



**Appendix B – Scope of Work and
Technical Requirements
Delaware Grow Your Own Program
for High-Needs Schools, Round 5
Request for Proposals (RFP)**

Delaware Department of Education | January 2026

Application Due Dates:

March 3, 2026, at 2:00 PM (local time)

Table of Contents

Table of Contents	1
General Information	2
<i>Background</i>	2
<i>Procurement Purpose</i>	3
<i>Eligible Applicants</i>	4
<i>Schedule (Eastern Standard Time)</i>	6
Scope of Work Summary	6
<i>Terms for IHE Applicant</i>	6
<i>Partnership Requirements</i>	10
Application Components	10
<i>Mandatory Requirements (Pass/Fail)</i>	10
<i>Technical Response (100 Points)</i>	12
Budget Template	15
Technical Response Rubric	16
MoU between DDOE and Partner LEA(s)	20

General Information

Background

The growing teacher shortage is an increasingly urgent issue around the United States and in the state of Delaware. According to data from the American Association of Colleges for Teacher Education (AACTE), the number of students earning an undergraduate degree in education has dropped from 200,000 annually in the early 1970s to less than 90,000 in 2018-19¹. The coronavirus pandemic has further contributed to declining participation in teacher preparation programs². This national trend has not left the First State unaffected. At the beginning of the 2022-23 school year, Delaware had more than 300 teacher vacancies³. Further burdening the issue, prek-12 student enrollment is increasing at a rate faster than the projected growth rate of the teacher workforce, and nearly 20% of Delaware’s public-school educators and paraprofessionals are eligible to retire in the next five years⁴.

At the same time, Delaware, like the rest of the nation, also faces a teacher diversity challenge. As pointed out by the 151st General Assembly, “Studies document that students are more motivated and inspired to learn, retain and achieve when they are taught by teachers who reflect a rich diverse and cultural background similar to the student population and the school community.”⁵ Unfortunately, currently only 18% of Delaware’s educator workforce identifies as a race other than white, compared to 58% of the student population⁶. There is an urgent need to develop pipelines that equip teachers – especially teachers of color – to enter and remain in the Delaware teaching workforce.

Despite these challenges, “Grow Your Own” (GYO) strategies offer a promising solution for increasing teacher diversity, improving teacher recruitment and retention efforts, and lowering barriers to entry that may prevent passionate, talented individuals from earning their degree and

¹ *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

² *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

³ Rutz, Jarek. “Delaware schools need 500 teachers. Here’s where.” *Delaware LIVE*, 7 September 2022, <https://delawarelive.com/delaware-schools-need-500-teachers-heres-where/>. Accessed 18 January 2023.

⁴ 151st General Assembly. “House Bill 430.” *Bill Detail - Delaware General Assembly*, 17 May 2022, <https://legis.delaware.gov/BillDetail/109531>. Accessed 18 January 2023

⁵ 151st General Assembly. “House Bill 430.”

⁶ Rodel Foundation of Delaware. “Rodel.” *Rodel*, 3 June 2022, <https://rodelde.org/delaware-advances-grow-your-own-teacher-efforts-as-teacher-shortage-drags-on/>. Accessed 18 January 2023.

entering the teaching profession. Research suggests that educators are more likely to teach within 40 miles of their hometowns⁷. By recruiting from within local communities, school LEAs are able to tap into a diverse talent pool that is more likely to reflect the student population. Within the last few years, a number of states, including [Tennessee](#) and [West Virginia](#), have received national attention for Grow Your Own strategies that remove financial barriers for aspiring teachers from local communities to enroll in teacher preparation programs and earn a post-secondary degree. Aspiring teachers in these programs spend a majority of their preparation time gaining hands-on classroom leadership experience while receiving support from a mentor, allowing them to be well equipped for their “Day 1” as a certified teacher. Moreover, with the K-12 Teacher occupation now recognized by the United States Department of Labor (USDOL) as a Registered Apprenticeship (Delaware established its first Registered Apprenticeship in Teaching program in the state in Fall 2023), many GYO programs across the country, once registered for apprenticeship, are able to access USDOL and other workforce development funds to sustain and expand their impact on the educator workforce.

Procurement Purpose

Acknowledging the impact of GYO programs on the teacher pipeline, the 151st General Assembly passed House Bill 430 on July 1, 2022, signed into law by the Governor on September 9, 2022. This legislation requests the Delaware Department of Education (DDOE), in partnership with institutions of higher education (IHEs) and local education agencies (LEAs), to launch a 2-year Grow Your Own Educator Program for high-needs schools across the state. These GYO pathways will complement existing pathways to the classroom, including the ARTC Initial Licensure & Certification Program and the ARTC Para-to-Teacher Program.

