

Virginia Board of Education Agenda Item



Agenda Item: K

Date: June 25, 2015

Title	Report on the High School Program Innovation Grant Process		
Presenter	John W. "Billy" Haun, Ed.D., Chief Academic Officer, Division of Instruction		
E-mail	Billy.Haun@doe.virginia.gov	Phone	(804) 225-2034.

Purpose of Presentation:

For information only. No action required.

Previous Review or Action:

No previous review or action.

Action Requested:

No action requested.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
X	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
X	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal Three: The identification and funding of high school pilot programs that implement innovative practices for a) personalized learning; b) progress based on demonstrated proficiency; and c) program-embedded connections with postsecondary education and the business community will expand student opportunities for learning, achievement, and career readiness.

Goal Six: The evaluation of the impact of practices implemented in pilot high schools will serve to inform future education policies for student success.

The 2015 Virginia General Assembly, in its effort to promote innovation in the Commonwealth's public high schools, provided funding for planning grants to be awarded for up to five pilot high school programs to explore new approaches to engage and motivate students and increase readiness for postsecondary education and training. The availability of this planning grant funding, along with the opportunity for flexibility, or exemption, from certain administrative regulations, was intended a) to encourage new models of high school organization and instruction; b) to identify promising practices for scaling across Virginia in the future; and c) to inform future education policy.

The 2015 Appropriation Act, Item 135 Paragraph Z, provided the following direction to the Virginia Department of Education in carrying out High School Program Innovation grants:

This appropriation includes \$250,000 the second year from the general fund to support five competitive grants, not to exceed \$50,000 each, for planning the implementation of systemic High School Program Innovation by either individual school division or consortium of school divisions. The local applicant(s) selected to conduct this systemic approach to high school reform, in consultation with the Department of Education, will develop and plan innovative approaches to engage and to motivate students through personalized learning and instruction leading to demonstrated mastery of content, as well as skills development of career readiness. Essential elements of high school innovation include: (1) student centered learning, with progress based on student demonstrated proficiency; (2) 'real-world' connections that promote alignment with community work-force needs and emphasize transition to college and/or career; and (3) varying models for educator supports and staffing. Individual school divisions or consortia will be invited to apply on a competitive basis by submitting a grant application that includes descriptions of key elements of innovations, a detailed budget, expectations for outcomes and student achievement benefits, evaluation methods, and plans for sustainability. The Department of Education will make the final determination of which school divisions or consortia of divisions will receive the year-long planning grant for High School Innovation. Any school division or consortium of divisions which desires to apply for this competitive grant must submit a proposal to the Department of Education by June 1 preceding the school year in which the planning for systemic high school innovation is to take place.

Summary of Important Issues:

On March 27, 2015, the Virginia Department of Education issued Superintendent’s Memorandum Number 066-15 that announced the High School Program Innovation (HSPI) grant program. The Superintendent’s Memorandum and HSPI request for proposals are included as Attachments A and B, respectively. As defined in the 2015 Appropriation Act, up to five proposals not to exceed \$50,000 each, would be awarded to school divisions to develop detailed implementation plans for their innovative high school programs. The planning grant year will run from the time of award, July 2015, until June 30, 2016. Program implementation is expected for two years beginning with the 2016-2017 school year.

Proposals were required to: a) describe plans for “out-of-the-box” and innovative thinking; and b) represent substantively new approaches to high school programs. An “edited version” of current, standard, high school models was expressly not the intent of the planning grant. As such, it was expected that awarded school divisions would seek waivers from certain state regulations to carry out the targeted innovative practices. The areas for innovative programming defined in the 2015 Appropriation Act language include:

1. student centered learning, with progress based on student demonstrated proficiency;
2. ‘real-world’ connections that promote alignment with community work-force needs and emphasize transition to college and/or career; and
3. varying models for educator supports and staffing.

