



## DEPARTMENT OF EDUCATION

The Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

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### **Delaware Goes to College Grant Application 2016-2017**

#### **Overview:**

Delaware Goes to College focuses on building a statewide college and career going culture preparing all Delaware graduates for success in post-secondary education and training. This requires a k-12 effort and only succeeds when it is a thread of all interactions with students. Successful college students are academically, financially and socially prepared prior to high school graduation. Through this grant, LEAs and charters will have the opportunity to implement a system wide college access strategy that leverages partnerships, school teams and the community to ensure students understand the college to career connection and graduate ready to succeed in all forms of post-secondary education.

While the Getting to Zero campaign has provided an intense focus on college-ready seniors applying to and enrolling in college, Delaware Goes to College is a broad umbrella of initiatives to increase college readiness, college access, college affordability and college success that ultimately leads to students accessing middle and high skill career paths.

#### **Broad Focus Areas:**

- Increase access, college knowledge and transition skills for all students
- Strengthen college to career connections for all students
- Increase understanding of financial aid options for all students and parents
- Provide targeted services to special populations including but not limited to: 1<sup>st</sup> generation college students, males of color, English Language Learners, students with disabilities and students who are low-income
- Develop system-wide supports and processes that extend beyond the life of the grant and engage students across middle and high schools (where applicable)

Winners of implementation grants will not be eligible to apply for 2017-2018 school year.

The goal of the Delaware Goes to College grant is to build the capacity of districts related to improving college readiness, college affordability, and college success. DOE will fund projects that have a clearly defined focus and well-defined outcomes and have a commitment to sustain beyond the funding of the grant. Projects should be innovative, results-driven and founded in research-based best practices. DOE will not provide funding for new staff positions, hardware, scholarships, raffles/prize drawings or gifts. Additionally, because of limited funding it is unlikely that grant winners will receive 100% funding for any outside partnerships. Grant applications should indicate additional funding sources to ensure they are able to execute all requested partnerships.



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### Application Instructions

#### Application Package:

Only completed applications will be considered for funding. Applications must include the following components:

- Sub-grant Application Cover Page
- Self- Assessment
- Responses to Narrative Questions
- Summary Budget
- Signed Detailed Budget (only budgets submitted on the provided excel form will be accepted)

#### Selection criteria:

DOE will select programs that address the broad focus areas listed in the overview and have the potential to extend beyond the funding cycle and improve student outcomes. Grant applications are reviewed by a panel of persons assigned by the Department and rated on formal score sheets using an established numerical scale.

Instructions for completing the application:

1. All applications should include a signed Sub-grant Application cover page identified below.
2. Applications should be no longer than 5 pages in length (excluding the completed self-assessment)
3. Submit completed applications in PDF format via email to Rose Stayton [rose.stayton@doe.k12.de.us](mailto:rose.stayton@doe.k12.de.us) no later than 4:30pm on Monday, June 6, 2016. The completed Budget Summary Sheet needs to be attached as a separate PDF file and signed by all required parties.

#### Application Rubric

The rubric listed on the following pages will be used to evaluate each application. Please use the rubric as a guide when completing your application. Applications with the highest scores will be considered for funding.



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	Exceeds the standard	Meets the Standard	Approaches the standard	Below the standard
<b>Please note unless otherwise stated, application must fulfill all identified criteria to receive full points.</b>				
Score	5 points	3 points	1 point	0 points
Self-Assessment	<ul style="list-style-type: none"> <li>Self-assessment is complete.</li> <li>Applicant has identified clear student outcomes to measure effectiveness of each area rated a 3 or higher.</li> <li>There is strong alignment between the ratings and the data provided.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment is complete.</li> <li>Applicant has identified clear student outcomes to measure effectiveness of each area rated a 3 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment is complete.</li> <li>Data provided does not demonstrate student improvement in areas rated a 3 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>Self-Assessment is incomplete</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Data is provided but largely anecdotal and/or not tied to specific student outcomes.</li> </ul>
Partnership	<ul style="list-style-type: none"> <li>Selected partners for the represent multiple sectors including higher education, business, nonprofit and/or other LEAs.</li> <li>Application provides quantitative student outcome data showing the effectiveness of the selected partners to achieve the goals of the proposed program/partnership .</li> </ul>	<ul style="list-style-type: none"> <li>Application identifies partners to support the grant.</li> <li>Application provides quantitative student outcome data showing the effectiveness of the selected partners to achieve the goals of the proposed program/partnership</li> </ul>	<ul style="list-style-type: none"> <li>Application identifies partners to support the grant.</li> <li>Evidence of the partner's ability to drive student outcomes is limited to anecdotal data and/or quantitative data does not show improvement in student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Application does not identify any external partners</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Application does not define the work of the external partners.</li> </ul>
College Access	<ul style="list-style-type: none"> <li>Application clearly identifies student outcomes and measures the increase of student knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>Application clearly identifies student outcomes and measures the increase of student knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>Application identifies student outcomes to measure progress increasing knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>Application identifies activities to increase student outcomes but</li> </ul>