The purpose of the Delaware Grow Your Own Program for High-Needs Schools Competitive Grant Round 4 is to create multiple entry points for aspiring teachers – who may currently be education assistants, paraprofessionals, substitute teachers, tutors, non-certified employees, parents, guardians, or other community members – to earn their post-secondary degree and become a Delaware teacher. This grant also presents the opportunity for IHE applicants to connect this GYO program across existing statewide initiatives, including high school Teacher Academies, existing residency programs, and scholarship programs.

⁷ 151st General Assembly. “House Bill 430.”

The DDOE plans to award grants of \$100,000 each for high-quality proposals. The final number of grants awarded depends on the competitiveness of the proposals received. Note that IHEs may submit (and are encouraged to submit) more than one proposal.

By increasing IHE enrollment, removing financial barriers, prioritizing extended clinical experience and time spent in the classroom, and recruiting directly from within our local communities, the Delaware Department of Education believes that LEAs and IHEs can strengthen existing relationships and forge new partnerships that will provide a sustainable, high-quality teacher pipeline.

Eligible Applicants

This competitive solicitation is open to any Institution of Higher Education (IHE) with an approved Delaware educator preparation program. Out-of-state IHEs that are CAEP accredited and offer preparation pathways that lead to a degree and licensure to teach in Delaware are also eligible to apply⁸. Please note the Mandatory Requirements outlined in the “Application Components” section of this Appendix B, which must all be satisfied in order for an application to be considered.

IHEs must partner with Delaware LEAs with high-needs schools. As defined by the Delaware Department of Education, a public school is classified as high-need if the school maintains a student population in the top quartile of the state’s elementary and secondary schools in three or more of the following areas:

- Percent of low-income students,
- Percent of English learner (EL) students,
- Percent of students with disabilities (SWD), or
- Percent of underrepresented minority students, or if the school has more than 90% of their students classified as low-income, EL, or underrepresented minority.

⁸ Successful out-of-state applicants agree to comply with all federal, state, or local laws or regulations applicable to their performance under the contract agreement.

Using this definition, the following LEAs have high-needs schools:

Capital School District
Laurel School District
Seaford School District
Brandywine School District
Red Clay Consolidated School District
Christina School District
Colonial School District
East Side Charter School
Edison (Thomas A.) Charter School
Charter School of New Castle
Kuumba Academy Charter School
Gateway Lab School
Academia Antonia Alonso
Great Oaks Charter School
Freire Charter School Wilmington

Note: IHEs may submit multiple grant applications. If an applicant submits multiple applications that are substantially similar (e.g. the applications are completely identical/duplicated, or the applications are identical except that the LEA partners are different), the applicant may submit an application labeled “MASTER APPLICATION,” and additional applications may then reference responses within the MASTER APPLICATION instead of being copied/pasted material text. Each additional application must still comply with all RFP instructions, but the mandatory and technical responses may be consolidated with references to the master application. The applicant should still submit the number of applications that correspond with the number of awards it wishes to win.

Schedule (Eastern Standard Time)	Event Time	Date
Information Session	1:30 PM	February 2, 2026
Applicant Questions Submitted	11:59 PM	February 16, 20226
DDOE Responses to Questions	11:59 PM	February 20, 2026
Application Deadline	2:00PM	March 3, 2026
Notice of Contract Award		April 2026
Proposed Contract Start Date *		July 2026

*Note: All contract signature deadlines and proposed contract start dates are tentative and subject to all final approvals once grant awards are determined.

Scope of Work Summary

Terms for IHE Applicant

The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to provide upon contract award. See “Attachment 8: Contract Template” for more details.

1. The Awardee must provide teacher participants (“participants”) with a tuition-free education resulting in a post-secondary degree and certification to teach in Delaware, no later than the 2027-2028 school year. All certification fields offered as part of the proposed partnership must be mutually agreed upon by the Awardee and the proposed Local Education Authority (“LEA”) partner(s). The Awardee must already be approved to offer the certification fields they have proposed in their application(s).
2. Grant funding must entirely cover tuition, textbooks, and fees for all selected participants. No cost for programming shall be passed on to participants.