In accordance with the language of the 2015 Appropriation Act, proposals were submitted to the Department on June 1, 2015. Twenty proposals were received by the deadline. Proposals were evaluated, and five awards were announced, effective July 1, 2015.

The following lead school divisions and projects were awarded HSPI funding in the amount of \$50,000:

1. Chesterfield County Public Schools (10 divisions from Region 1)
2. Fairfax County Public Schools
3. Newport News City Public Schools
4. Salem City Public Schools
5. Williamsburg-James City County Public Schools

Abstracts for the five awarded proposals are included as Attachment C.

Awarded school divisions' implementation planning for the 2016-2017 and 2017-2018 school years is required to be completed and approved by local school boards by April 2016. It is further anticipated that the five project teams will present their implementation plans and requests for waivers to the Virginia Board of Education at its April 2016 meeting and prior to proceeding with the first year of implementation, school year 2016-2017. The Board may desire to have an earlier progress report from school divisions as each prepares its HSPI implementation planning and waiver requests.

Impact on Fiscal and Human Resources:

N/A

Timetable for Further Review/Action:

At its April 2016 meeting, or at a different date it may set, the Board of Education will receive and review the requests for waivers that result from the HSPI planning grant.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive the report on the High School Program Innovation grant process.



COMMONWEALTH of VIRGINIA
Department of Education

March 27, 2015

TO: Division Superintendents

FROM: Steven R. Staples, Superintendent of Public Instruction

SUBJECT: High School Program Innovation Planning Grant Request for Proposals

The Virginia Department of Education (VDOE) is pleased to announce a new opportunity for school divisions in their efforts to improve student achievement and postsecondary readiness, the **High School Program Innovation** (HSPI) request for proposals (RFP). The 2015 Appropriation Act has provided funding for up to five (5) competitive planning grants to be awarded, each not to exceed \$50,000. Individual school divisions or consortia of school divisions are eligible to submit proposals meeting the intent of the RFP, Attachment A of this memorandum. Proposals may target one or more high schools in each participating school division. It is anticipated that awards will be made on or about July 1, 2015.

For the purposes of this proposal, essential elements of high school innovation include: a) student centered learning, with progress based on student demonstrated proficiency; b) “real-world” connections that promote alignment with community work force needs and emphasize transition to college and/or career; and c) varying models for educator supports and staffing. The availability of planning grant funding, along with the opportunity for flexibility or exemption from certain administrative regulations, is intended to encourage new models of high school organization and instruction and to identify promising practices for scaling across Virginia in the future.

This is an exciting opportunity for school divisions to be creative in how their systems of instructional delivery and organization can be significantly improved, including new ways to look at personalized learning, progress based on demonstrated proficiency and competency-based learning, and embedded connections with postsecondary education and the business community. **School divisions awarded planning grants must be prepared to implement their innovative reform models over two years beginning with the 2016-2017 school year.**

Completed HSPI proposals must be received electronically by the VDOE no later than 4 p.m. on **June 1, 2015**. The deadline for submission of the required Intent-to-Submit form is **April 17, 2015**. For additional information, please contact John W. "Billy" Haun, Ed.D., chief academic officer, Division of Instruction, by e-mail at Billy.Haun@doe.virginia.gov or by telephone at (804) 225-2034.

SRS/JWH/rt

Attachment:

- A. [High School Program Innovation Planning Grant Request for Proposals](#) (Word)

VIRGINIA DEPARTMENT OF EDUCATION
P. O. Box 2120
Richmond, Virginia 23218-2120

HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT

REQUEST FOR PROPOSALS #HSPI-15

Issue Date: March 27, 2015

Funding Authority: Virginia General Assembly, 2015 Appropriation Act
(Pending gubernatorial approval)

Issuing Agency: Virginia Department of Education, Division of Instruction

Intent to Submit Form Due: **April 17, 2015**
This form is a requirement to proceed with the proposal process, but it is not a formal commitment to submit a proposal. Use the Intent to Submit form on page 11.

