this sub-grant strengthen organization, make improvement, or achieve success?):

Specific Activities (Include information about service delivery and timeline):

Signature of Chief School Officer/Agency Head: _____

Printed Name: _____ Date: _____

Signature of Business Manager: _____

Printed Name: _____ Date: _____



Accelerated Academic Education Grant Program

Delaware Department of Education

Background

State Regulation 917- Accelerated Academic Programs, directs the Delaware Department of Education (DDOE) to seek applications from Delaware school districts, and charter schools that are willing to plan and implement new programs to offer specialized educational services to students who are capable of performing accelerated academic work, or renewing existing programs of the same description whose funding sources are expiring.

The Delaware schools selected will be those that can demonstrate through the application process their readiness to implement innovative programs for specifically identified highly able learners. The Delaware Department of Education anticipates selecting elementary, middle and high schools from all counties in the state. These schools will develop programs as exemplary models of gifted education and will be expected to share their challenges and successes with other schools in the state. Total funding to be allocated for all selected programs is \$300,000.00

Selected schools will be funded for two years and this grant will be based on the following timeline:

1. Applications will be made available to all Delaware public schools on or before September 25th of each year.
2. Completed applications from school districts and charter schools are due to DDOE by close of business on October 25th of each year. (Or by COB on Friday if October 1st falls on a weekend.). Grants for the second round are due to DOE on or before January 15th, 2014.
3. Selected schools will be notified and the school will be issued half the funding of by November 1st of each year. Grant funds for the second round will be awarded by January 31, 2014.
4. Selected schools will be issued the balance of funding contingent on a satisfactory review of implementation. This second year of funding will be awarded by February 15th of each year.

Selection Criteria

The selection of the schools will be made by DDOE based on an application that answers the following questions and are evaluated with the following rubric. All applications for grants shall receive a specific numerical score from the panel of persons assigned by the Department to rate the applications. Those programs receiving the top possible scores shall receive grants to the extent that funds are available. Scoring shall be done on formal score sheets.

Quality of the proposed curriculum (zero to 20 points)

What is the proposed curriculum for the program, from what sources is the curriculum derived, and how likely is it to enable students to learn the advanced academic work that is the subject of the of the proposed program?

A proposed program that is not based upon a reliable source and is not likely to enable students to learn the advanced academic work that is the subject of the proposed program should receive zero points under this measure. A proposed program that is based on a reliable source but does not adequately explain how that curriculum will enable to learn the advanced academic work that is the subject of the of the proposed should receive five points under the measure. A proposed program that is based upon a reliable source and adequately explains how that curriculum will enable students to learn the advanced academic work that is the subject of the proposed program should receive fifteen points under this measure. The Department shall have the discretion to award up to five additional points for proposed curriculums that have exceptional features which the Department can articulate.

Qualifications of instructors (zero to 20 points)

Who are the persons who will teach the proposed curriculum, what is their experience generally and specifically with respect to teaching materials similar to the proposed curriculum, are there any objective criteria that qualify them as outstanding instructors?

A proposed program that offers no specific information regarding the instructors who will teach students in the proposed program should receive zero points under this measure. A proposed program that demonstrates subject matter expertise among the teachers for the proposed program that is directly aligned with the subject matter of the program should receive ten points under this measure. A proposed program that demonstrates both subject matter expertise and additional indicia of high teacher quality, which may include licensures, certifications, recommendations, accreditations, or other equivalent criteria, should receive fifteen points under this measure. The Department shall have the discretion to award up to five additional points for proposed programs that will use instructors who demonstrate extraordinary credentials or qualifications which the Department can articulate.

Integration with existing school programs (zero to 8 points)

How will this new program be integrated with the existing programming at the school, both to ensure that the program is logistically feasible and to ensure that participating students are able to participate in other school activities outside the program?

A proposed program that does not demonstrate how it will be integrated with existing school programming should receive zero points under this measure. A

proposed program that demonstrates that it is logistically coordinated with other activities occurring within the school where the program is sited should receive four points under this measure. A proposed program that demonstrates that its curriculum is integrated in a substantive way with other school activities which are available to participating students should receive eight points under this measure.

Sustainability (zero to 8 points)

Has the applicant described how it will sustain the proposed program after the requested grant expires in one to two years, either by showing how the program can be sustained with existing state and local funds or by identifying the funding sources that will be used to sustain the program?