3. The Awardee must agree to cover the cost of one issuance of each required certification assessment for all selected participants who complete the GYO Delaware program. Unless covered by the Awardee's approved grant budget, additional issuance of a required certification exam will be paid for by the LEA or participant.
4. The Awardee must work with the partnering LEA to place each participant in a paid paraprofessional position for the duration of their participation in the program. In the second year of a program, participants may continue to serve in a full-time paraprofessional capacity, or they may serve in a full-time paraprofessional-resident capacity. LEAs and the Awardee should coordinate to determine which second-year (or third-year) capacity best suits the program and participant.
 - a. For programs in which the participant remains a full-time paraprofessional in all years, the participant should be compensated according to the LEA's paraprofessional wage schedule, with an incremental wage increase with each year of the program. The IHE Awardee and the LEA partner(s) should coordinate to ensure that the participants gradually assume more responsibility as they progress through the program.
 - b. For programs in which the participant transitions from a full-time paraprofessional in year 1 to a full-time paraprofessional-resident role in year 2 (or year 3), the participant should assume residency-like responsibilities for portions of the school day (for example, the participant may serve as a paraprofessional for the first half of the day, then functionally serve as a teacher resident in the second half of the day). The IHE Awardee and LEA partner(s) should jointly determine the most suitable division of responsibilities for participants, based on participant competencies and related course sequence. LEAs may use state residency stipends to supplement typical paraprofessional wages. At minimum, participants who become paraprofessional-residents in year 2 (or year 3) of the program should not experience an overall wage decrease compared to their first year in the program.
 - c. Each participant, regardless of capacity, must be assigned to a high-quality cooperating or mentor teacher (also known as a resident advisor).
5. Regardless of whether the participant serves as a full-time paraprofessional or a full-time paraprofessional-resident in year 2 (or year 3), the Awardee and LEA partner(s) must allow for each participant's clinical experience during the program to satisfy the IHE Awardee's clinical internship/student teaching requirements for educator candidates. Once selected and enrolled in the Awardee's GYO Delaware program, participants must be employed by the LEA as a paid, full-time paraprofessional for the entire duration of the program.

6. The Awardee must work with the LEA partner(s) to ensure that participants will not serve as the teacher-of-record in a clinical practice setting during their completion of the program. On a case-by-case basis, according to the discretion of the Delaware Department of Education, participants with a bachelor's degree who are eligible for an emergency certificate under 14 DE Admin Code 1506 may serve as teacher-of-record in the second (or third) year of the program.
7. The Awardee must allow for LEAs to make the final decision on the selection of all participants. All selected participants must meet all state and local requirements for employment as a full-time paraprofessional, as well as all admission requirements for the partner Awardee institution in which they will be enrolled. Prior to their clinical experience, participants must meet all Delaware Department of Education requirements for student teaching clearance.
8. The Awardee must ensure that if a participant chooses to unenroll from the Awardee's program prior to their completion of the program, the Awardee will allow the LEA in which that participant was placed to select a new participant to enroll in the program at no additional cost to the LEA or the replacement participant.
 - a. Replacement participants may be enrolled up to one (1) semester after program start date; otherwise, if a participant unenrolls after one semester of the program, their seat shall remain unfilled.
 - b. It is the responsibility of the IHE Awardee to bear any costs, if any, associated with enrolling the replacement candidate and ensuring they receive the full course sequence of the proposed program. The LEA and replacement candidate shall not bear any cost.
 - c. All grant payments to the Awardee shall be reimbursement-based, so the Awardee should not retain any funds allocated on a per-participant basis for any participant who unenrolls from the program. Invoices should reflect expenses that are proportional to the number of participants enrolled in the program.
9. The Awardee must agree to allow any partner LEA, at the LEA's sole discretion, to purchase additional participant seats in the approved GYO Delaware program at the Awardee's prorated amount per participant, as outlined in the grant award and corresponding budget.
10. The Awardee must submit a proof of participant progress report, at the end of the semester, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:
 - a. Participant progress data
 - b. Participant names
 - c. Demographic data

- d. GPAs
 - e. LEA employer
 - f. Enrollment status (enrolled vs. unenrolled)
 - g. Degree and/or certification currently held
 - h. Any other relevant information as requested by the Delaware Department of Education.
11. The Awardee shall provide to the Delaware Department of Education, within 90 calendar days of the conclusion of the grant term, a written final report that outlines program activities and outcomes. Minimum final report requirements include:
- a. Comprehensive summary of program activities and outcomes
 - b. Participant progress data outlined in scope item #10.
 - c. Graduation status, certification assessment passage status, and employment status for each participant
 - d. Overall evaluation of program effectiveness, including participant graduation rate and certification assessment passage rates
 - e. LEA satisfaction survey regarding the effectiveness of the participants' preparation as a result of the program
 - f. Participant satisfaction survey, assessing mentor/resident advisor, curriculum, program support, and overall program experience
 - g. Recommendations for program improvements for future participants
12. For the duration of the grant term, the Awardee and all partners must be responsive to all program evaluation requests from the Delaware Department of Education.
13. The Awardee must provide supplementary academic, career, and certification preparation support, within grant funding, to all participants enrolled in the programs, as outlined in their grant application and proposal.
14. The Awardee shall agree to cooperate with the Delaware Department of Education in establishing their Grow Your Own program as a Registered Apprenticeship program, if pursued by the Delaware Department of Education.
15. The Awardee shall agree to coordinate with the Delaware Department of Education and any partner LEAs to have participants pay back grant funds if they do not complete a 3-year teaching commitment in the same LEA they were trained. Payback shall be proportional to the percentage of time the participant spent as a teacher, and funds ultimately shall be reimbursed to the Delaware Department of Education.
16. Unused funding from the Awardee's award may be reallocated or collected, at the discretion of the Delaware Department of Education.