Proposal Applications Due: **June 1, 2015, by 4 p.m.**
Only proposals that offer to fulfill the requirements herein and are received by 4 p.m. on June 1, 2015, will be accepted.

Application Format: Applications must be submitted in .pdf format by e-mail to the Agency Contact as duly prescribed in this RFP.

Agency Contact: **John W. "Billy" Haun, Ed.D.**
Chief Academic Officer
Division of Instruction
E-mail: Billy.Haun@doe.virginia.gov
Phone: (804) 225-2034

In compliance with this Request for Proposals (RFP) and all of the conditions imposed herein, the undersigned offers and agrees to furnish services in accordance with the attached signed proposal or as mutually agreed upon through subsequent negotiation.

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

Table of Contents

Directions

I. Introduction and Background	vii
II. Intent	vii
III. Planning Grant Timeline and Application Process	ix
IV. Planning Grant Outcomes: Required Elements	x
V. Preparation of the Proposal	x
A. Proposal Introduction	xi
B. Work Plan Design for Innovation	xi
C. Budget and Budget Narrative	xiii
D. Evaluation Plan	xv
VI. Proposal Review	xv
VII. Planning Grant Award Administration	xvi
A. Notification of the Award	xvi
B. Award Conditions	xvi
C. Reporting Requirements	xvi

Proposal Forms

Proposal Cover Page	1
Statement of Assurances	2
Abstract Page	3
Innovation Partner Identification	4
Project Budget	5
Intent to Submit Form	11
High School Information	12

Introduction and Background

The 2015 Virginia General Assembly, in its effort to promote innovation in the Commonwealth's public high schools, has provided funding for **planning grants** to be awarded for up to five pilot high school programs to explore new approaches to engage and motivate students and increase readiness for postsecondary education and training. The availability of this planning grant funding, along with the opportunity for flexibility, or exemption, from certain administrative regulations, is intended a) to encourage new models of high school organization and instruction and b) to identify promising practices for scaling across Virginia in the future. This is an exciting opportunity for school divisions to be creative in how their systems of instructional delivery and organization can be improved significantly, including new ways to look at personalized learning, progress based on demonstrated proficiency, and embedded connections with postsecondary education and the business community.

The language from the [2015 Appropriation Act, Item 135 Paragraph Z](#), reads as follows:

Z. This appropriation includes \$250,000 the second year from the general fund to support five competitive grants, not to exceed \$50,000 each, for planning the implementation of systemic High School Program Innovation by either individual school division or consortium of school divisions. The local applicant(s) selected to conduct this systemic approach to high school reform, in consultation with the Department of Education, will develop and plan innovative approaches to engage and to motivate students through personalized learning and instruction leading to demonstrated mastery of content, as well as skills development of career readiness. Essential elements of high school innovation include: (1) student centered learning, with progress based on student demonstrated proficiency; (2) 'real-world' connections that promote alignment with community work-force needs and emphasize transition to college and/or career; and (3) varying models for educator supports and staffing. Individual school divisions or consortia will be invited to apply on a competitive basis by submitting a grant application that includes descriptions of key elements of innovations, a detailed budget, expectations for outcomes and student achievement benefits, evaluation methods, and plans for sustainability. The Department of Education will make the final determination of which school divisions or consortia of divisions will receive the year-long planning grant for High School Innovation. Any school division or consortium of divisions which desires to apply for this competitive grant must submit a proposal to the Department of Education by June 1 preceding the school year in which the planning for systemic high school innovation is to take place.