A program that does not identify how it will be sustained should receive zero points under this measure. A program that provides information and/or commitments making it likely that the program can be sustained after expiration of the requested grant should receive four points under this measure. A program that provides information and/or commitments providing a high level of certainty that the program can be sustained after expiration of the requested grant should receive eight points under this measure.

Transportation issues (zero to 8 points)

Is the program offered during the normal school day where bus transportation is available, and if not, how does the program propose to provide transportation to participating students?

If the program is not offered during the normal school day and does not propose to provide transportation to participating students, the program should receive zero points under this measure. If the program is either a) offered during the normal school day or b) specifies how it will provide transportation for participating students, the program should receive eight points under this measure.

Incorporation of successful program designs (zero to 8 points)

Does the proposed program incorporate elements of existing programs targeted at students capable of doing advanced academic work, or adequately explain why it has considered existing models and decided to use a different model?

If the proposed program does not incorporate elements of any existing programs and fails to indicate why it has examined existing programs targeted at students capable of doing advanced academic work and elected to choose a different design, the proposed program should receive zero points under this measure. If the proposed program does not incorporate elements of any existing programs but satisfactorily explains its decision, after examining existing programs not to incorporate elements of those programs the proposed program should receive four points under this measure. If the proposed program specifically incorporates elements of existing programs, it should receive eight points under this measure.

Efficiency of spending (zero to 6 points)

Does the proposed program target the maximum possible percentage of its funds on activities that will directly impact students? Professional development and program assessment are considered activities that will directly impact students.

If the proposed program does not address the degree to which the funds it requests will be dedicated to activities that directly impact students, the program should receive zero points under this measure. If the proposed program demonstrates that more than 85% of the requested funds will be dedicated to activities that directly impact students, (which include professional development, purchase of books and supplies, and program assessment) the proposed program should receive three points under this measure. If the proposed program demonstrates that more than 95% of the requested funds will be dedicated to activities that directly impact students, (which include professional development, purchase of books and supplies, and program assessment) the proposed program should receive six points under this measure.

Encouragement of participation by students from diverse backgrounds (zero to 8 points)

Does the proposed program encourage students from diverse backgrounds, including students with disabilities, low-income students, African-American students, and ESL students, to participate in the program provided that they are capable of doing advanced academic work? To the extent that accommodations are needed for students with disabilities who are otherwise capable of doing advanced academic work, does the proposed program provide for such accommodations?

A proposed program that does not specifically describe any efforts that will be made to encourage participation by students from diverse backgrounds should receive zero points under this measure. A proposed program that proposes credible steps that will be taken to encourage participation by students from diverse backgrounds should receive four points under this measure. A proposed program that proposes credible steps that will be taken to encourage participation by students from diverse backgrounds and demonstrates advance consideration of accompanying other-wise qualified students with disabilities should receive eight points under this measure.

Identification of eligible students (zero to 8 points)

Does the proposed program have a transparent, reliable, fair and robust method to determine which students are eligible to participate?

A proposed program that does not specify the means by which students will be determined to be eligible for the program should receive zero points under this measure. A proposed program that specifies a single reliable method for determining eligibility for the proposed program, tied specifically to the proposed curriculum, should receive four points under this measure. A proposed program that demonstrates multiple reliable methods for determining eligibility for the proposed program, tied

specifically to the proposed program, tied specifically to the proposed curriculum, should receive eight points under this measure.

Program evaluation (zero to 6 points)

How reliable and accurate is the program evaluation component of the applicant's proposal?

A program that proposes a single, reliable method for evaluating the success of the proposed program after students have completed the program should receive three points under this measure. A proposed program that proposes multiple reliable methods for evaluating the success of the proposed program after students have completed the program should receive six points under this measure.