17. The Awardee shall otherwise implement a Grow Your Own program as specified in their application’s response to the Application Component section of this RFP, including all specifications outlined by the applicant in response to Mandatory Requirement and Technical Response items.

Partnership Requirements

All applications must include letter(s) of support signed by the superintendent or head of school from each proposed LEA partner. This letter must certify the following:

- The LEA is willing to participate in the grant program in partnership with the applicant.
- The LEA has reviewed and agrees to its role and responsibilities as a partner, as outlined in the Scope of Work Summary and Technical Response sections of this RFP.
- The LEA certifies that it has been involved in determining, and approves of, the teacher certification field(s) and degree(s) that will be offered via the proposed partnership.
- If a grant is awarded, the LEA is willing to sign a formal memorandum of understanding (MoU) with the Delaware Department of Education, as part of its participation in the program, that further outlines and clarifies its role and responsibilities.

Upon grant award, all partnering LEAs will also be required to sign a memorandum of understanding (MoU) with the Delaware Department of Education. See the final page of this Appendix B for a summary of what will be included in this MoU.

Application Components

Mandatory Requirements (Pass/Fail)

The applicant must address all mandatory requirement items listed below and provide, in sequence, all requested information and documentation. Applications that do not earn a passing score in all mandatory requirement items will not be considered for award. All mandatory requirements must be met and given a passing score in order for an application to receive remaining scores for the Technical Response section.

Item	Mandatory Requirements
M1	Contact Info: Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator should contact regarding the response.

M2	Partner Info: Provide the entity name, point of contact, phone number, and email address for each organization involved in this partnership. This should include information for both the IHE submitting the application as well as any LEAs with whom the IHE is proposing to partner.
M3	Agrees to Scope of Services: Provide a statement confirming that, if awarded a contract, the applicant will accept and agree to all terms and conditions outlined in the section “Terms for IHE Applicant” of this RFP.
M4	Approved to Certify: State the name(s) of the secondary certification area(s) offered to candidates through this application’s program. Provide a statement confirming that the applicant is already approved to offer recommendation for certification in all of the applicable certification fields, prior to the submission of their application.
M5	<p>LEA Letter(s) of Support: Include attached letter(s) of support from all proposed partner LEA(s), and/or partnership agreements with each of the proposed partner LEAs. Each letter of support must certify the following:</p> <ul style="list-style-type: none"> • The LEA has reviewed and agrees to its role and responsibilities as a partner, as outlined in the Scope of Work and Technical Response sections of this RFP. • The LEA has been involved in determining, and approves of, the teacher certification field(s) and degree(s) that will be offered via the proposed partnership. • If a grant is awarded, the LEA is willing to sign a formal memorandum of understanding (MoU) with the Delaware Department of Education, as part of its participation in the program, that further outlines and clarifies its role and responsibilities.
M6	Program Start and End: Provide a statement confirming that all participants will be eligible to become full-time teachers of record no later than fall of 2029. Note that preference is given to applicants who can prepare participants in a shorter period. Programs may begin as early as summer 2026. (See technical response #16.)
M7	No Cost to Participants: Provide a statement confirming that, if the grant is awarded, participants will not bear any costs from tuition, textbooks, or fees.
M8	Registered Apprenticeship: Provide a statement indicating that, upon successful program implementation, applicant and LEA partners are willing to participate in registration of the GYO program as an official Registered Apprenticeship with the Delaware Department of Labor, with the Delaware Department of Education serving as sponsor.
M9	Clinical Experience: Applicants must attest that program participants will have at least one year of clinical experience.
M10	Teacher Academies: Provide a statement that the applicant and LEA partner(s) agree to allow admission preference for Delaware Teacher Academy alumni.

M11	<p>Mandatory Responses to Technical Questions: The applicant may not score a “0” on the technical rubric for any of the following technical questions:</p> <ul style="list-style-type: none"> • T7 part 1 (mentor alignment) • T9 (provision of wraparound supports) • T10 (increasing diversity) • T12 (inclusive program design) • T15 (sustainability)
-----	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Technical Response (100 Points)

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.