Intent

- A. The intent of the **High School Program Innovation (HSPI)** planning grant is to provide a public school division, or a consortium of public school divisions, (hereinafter referred to as “the school division”) a structured framework upon which it can systematically develop and plan to implement a substantive innovation plan in one or more pilot high schools.
- B. The innovation plan will employ nontraditional approaches to curriculum, instruction, assessment, governance, graduation, and/or school operations, preferably several of these areas acting together in a systemic fashion, and will be designed to enhance student:
1. achievement through demonstrated proficiency;
 2. preparation for postsecondary education and training; and
 3. work force development capacity.
- C. A restructured program resulting from the innovation plan should be designed to provide students with additional opportunities for learning, personal growth, intellectual and physical engagement, and achievement outside traditional delivery models. This may include:
1. significant content delivery using technology, distance, and digital learning;
 2. institutionalizing long-term, action partnerships with two- and four-year colleges;
 3. creditable learning in collaboration with businesses and community agencies and beyond traditional school building sites;
 4. programming outside the regular school day that may include extended-day or extended-year initiatives, before- and after-school programs, weekend, and summer programs, work internship opportunities, and other nontraditional strategies;
 5. innovative learning environments such as including students in the design of learning;
 6. alternative pathways to achieving a Standard Diploma and an Advanced Studies Diploma, including credits for demonstrated competency and early graduation options; and
 7. competency-based learning, including development of alternate, validated methods for meeting standards and division curriculum objectives and for objectively measuring, aggregating, and reporting mastery of learning and achievement.
- D. The innovation plan may propose an alternative school governance model that:
1. includes authentic participation, shared decision making, and consensus among school staff members, the local board, parents, and the community; and
 2. requires structures and options outside of current state accreditation standards.
- E. The innovation plan may propose to restructure conventional classifications for licensed and endorsed staff beyond the traditional roles and develop ways of compensating staff other than standardized salary scales.
- F. A newly designed program resulting from the innovation plan **must be able to operate within current funding levels**. Applications should not create model high school programs that require additional funding.

The program intent is to create models that can:

1. serve as demonstration sites for successful innovative practices;
2. be replicated across the state with minimal funding impact; and
3. inform future education policy.

- G. Innovative models should make clear connections to work force development issues that align with Virginia Employment Commission projections for job areas including applied mathematics, health services fields, communication and computer technologies, natural sciences, and engineering. (<https://data.virginialmi.com/vosnet/Default.aspx>)
- H. The planning grant proposal should incorporate in its application a systemic model comprised of innovative strategies that:
 - 1. have been shown to be effective in educational research; and
 - 2. are created by the school or division particular to its own community, unique setting, and/or identified educational demands.
- I. Applications must clearly describe plans for “out-of-the-box” and innovative thinking and represent a substantively new approach to the high school program. An “edited version” of the current, standard, high school model is **not the intent** of this planning grant. Completed planning grant applications describing the need of the applicant school(s) to request two-year waivers (school years 2016-17 and 2017-18) from certain Virginia Board of Education regulations will be given critical consideration in the review and selection process.
- J. Any public school division or consortia of public school divisions may submit a proposal for the HSPI planning grant in accordance with the full requirements described in this RFP.

Planning Grant Timeline and Application Process

The school division or consortium of school divisions must submit an **Intent to Submit** form, page 11 of the Proposal Forms section of this RFP, in .pdf format by 4 p.m. **April 17, 2015**, to:

John W. "Billy" Haun, Ed.D.

Chief Academic Officer, Division of Instruction

E-mail: Billy.Haun@doe.virginia.gov

Phone: (804) 225-2034

This form is a requirement to proceed with the proposal process, but it is not a formal commitment to submit a proposal.

The school division or consortium of school divisions will submit the completed **High School Program Innovation** planning grant proposal, as described in this RFP to the Virginia Department of Education (VDOE) by 4 p.m. on **June 1, 2015**. The school division proposal will be submitted electronically in .pdf format to Dr. John W. "Billy" Haun at the e-mail address above.