	<p>preparation for the college application and decision process.</p> <ul style="list-style-type: none"> <li>• Application identifies strands of activities both school wide and for targeted groups of students</li> <li>• Application addresses areas rated as 3 or lower.</li> <li>• Application implements supports for students starting in elementary and/or middle school and show strong alignment to high school efforts.</li> </ul>	<p>preparation for the college application and decision process.</p> <ul style="list-style-type: none"> <li>• Application identifies strands of activities both school wide and for targeted groups of students</li> <li>• Application addresses all practices rated as 2 or lower.</li> </ul>	<p>preparation for the college application and decision process.</p> <ul style="list-style-type: none"> <li>• Application identifies strands of activities both school wide and for targeted groups of students</li> </ul>	<p>does not include measurable student outcomes</p> <p>OR</p> <ul style="list-style-type: none"> <li>• Application identifies strands of activities for school wide or targeted groups but not both</li> </ul>
College Success	<ul style="list-style-type: none"> <li>• Application identifies innovative strategies to increase access and readiness for college level courses (dual enrollment, AP, IB)</li> <li>• Application identifies innovative partnerships with higher education institutions to strengthen secondary to post-secondary connection for teachers and students with strong evidence of likelihood to increase student success in</li> </ul>	<ul style="list-style-type: none"> <li>• Application identifies partnerships with higher education institutions to strengthen secondary to post-secondary connection for teachers and students with some data to show impact on student success in the 1<sup>st</sup> year of college.</li> <li>• Application identifies innovative strategies to address summer</li> </ul>	<ul style="list-style-type: none"> <li>• Application identifies strategies to address summer melt for college-ready students.</li> </ul>	<ul style="list-style-type: none"> <li>• Application limits summer melt strategies to those provided by DOE (checklist, text messaging)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Application does not address issues to increase student likelihood to succeed in their 1<sup>st</sup> year of college</li> </ul>



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	<p>the 1<sup>st</sup> year of college.</p> <ul style="list-style-type: none"><li>• Application identifies innovative strategies to address summer melt for all students.</li></ul>	<p>melt for all students.</p>		
<p>Efficiency of spending</p>	<p>Less than 10% of the budget is allocated towards non-programmatic fees (i.e. technology, incentives, travel, marketing)</p> <p>Detailed and narrative budget are provided.</p>	<p>No more than 11-20% of the budget is allocated towards non-programmatic fees (i.e. technology, incentives, travel, marketing)</p> <p>Detailed and narrative budget are provided.</p>	<p>No more than 25% of the budget is allocated towards non-programmatic fees (i.e. technology, incentives, stipends, travel, marketing)</p> <p>AND/OR</p> <p>Detailed budget is provided without addressing the narrative budget questions.</p>	<p>More than 25% of the budget is allocated towards non-programmatic fees (i.e. technology, incentives, stipends, travel, marketing)</p> <p>OR</p> <p>Detailed budget is not provided</p> <p>OR</p> <p>Summary budget is not provided.</p>



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### Sub-grant Application Cover Page

#### LEA/Charter/School Information

Name:

Date:

Address 1:

Address 2:

Amount of Funding Requested:

Total Cost of Project:

Coordinator's Name:

Coordinator's Email:

Coordinator's Telephone:

Principal or District Representative (if different from Coordinator):

Proposed Sub-Grant Project Title:

Description of Proposal:

Signature of Principal/District Representative: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Business Manager: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_



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### **Reflective Questions:**

For each section you will see a self-assessment rubric and narrative questions. The rubric is designed to allow the LEA to assess your current level of implementation for the recommended practices. The narrative questions then allow you to outline your overall strategy to improve implementation in the lower-rated areas.

Applicants should understand that while all practices are important, effective applications will highlight key areas to focus on for the duration of the grant funding. Applicants should target funds to have the greatest impact on student achievement, culture and college success.

Be sure to respond to each section.

***Questions begin on the next page.***



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### **General Description of the Program Model:**

Please provide a general description of the overall proposed program and intended student outcomes and targets. Be clear when stating outcomes include measurable goals with timeframes and a clear definition of success. Identify how the data will be measured and monitored throughout the grant. Include key milestones and when appropriate identify targeted student groups. Ensure your description states clearly how you will address the three main buckets: college access, college success, college affordability.

### **Partnership:**

For each partner identified in the program model, provide evidence demonstrating the partner's prior performance to improve student outcomes. Evidence should minimally include quantitative data. Please note participation data, although important, will not be considered evidence of student improvement. Additionally, indicate what percentage of the partnership will be funded through the grant and what percentage will be funded through alternate sources including LEA/School funding or in-kind donations. Grant winners will not be provide 100% of funding for partnerships due to limited funding availability.