#	Technical Response Item	Max Points
T1	LEA Partners: Provide the applicant’s full list of proposed LEA partners.	10
T2	<p>Participant Seats: Provide the following:</p> <ol style="list-style-type: none"> 1) A count of the number of participant seats that will be offered to each LEA partner for the proposed GYO program. Number of seats offered to each LEA may vary and should be based on size and need of the LEA(s). 2) A count of the total number of seats offered to all LEA partners for the proposed GYO Delaware grant program. 	25
T3	<p>Budget, Budget Narrative, and Reimbursement Schedule: Submit a proposed budget (using the example outlined within the attached <i>Budget Template</i>), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program.</p> <p>All applicants should consider external financial aid sources such as Pell Grants before submitting their budget, and the availability of such funds should be factored into the amount of funds requested (and net program costs indicated) by the applicant. The Delaware Department of Education may choose not to make an award until Pell eligibility is applied.</p> <p>Additionally, submit a reimbursement schedule, aligned to the applicant’s budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p> <p><i>Note: Individual application budgets received must not exceed \$100,000.00. IHEs may submit multiple grant applications and be awarded multiple grants.</i></p>	8

T4	Certification Type(s): What type of teacher certification(s) will participants earn? Will the proposed program offer a dual certification or add-on option, or single-certification option(s) only?	4
T5	Program Design: Provide a description of intended program outcomes. At a minimum, this description must outline the following: 1) How was the vision for the GYO program developed? What process was used to incorporate input from students, educators, paraprofessionals, and diverse stakeholders in the community? 2) How did the applicant determine the proposed certification field(s) that will be offered? How was this determination based on the current needs, data trends, and existing talent pools within the partner LEA(s)? 3) What post-secondary degree(s) will participants earn as a result of the program? 4) Who is the intended recruitment and talent pool for this program, and what degrees or credentials must intended participants currently possess in order to be eligible for the program (e.g., current education assistants with associate’s degrees, education assistants with a bachelor’s degree, or STEM professionals with at least a bachelor’s degree who are seeking a career change)?	7
T6	Program Details: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum: 1) Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) 2) Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree	6
T7	Details of Clinical Experience: Provide a description of the 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following: 1) How will high-quality cooperating teachers/resident advisors be chosen and paired? Has/have the applicant’s partner LEA(s) recently participated in Comprehensive Induction Program redesign work to ensure novice teachers receive needed supports? 2) Will the LEA/IHE partner(s) offer stipends or additional payments to assigned cooperating teachers/resident advisors? If yes, how much will be offered, or are other incentives offered? 3) How will participants gradually take on more instructional responsibility over the course of the grant? 4) What evaluation process, aligned to DTGSS, will be established to provide feedback to participants and cooperating teachers/resident advisors throughout the program?	6

T8	IHE-LEA Partnerships: Provide a description of the respective partnership roles between the applicant and the partner LEA(s). Please specify which parties are responsible for which elements of the program. Additionally, provide (1) some evidence of IHE communication with partner LEA(s) regarding candidate eligibility requirements, and (2) some evidence from the partner LEA(s) to support the number of seats requested as part of this grant application.	6
T9	Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the IHE will offer to participants to ensure success during their completion of the program. What ongoing support will be offered, if any, following completion of the program?	5
T10	Increasing Diversity: Provide the educator diversity recruitment and hiring goals of the applicant's partner LEA(s). This should include their staff retention goals, specifically in regard to educators of color, including current and projected hiring needs based on current staff data. The applicant must outline how both the applicant and the proposed LEA partner(s) intend to take steps to increase the diversity of the LEA's teaching staff, including by increasing the percentage of teachers of color, by participating in the program. The applicant should articulate specific strategies that will help realize these goals.	7
T11	Science of Reading: Outline how your program would promote understanding of the Science of Reading within all participants.	3
T12	Culturally Responsive Teaching: Outline how your program would promote culturally responsive teaching practices.	3
T13	Trauma-Informed Instruction: Outline how your program would promote understanding of trauma-informed teaching practices.	3
T14	High-Quality Instructional Material: Describe how candidates will learn to use high-quality/standards-aligned materials to ensure that all students have meaningful access to grade-appropriate, culturally responsive Tier 1 instruction.	3
T15	Sustainability: Outline how the applicant would propose to sustain the GYO program beyond any grant awards as well as leverage other funding to support the program.	4
T16	Length of Program: State when candidates would enroll in the program and when candidates would complete the program and be eligible to become full-time teachers-of-record in Delaware.	10
T17	In-State Provider: Is the applicant an in-state education preparation program? No response is required.	5
	Total Points	115

Budget Template

Grant Budget			
Budget Period (Fiscal Year 20____)			
Expense Category	Grant Award (proposed)	Grantee Contribution (proposed)	Total Project (proposed)
Salaries & Benefits	\$0.00	\$0.00	\$0.00
Supplies	\$0.00	\$0.00	\$0.00
Programmatic costs	\$0.00	\$0.00	\$0.00
TOTAL	\$0.00	\$0.00	\$0.00

You do not need to list specific names, but in subexpense lines, please indicate job titles associated with the program. In the budget narrative, elaborate on how the roles support program outcomes.