The VDOE will work through the school division’s designated **HSPI** contact person, as provided by the division on the Proposal Cover Page, page 1 of this application packet, for all matters related to the application. All contacts, negotiations, and notifications will be conducted through the school division designated contact person and the VDOE Chief Academic Officer or his designated staff

person(s). The **HSPI** awards will be made directly to the school division, and funding will be provided on a reimbursement basis.

The VDOE will provide preliminary intent-to-award notification, prior to any further negotiations with the school division on or about **June 15, 2015**. The school division may not accrue actual charges against the award until the official Notice of Grant Award (NOGA) is sent to the school division on or about **July 1, 2015**.

IV. Planning Grant Outcomes: Required Elements

- A. The planning grant must result in the development of a(n):
 - 1. detailed two-year narrative work plan for the implementation of an innovative high school program beginning with the 2016-2017 school year and running through the 2017-2018 academic year;
 - 2. clearly defined expectations for student outcomes and achievement benefits;
 - 3. detailed implementation timeline included as part of a comprehensive logic model outlined on a monthly schedule;
 - 4. professional development component that specifically describes the strategies, sessions, and resources required to prepare the school staff and its partners to carry out the proposed innovations;
 - 5. specific description of what, if any, regulation waivers the project is requesting and the rationale for each waiver request;
 - 6. clear communication plan to ensure the school staff, parents, and the greater community are fully informed of the innovative restructuring being implemented;
 - 7. sustainability plan; and
 - 8. evaluation plan to assess the impact and efficacy of the innovations.

- B. If the school division plans to request waivers from state regulations, the high school program innovation plan must be completed and approved by the local school board prior to the school division's proposal team presenting its plan to the Virginia Board of Education (VBOE). The VBOE's consideration of approval of requested waivers will occur at its April 2016 meeting.

- C. The school division must be prepared to make any changes requested by the VBOE in its review of the work plan as it relates to the waiver of regulations.

V. Preparation of the Proposal

Listed below are the required components of a school division proposal in the order they must appear. The narrative sections of the proposal must be single-spaced with one-inch margins, and the font used must be 12-point Times New Roman. The application may not exceed 20 pages (excluding the Proposal Introduction pages and the appendices). Applicants must adhere to the page limitations and may not append additional materials beyond that allowed in the following list. The application must include all of the following components and must be in the order listed below.

A. Proposal Introduction

NO POINTS

1. Cover Page: Use the Cover Page form, page 1 of the Proposal Forms section of this RFP. The cover page must be the first page of the division's submitted proposal.
2. Assurances: Use the Statement of Assurances form, page 2 of the Proposal Forms section of this RFP. The Statement of Assurances page for the lead school division must follow the Cover Page as the second page of the division's submitted proposal. (See the Statement of Assurances form for additional information.)
3. Abstract: Use the Abstract form, page 3 of the Proposal Forms section of this RFP. The Abstract should be a clear but brief description of the program to be implemented, a brief synopsis of school(s) in which the innovations will be implemented, the primary goals and objectives, and a preliminary description of the innovations under consideration in the planning grant phase, especially how these will improve student achievement. Please include a brief overview of the anticipated measures, data collections and tools, and potential evaluation processes to be employed through year two of the implementation (2017-2018 school year). Also, please include a description of the intended planning grant process for making decisions and the overall governance structure. Please use 12 point Times New Roman font and single-spaced text within the page border. The abstract may not exceed one page.

B. Work Plan Design for Innovation

85 POINTS

The Work Plan Design narrative section begins as the fourth page of the division's submitted proposal and follows the Abstract form. Please answer in detail each of the following program planning questions. Label each answer section with the question reference number. There is no page limit per question; however, the total division planning grant proposal must not exceed 20 pages as described above. Please paginate this section.

1. Rationale for Change

Describe why the school division has targeted this school(s) for implementing the program innovations outlined in the proposal.

- a. Please include an analysis of supporting student and teacher data, needs assessments, staff and/or community surveys, follow-up information on school graduates, and/or any other pertinent information.
- b. Please provide information that indicates the school staff and the community are in support of the innovations to be developed in the proposal.
- c. There should be a clear relationship between needs identified and the proposal's goals and objectives.