### **College Access: School Wide Strategy**

District Practices	Current level of impact on student outcomes: Weak = 1 to Strong = 4; indicate 0 if not currently implementing the practice
<b>Self-Assessment: Designing a System Wide College Access Strategy</b>	
1. The school(s) has a clearly defined strategy for routinely developing and revising all student's a post-secondary plan from middle to high school to graduation.	
2. Teachers and school leaders regularly and consistently incorporate college and career themes and connections to define the relevance between high school, college and career for all students.	
3. Counselors participate and/or are provided regular professional learning opportunities to understand national best practices in building and sustaining a college-going culture.	
4. The school(s) leverages community leaders and expertise to provide meaningful work experiences and career exploration for all students.	
5. A clearly defined summer melt strategy is in place to ensure all students intending to enroll successfully do immediately following graduation.	
6. Counselors have dedicated time to focus on college access and readiness efforts for the school and to advise students in the planning process.	



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### ***Narrative Questions: Designing a System Wide College Access Strategy***

**Identified practices:** Which practices will the program model seek to address?

**Culture:** How does the program model strengthen the overall LEA culture to support all students in a path towards post-secondary success? How does the program model address areas of growth identified in the self-assessment? How will this culture shift be sustained beyond the grant funding?

**System-wide Engagement:** Will the program include elementary or middle school strategies? How will they align with the efforts in the high school? Will the program engage other community partners or state agencies? How will the program leverage or integrate other post-secondary support systems such as dual enrollment, Academic Challenge, Pathways to Prosperity, Sparc, or Transition Cadre to strengthen the support for all students and streamline the path to post-secondary success?

District Practices	Current level of impact on student outcomes: Weak = 1 to Strong = 4; indicate 0 if not currently implementing the practice
<b>Self-Assessment: Providing Targeted College Access Supports for Students</b>	
1. School provides career counseling and course advisement aligned to student success plans.	
2. All seniors graduate with acceptances to required education and training programs for their desired career paths.	
3. The school(s) has a clear protocol for identifying and supporting students when they miss milestones in their post-secondary plans.	
4. 1 <sup>st</sup> generation college going students, males of color, English Language Learners, students with disabilities and/or students from low-income households have access to targeted supports regarding college awareness and transition in grades 6-12 (or 9 <sup>th</sup> when a HS is applying)	
5. All students enter 12 <sup>th</sup> grade with a clear post-secondary plan including required education and training for desired career paths.	



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### ***Narrative Questions: Providing Targeted College Access Supports for Students***

**Identified practices:** Which practices will the program model seek to address?

**Supporting All Students:** How were the targeted groups of students identified and how will participation be monitored? How will success be defined for students? How will supports strengthen students' post-secondary planning process? How will the program model be sustained beyond the funding of the grant? How will the program model engage students across the k-12 system? How will the program model lead to a culture shift system-wide? Will the program model provide any professional learning for school staff to drive the culture shift?

District Practices	Current level of impact on student outcomes: Weak = 1 to Strong = 4; indicate 0 if not currently implementing the practice
<b>Self-Assessment: Achieving College Success for All Students</b>	
Students demonstrating readiness through prior course achievement, AP potential and/or SAT have access to dual enrollment/AP courses/IB.	
All students are prepared to access and succeed in an advanced math and English course by 12 <sup>th</sup> grade.	
School has a clearly defined strategy to increase rigor across all courses to ensure all students graduate ready to succeed in college without remediation.	
Students have access to resources such as Khan Academy to prep for the common-core aligned PSAT and SAT.	

### ***Narrative Questions: Achieving College Success for All Students***

**Identified Practices:** Which practices will the program model seek to address?

**Readiness for all students:** How will the proposed program increase student readiness to succeed in college-level courses and their access to those courses? How will the program identify students needing additional supports prior to 12<sup>th</sup> grade? How will the program model ensure all students enter 12<sup>th</sup> grade ready for advanced math and English courses? How will the program model improve student achievement and attainment of college-readiness? If applying for the Advanced Courses Incentive Grant, how will this align or support that program model without duplicating efforts? How will this leverage the dual enrollment allocation provided by DDOE for students from low-income households?



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**Eliminating Remediation:** Will the program model include professional learning to strengthen rigor and classroom engagement for all students? Will the program engage post-secondary institutions as partners to strengthen student readiness for post-secondary education and training? How will the program reduce the current remediation gap? What targets have been set for eliminating remediation? How will the program model be sustained beyond the grant?

***Budget:***

Provide a budget narrative identify the key costs for the program. Will the district contribute funds towards the program beyond the funds? How will the district sustain the overall program beyond the funding cycle?

Include the following criteria in the budget narrative:

Partner Funding Requests: Dollar amount per partner  
Program materials/curriculum  
Substitute/teacher/stipend: by program element  
Events  
Other

***DOE will not provide funding for new staff positions, hardware, scholarships, raffles/prize drawings or gifts.***

Budget sheet is attached as a separate document.