This should include expenses for textbooks and any other program materials.

Please ensure that the budget costs are annualized. You may (1) complete a separate budget table for each year of the program, then include a summary table of total program costs per roll-up expense category, or (2) complete a single budget table for all years of the program, clearly indicating to which year of the program each expense line (or subexpense line) applies.

For any start-up expenses that may only be borne in year 1 of the program, please include these expenses in year 1 only (you do not need to calculate an average annual rate of such expenses).

Indicate any matching funds or third-party contributions that would support the operation of this grant program (not required).

This should include subexpense lines for tuition, the costs of licensure assessments, and any other fees. This should be given at a rate per participant, then multiplied out by number of participants.

Technical Response Rubric

Question	Points Earned
<p>T1: LEA Partners: Provide the applicant's full list of proposed LEA partners.</p>	<p>2 points: Applicant proposes to partner with 1 LEA. 5 points: Applicant proposes to partner with 2 LEAs with high-need school(s). 8 points: Applicant proposes to partner with 3-4 LEAs with high-need school(s). 10 points: Applicant proposes to partner with 5+ LEAs with high-need school(s).</p>
<p>T2: Participant Seats: Please provide the following: A count of the number of participant seats that will be offered to each LEA partner for the proposed GYO program. Note: number of seats offered to each LEA can vary and should be based on size and need of LEA(s). A count of the total number of seats offered to all LEA partners for the proposed GYO Delaware grant program.</p>	<p>Maximum Points: 25 points. Score = (Number of total participants applicant can support / maximum number of total participants supported across all applications received) * 25</p>
<p>T3: Budget and Budget Narrative: Submit a proposed budget (using the attached <i>Budget Template</i>), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. Additionally, submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone. All applicants should consider external financial aid sources such as Pell Grants before submitting their budget, and the availability of such funds should be factored into the amount of funds requested (and net program costs indicated) by the applicant. The Delaware Department of Education may choose not to make an award until Pell eligibility is applied.</p>	<p>0 points: The item is not addressed. Pell eligibility is not considered. 3 points: IHE provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. Pell eligibility is considered. 5 points: IHE provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. Pell eligibility is considered. 8 points: IHE provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals. The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly. Pell eligibility is considered.</p>
<p>T4: Certification Type(s): What type of teacher certification(s) will participants earn? Will the proposed program offer a dual certification or add-on option, or single-certification option(s) only? Note that secondary certification is required. Certification areas that span K-12 are permitted, so long as candidates make a commitment with the partnering district to teach at the secondary level, post program completion.</p>	<p>0 points: The item is not addressed. 1 point: The applicant offers a single-certification only. 2 points: The applicant offers dual-certification. 4 points: The applicant offers dual-certification, including in SPED.</p>
<p>T5: Program Design: Provide a description of intended program outcomes. At a minimum, this description must outline the following: How was the vision for the GYO program developed? What process was used to incorporate input from students, educators, paraprofessionals, and diverse stakeholders in the community? How did the applicant determine the proposed certification field(s) that will be offered? How was this determination based on the current needs, data trends, and existing talent pools within the partner LEA(s)? What post-secondary degree(s) will participants earn as a result of the program? Who is the intended recruitment and talent pool for this program, and what degrees or credentials must intended participants currently possess in order to be eligible for the program (e.g., current education assistants with associate's degrees, education assistants with a bachelor's degree, or STEM professionals with at least a bachelor's degree who are seeking a career change)?</p>	<p>0 points: The item is not addressed. Applicant does not describe a visioning process that included input from students, educators, paraprofessionals, and diverse stakeholders in the community. 2 points: Response does not contain a clear description of intended program design, and/or two or more of the required components are missing or lacking in sufficient detail. 4 points: Response contains a clear description of intended program design, but one of the required components is missing or lacking in sufficient detail. 7 points: Response contains a clear description of intended program design, and all of the required components are fully addressed in sufficient detail. Program is clearly designed with community priorities in mind.</p>