- d. Please include a completed High School Information form, page 12 of the Proposal Forms section of this RFP, for each high school participating in this proposal. The form(s) should be attached as **Appendix A** to the division’s submitted proposal.

2. Impediments to Innovation

Describe any state and local conditions, expectations, requirements, guidelines, and/or regulations that have slowed innovation or impacted students’ engagement, achievement, and/or preparation for postsecondary success. Indicate any potential waiver requests that are anticipated as a result of the identified impediments.

3. Goals and Objectives

Describe the anticipated goals and objectives for the innovation project, and how they align with the intent of this RFP.

4. Targeted Program Innovations

Describe each of the program innovations that will be considered for development through this planning grant, should the request be funded. Please describe why each innovation is being considered, and what research base or empirical work supports the model being proposed.

Innovative components may include, but are not limited to, those elements described in Section II, Intent, items C, D, and E with consideration to the other parameters defined in that section. Program innovation planning should address a range of pertinent foundational issues under the three “essential elements” identified in the Appropriation Act language authorizing this RFP. The discussion on this item should address certain of the guiding questions below, depending on the innovations proposed.

- a. *Student-centered learning with progress based on student demonstrated proficiency*
- 1) How will personalized student learning be expanded so that it is significantly more student focused than current models? What are the student outcomes that are expected? What is the anticipated impact on students, and how will this be determined?
 - 2) How will programs be differentiated to ensure individual learning needs are met?
 - 3) How will restructured learning outcomes be refocused around competencies that motivate students to apply knowledge, learn for lasting understanding, and develop critical skills and dispositions for postsecondary education and training?
 - 4) How will student learning be objectively measured for new competency-based models?
 - 5) How will the plan incorporate additional opportunities for student enrichment, personal growth, and engagement outside of the conventional school day or setting?
 - 6) How will the learning environment be restructured with student achievement and engagement as the key drivers?
- b. *“Real-world” connections that promote alignment with community work force needs and emphasize transition to college and/or career*
- How will “real-world” opportunities such as apprenticeships, work-study, competency-based learning, community service, service learning, independent study,

online learning and coursework, early college high schools, early graduation options, and/or innovative higher education relationships be incorporated in the plan?

c. Varying models for educator supports and staffing

- 1) How will an alternate form of school governance be instituted, including the roles of teachers, parents, and community members in decision making beyond traditional practice?
- 2) How will restructured school staff roles, including ways of compensating staff other than standardized salary scales, be woven into the overall structure of the program?
- 3) What is the rationale for implementing nontraditional models for educator supports and staffing?

5. Coordination of Innovations

Please describe how the proposed system of innovations being planned will work together and will bring about:

- a. rigorous learning opportunities for all students;
- b. higher achievement for all students;
- c. significant reduction in the learning gaps associated with socioeconomic factors; and
- d. stronger preparation for postsecondary education and training.

6. Planning Grant Timeline

Please describe how the planning grant will be implemented between July 1, 2015, and **the formal presentation of the division plan to the Virginia Board of Education in April 2016**. Please include a month-by-month timeline showing planning activities, professional development, staff responsibilities and, other pertinent planning information.

7. Resources for Implementation

Please describe the adequacy of school division's and partners' resources and administrative commitment that ensure the program plan will be implemented with fidelity and sustained at least through the end of school year 2017-2018.

8. Partnerships

Please describe the project's anticipated role of partnerships in expanding opportunities and engagement of students; academic and personal achievement; preparing them for "real-world" experiences and postsecondary success; and ensuring sustainability of the innovations. Use the Innovation Partner Identification form, page 4 of the Proposal Forms section of this RFP for each partner, and include the completed forms as **Appendix B** of the submitted proposal.