Grant evaluation rubric

	Exceeds the standard	Meets the Standard	Approaches the Standard	Below the Standard	
Quality of proposed curriculum	Proposed curricula with exceptional features up to five additional points	Proposed program is based upon a reliable source and adequately explains how that curriculum will enable students to learn the advanced academic work that is the subject of the proposed program. 15 points	Proposed program is based on a reliable source but does not adequately explain how that curriculum will enable students to learn the advanced academic work that is the subject of the of the proposed program. 5 points	Proposed program is not based upon a reliable source and is not likely to enable students to learn the advanced academic work that is the subject of the proposed program. 0 points	
Qualifications of instructors	Proposed programs will use instructors who demonstrate extraordinary credentials or qualifications	Proposed program demonstrates both subject matter expertise and additional indicia of high teacher quality, which may include licensures, certifications, recommendations, accreditations, or	Proposed program demonstrates subject matter expertise among the teachers for the proposed program and is directly aligned with the subject matter of the program	Proposed program offers no specific information regarding the instructors who will teach students in the proposed program	

	up to five additional points	other equivalent criteria. 15 points	10 points	0 points	
Integration with existing school programs		Proposed program demonstrates that its curriculum is integrated in a substantive way with other school activities which are available to participating students 8 points	Proposed program demonstrates that it is logistically coordinated with other activities occurring within the school where the program is sited 4 points	Proposed program that does not demonstrate how it will be integrated with existing school programming 0 points	
Sustainability		Program provides information and/or commitments providing a high level of certainty that the program can be sustained after expiration of the requested grant 8 points	Program provides information and/or commitments making it likely that the program can be sustained after expiration of the requested grant 4 points	Program does not identify how it will be sustained 0 points	
Transportation issues		The program is either a) offered during the normal school day or b) specifies how it will provide transportation for participating students 8 points		The program is not offered during the normal school day and does not propose to provide transportation to participating students 0 points	

Incorporation of successful program designs		<p>Proposed program specifically incorporates elements of existing programs</p> <p>8 points</p>	<p>Proposed program does not incorporate elements of any existing programs but satisfactorily explains its decision, after examining existing programs not to incorporate elements of those programs the proposed program</p> <p>4 points</p>	<p>Proposed program does not incorporate elements of any existing programs and fails to indicate why it has examined existing programs targeted at students capable of doing advanced academic work and elected to choose a different design</p> <p>0 points</p>	
Efficiency of spending		<p>Proposed program demonstrates that more than 95% of the requested funds will be dedicated to activities that directly impact students, (which include professional development, purchase of books and supplies, and program assessment)</p> <p>6 points</p>	<p>Proposed program demonstrates that more than 85% of the requested funds will be dedicated to activities that directly impact students, (which include professional development, purchase of books and supplies, and program assessment)</p> <p>3 points</p>	<p>Proposed program does not address the degree to which the funds it requests will be dedicated to activities that directly impact students</p> <p>0 points</p>	
Encouragement of participation by students from diverse backgrounds		<p>Proposed program proposes credible steps that will be taken to encourage participation by</p>	<p>Proposed program proposes credible steps that will be taken to</p>	<p>Proposed program does not specifically describe any efforts that will be made to</p>	

		students from diverse backgrounds and demonstrates advance consideration of accompanying other-wise qualified students with disabilities 8 points	encourage participation by students from diverse backgrounds 4 points	encourage participation by students from diverse backgrounds 0 points	
Identification of eligible students		Proposed program that demonstrates multiple reliable methods for determining eligibility for the proposed program, tied specifically to the proposed program, tied specifically to the proposed curriculum 8 points	Proposed program specifies a single reliable method for determining eligibility for the proposed program, tied specifically to the proposed curriculum 4 points	Proposed program does not specify the means by which students will be determined to be eligible for the program 0 points	
Program evaluation		Proposed program proposes multiple reliable methods for evaluating the success of the proposed program after students have completed the program 6 points	Program proposes a single, reliable method for evaluating the success of the proposed program after students have completed the program 3 points	Program proposes no reliable method for evaluating the success of the proposed program after students have completed the program 0 points	
Total					

All applications are due no later than 5:00 p.m. EST on October 25, 2013 to DDOE office of curriculum. **Grant applications for the second round of funding are due to DOE on or before January 15, 2014.** All submitted applications shall also include a completed Proposed Budget Information sheet. A blank Excel Proposed Budget Information sheet with instructions is included below, and can be opened by double-clicking the sheet area. The DDOE contact person for this grant is Deb Hansen, Education Associate for Visual & Performing Arts and Gifted and Talented Programs. deb.hansen@doe.k12.de.us or (302)735-4180.

Accelerated Academic Fund Grant		DELAWARE DEPARTMENT OF EDUCATION Teaching and Learning Workgroup 35 Commerce Way, Suite 1 Dover, DE 19904 Phone: 302-735-4190 Fax: 302-739-3477																																																																																																																																																																																																																																		
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