<p>T6: Program Details: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum: Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree.</p>	<p>0 points: The item is not addressed. 2 points: Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail. 4 points: Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail. 6 points: Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.</p>
<p>T7: Details of Clinical Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following: How will high-quality cooperating teachers/resident advisors be chosen and paired? Has/have the applicant's partner LEA(s) recently participated in Comprehensive Induction Program redesign work? Will the LEA partner(s) offer stipends or additional payments to assigned cooperating teachers/resident advisors? If yes, how much will be offered? How will participants gradually take on more instructional responsibility over the course of the grant? What evaluation process, aligned to DTGSS, will be established to provide feedback to participants throughout the program?</p>	<p>0 points: The item is not addressed. Applicant fails to propose how the GYO program will align with the LEA's current mentoring and induction programs for new teachers. 2 points: Response does not contain a clear description of the clinical model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail. 4 points: Response contains a clear description of the clinical model to be employed during the program, but one of the required components is missing or lacking in sufficient detail. 6 points: Response contains a clear description of the clinical model to be employed during the program, and all required components are addressed in sufficient detail. Response articulates how the cooperating teacher pairing process aligns to the Delaware Department of Education's Comprehensive Induction Program (CIP), and the applicant's partner(s) indicate they recently participated in CIP redesign work.</p>
<p>T8: IHE-LEA Partnerships: Provide a description of the respective partnership roles between the applicant and the partner LEA(s). Please specify which parties are responsible for which elements of the program. Additionally, provide (1) some evidence of IHE communication with partner LEA(s) regarding candidate eligibility requirements, and (2) some evidence from the partner LEA(s) to support the number of seats requested as part of this grant application.</p>	<p>0 points: This item is not addressed. 2 points: Narrative is incomplete and/or lacks a clear outline of responsibilities for each party. 4 points: Narrative is complete and includes a clear outline of responsibilities for each party, but lacks some level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc. 6 points: Narrative is complete and includes a clear outline of responsibilities for each party, with a high level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc. Applicants provides evidence of communication with partner LEA(s) that makes it clear that there is mutual understanding of candidate eligibility requirements, and there is evidence to suggest that the partner LEA(s) will be able to fill the number of seats requested as part of this grant application.</p>
<p>T9: Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the IHE will offer to participants to ensure success during their completion of the program. What ongoing support will be offered, if any, following completion of the program?</p>	<p>0 points: The item is not addressed. 1 point: Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants, and does not clearly outline how support will be differentiated based on the prior experience of the participants. 3 points: Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants but does not clearly outline how support will be differentiated based on the experiences of the participants. 5 points: Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative provides a clear outline of how support will be differentiated based on the experiences of the participants.</p>

<p>T10: Increasing Diversity: Provide the educator diversity recruitment and hiring goals of the applicant's partner LEA(s). This should include their staff retention goals, specifically in regard to educators of color, including current and projected hiring needs based on current staff data. Outline how both the applicant and the proposed LEA partner(s) intend to take steps to increase the diversity of the LEA's teaching staff, including by increasing the percentage of teachers of color, by participating in the program. The applicant should articulate specific strategies that will help realize these goals.</p>	<p>0 points: The item is not addressed. 2 points: Response describes a superficial attempt to increase the diversity of teaching staff, and it fails to outline concrete steps to help realize the goal articulated in response to mandatory requirement item #13. 4 points: Response contains a description of how both the applicant and the proposed LEA partners intend to take steps to increase the diversity of the LEA's teaching staff. The application may not identify multiple meaningful strategies they will take towards achieving the goal(s) articulated in response to mandatory requirement item #13, or the application may fail to make an explicit link to mandatory requirement item #11. 7 points: Response contains a clear description of how both the applicant and the proposed LEA partners intend to take steps to increase the diversity of the LEA's teaching staff, including by increasing the percentage of teachers of color, by participating in this grant program. The application identifies a variety of specific steps they will take towards achieving the goal(s) articulated in this response.. Narrative considers long-term retention strategies and incentives.</p>
<p>T11: Science of Reading: Outline how your program would promote understanding of the Science of Reading within all participants.</p>	<p>0 points: The item is not addressed. 1 point: Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the "Science of Reading." 2 points: Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the "Science of Reading." Description lacks specificity around how the "Science of Reading" will be embedded. 3 points: Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the "Science of Reading." Description includes a high level of specificity around how the "Science of Reading" will be embedded within coursework for all participants.</p>
<p>T12: Culturally Responsive Teaching: Outline how your program would promote culturally responsive teaching practices.</p>	<p>0 points: The item is not addressed. 1 point: Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in culturally responsive teaching practices. 2 points: Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in culturally responsive teaching practices. Description lacks specificity around how culturally responsive teaching practices will be embedded within coursework. 3 points: Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the culturally responsive teaching practices. Description includes a high level of specificity around how culturally responsive teaching practices will be embedded within coursework for all participants.</p>