C. Budget and Budget Narrative

10 POINTS

1. Budget Background Information

- a. Grant funds requested may not exceed \$50,000.

- b. Funding may provide for materials and consumables up to 15 percent of the total budget requested. The materials must have a direct relationship to planning.
 - c. Funding may be used for consultants up to 25 percent of the total requested.
 - d. Funding may be used for teacher release time (substitute teachers) and pay for staff time outside of the workday.
 - e. Funding may be used for travel and travel-related expenses (at state rates and in accordance to state travel regulations) related to the project up to 15 percent of the total budget requested.
 - f. Grant funding may not be used for classroom materials or sets of materials.
 - g. Grant funding may not be used for food or refreshments at planning and work sessions or meetings.
 - h. Grant funding may not be used for construction or renovation.
 - i. Grant funding may not be used for computers or instructional technology.
2. Budget Narrative
- a. The budget narrative should clearly describe the anticipated expenditures for each month of the planning grant. It should outline the justification for the overall amount requested from grant funding as well as describe in-kind contributions, if any, or other matching funds that may be provided by the division or any potential partners such as businesses or higher education. The budget narrative should also address the amount of money or in-kind support that the school division will contribute for its staff to participate in the planning process. Both the project budget and the narrative description should be aligned with the activities described in the program plan and should reflect any coordinated uses of resources from other sources.
 - b. The budget narrative is part of the allotted **20 narrative pages**.
3. Budget Document
- Expenditures should be organized under the following categories on the Project Budget forms provided in this RFP, pages 5-10, or a reasonable facsimile thereof:
- a. Personal Services (1000): This includes salaries and wages for employees and other staff working on the two-year implementation plan. Costs for staffing should reflect instructional and administrative salaries that are appropriate outside of normal work responsibilities. Entries should identify project staff positions; names of individuals; the appropriate rate of pay per hour, day, week, or month; and the total amount or percent of their work time to be charged to the project.
 - b. Employee Benefits (2000): This includes job-related benefits that are provided to employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, retirement, insurance (life, health, disability, etc.), and employee allowances.
 - c. Purchased/Contractual Services (3000): This includes fees for special professional services to the project by individuals or firms not involved as project staff (employees) of the division(s). Include name and title of consultant, and the type of consultant services to be provided.
 - d. Internal Services (4000): This includes charges from an Internal Service Fund to other functions, activities, or elements of the organization for the use of internal services, such as print shop, central purchasing/central stores, or parking.
 - e. Other Charges (5000):

- 1) Travel expenses should be itemized in this section. Transportation, lodging, and other appropriate travel expenses of project staff and consultants should be budgeted in accordance with the school division policies and regulations, based on the Commonwealth of Virginia's current travel regulations. All project travel must be directly related to the proposed planning grant activities.
 - 2) Stipends should be included in this section. The stipend rate should be consistent with the standard rate of the school division(s).
- f. Supplies and Materials (6000): This includes supplies, materials, and services directly consumed in the course of the planning process. This category includes: office supplies; educational materials for participants; books and audiovisual materials; and postage, printing, publication, and photocopying services.
- g. The completed budget document is **NOT** part of the allotted 20 narrative pages. It should be attached as **Appendix C** of the submitted proposal.

D. Evaluation Plan

5 POINTS

Proposals must include a brief evaluation plan that, at a minimum, assesses:

1. the effectiveness of the processes employed during each phase of planning;
2. the structure, effectiveness, and necessary adjustments to the initial work plan; and
3. staff and community perception of the planning process and the final plan.