<p>T13: Trauma-Informed Instruction: Outline how your program would promote understanding of trauma-informed teaching practices.</p>	<p>0 points: The item is not addressed. 1 point: Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in trauma-informed teaching practices. 2 points: Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in culturally responsive teaching practices. Description lacks specificity around how trauma-informed teaching practices will be embedded within coursework. 3 points: Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the culturally responsive teaching practices. Description includes a high-level of specificity around how trauma-informed teaching practices will be embedded within coursework for all participants.</p>
<p>T14: High-Quality Instructional Material: Describe how candidates will learn to use high-quality/standards-aligned materials to ensure that all students have meaningful access to grade-appropriate, culturally responsive Tier 1 instruction.</p>	<p>0 points: The item is not addressed. 1 point: Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in HQIM/standards-aligned materials. 2 points: Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in HQIM. Description lacks specificity around how HQIM/standards-aligned materials will be embedded within coursework. 3 points: Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in HQIM. Description includes a high-level of specificity around how HQIM/standards-aligned materials will be embedded within coursework for all participants.</p>
<p>T15: Sustainability: Outline how the applicant would propose to sustain the GYO program beyond any grant awards as well as leverage other funding to support the program.</p>	<p>0 points: The item is not addressed. 1 point: Applicant provides vague proposal to sustain the GYO program beyond grant awards. 2 points: Applicant outlines a proposal to sustain the GYO program beyond grant awards, but the applicant fails to reference specific funding sources, strategies, or tuition discounts that may be braided together to keep overall costs down. 4 points: Applicant outlines a detailed, thoughtful, and realistic proposal to sustain the GYO program beyond grant awards, referencing specific funding sources, strategies, or tuition discounts that may be braided together to keep overall costs down.</p>
<p>T16: Length of Program: State when candidates would enroll in the program and when candidates would complete the program and be eligible to become full-time teachers-of-record in Delaware.</p>	<p>0 points: The item is not addressed. 3 points: Application allows candidates to complete the program and be eligible to become full-time teachers-of-record by fall of 2027. 6 points: Application allows candidates to complete the program and be eligible to become full-time teachers-of-record by January of 2027. 10 points: Application allows candidates to complete the program and be eligible to become full-time teachers-of-record by fall of 2026.</p>
<p>T17: In-State Provider: Is the applicant an in-state education preparation program? No response is required.</p>	<p>0 points: Applicant is not an in-state education preparation program. 5 points: Applicant is an in-state education preparation program.</p>

MoU between DDOE and Partner LEA(s)

Upon award, all partnering LEAs will be required to sign an MoU with DDOE. This MOU will include, at minimum, the following terms:

- The LEA is willing to participate in the GYO Delaware grant program, in partnership with the IHE applicant. The LEA will partner with the IHE to ensure each participant serves in an education assistant (also known as a paraprofessional) position for a minimum of 1-year.
- The LEA must employ participants as paid education assistants and ensure participants serve in classrooms with highly effective cooperating (also known as Resident Advisor) teachers that will serve as clinical mentors. Each participant must be assigned to a high-quality cooperating teacher.
- The LEA certifies that it has been actively involved in determining, and approves of, the teacher certification field(s) and degree(s) that will be offered via the proposed GYO Delaware partnership.
- The LEA acknowledges that in the paid education assistant role, participants must engage in instructional activities such as co-teaching, planning for instruction, small groups, tutoring, professional learning communities and grading.
- The LEA acknowledges that in the education assistant role, participants may not be assigned non-instructional duties during the instructional day such as lunchroom monitoring, substitute teaching (except when the participant's cooperating teacher is absent), study hall, office duty, or in-school suspension. This grant does not limit duties assigned before or after the regular school day.
- The LEA agrees to all teacher-of-record policies outlined in this grant application.
- The LEA will enter into an agreement with participants to ensure a commitment to teach within their LEA for a minimum of three years upon earning their teaching certification (with conditions for repayment if a participant does not fulfill this commitment).
- The LEA is able to replace a candidate at no additional cost into the program if a previous candidate drops out within one (1) semester of start of the program. Replacement participants may be enrolled up to one (1) semester after program start date.

- The LEA reserves the right to purchase additional seats at the prorated amount per participant, as outlined in the grant award. (For example, if an IHE says they can produce 14 candidates for the \$100,000 grant, then the LEA may purchase additional "seats" at \$7,143 per candidate with their own funds, separate from this GYO Delaware grant program.)