VI. Proposal Review

- A. As proposals are received at the VDOE, they will be reviewed by staff for completeness as defined by the requirements set forth in this RFP. If, in the judgment of the VDOE, a proposal is late or incomplete, the proposal may be omitted from the competition. The decision of the VDOE is final. Applicants submitting proposals that are rejected by the VDOE will be notified in writing.
- B. An expert review panel will evaluate eligible proposals based on the required application components and the established criteria. The review panel will review each eligible proposal and make recommendations to VDOE in the areas of program innovation design, budget, and overall efficacy. The review panel's scores and recommendations will be a primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel; however, other factors may influence the final selection of funded projects, including statewide distribution of recipients.
- C. The point weighting for each evaluated section is noted in the overview bar (blue heading) that precedes the text. There are a total of 100 points available. Each section will be evaluated on clarity, thoroughness, and presentation of "out-of-the-box" thinking. A holistic score will be applied to the "Work-plan Design" section (85 points) reflecting overall potential for positive impact on student outcomes, innovation, clarity of design, rationale, replicability, and sustainability of the initial planning grant model design.

- D. Following the proposal review process, the designated school division planning grant contact person/project director will be contacted by the VDOE to discuss any modifications of the proposal plan that may be required. The VDOE will seek to fund those proposals that show the most promise for successfully developing and implementing sustainable high school program innovation projects.

VII. Planning Grant Award Administration

A. Notification of the Award

Within fifteen days of completion of the review process, the school division contact person/project director will be notified of the status of the proposal. Anticipated notification of awards is on or about June 15, 2015.

B. Award Conditions

Grantees will have until May 1, 2016, to encumber all grant funds. Reimbursement requests must be submitted on a monthly basis beginning in August 2015. Final planning grant reimbursement requests must be received no later than May 25, 2016. Reimbursement request forms will be provided to award recipients at the time of award.

C. Reporting Requirements

Each division with a funded proposal will provide the VDOE with a progress report every two months beginning on August 28, 2015. The final progress report will be due to the VDOE no later than May 25, 2016. The report format will be provided at the time of award.

VIRGINIA DEPARTMENT OF EDUCATION
P. O. Box 2120
Richmond, Virginia 23218-2120

HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
PROPOSAL COVER PAGE

Name: Lead School Division and Superintendent

Name: Consortium School Division(s)* (if applicable)

Name: Participating High School(s)

Name: Division Contact Person - Planning Grant Director

Title:

Mailing Address:

City/Zip /

Telephone:

E-mail:

Project Title:

Innovations:

Total of HSPI funds requested: \$

CERTIFICATION BY AUTHORIZED OFFICIAL

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this School Division and that the applicant will comply with the attached Statement of Assurances.

Typed or Printed Name of Authorized Official Title:

Signature of Authorized Official

Date

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT

STATEMENT OF ASSURANCES

Should an award of funds from the High School Program Innovation planning grant be made to the applicant(s)* in support of the activities proposed in this application, the authorized signatures below certify to the Virginia Department of Education that the authorized school division officials will:

1. Upon request, provide the Virginia Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001;
 - b. Title VI of the Civil Rights Act of 1964;
 - c. Title IX of the Education Amendments of 1972;
 - d. Section 504 of the Rehabilitation Act of 1973;
 - e. Age Discrimination Act of 1975; and
 - f. Americans with Disabilities Act of 1990.
3. Use grant funds to **supplement** and **not supplant** funds from nonfederal sources;
4. Take into account during the development of programming, the need for greater access to and participation by students from historically underrepresented and underserved groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the Virginia Department of Education;
6. Ensure that at least 75 percent of the professional staff at each high school participating in this proposal is in agreement with implementing the innovations as a threshold requirement of pursuing this grant;
7. Ensure that the majority of the local school board is fully supportive of the multi-year effort for innovation; and
8. Upon review of and approval by the local school board and negotiation of acceptable and pertinent waiver requests, if any, made to the Virginia Board of Education, pursue implementation of the developed plan resulting from this High School Program Innovation planning grant for the 2016-2017 and 2017-2018 school years.

By signing and submitting this Statement of Assurances, the applicant school division assures that its participating high school(s) will adhere to state and federal laws and regulations governing public schools in the Commonwealth of Virginia, with the exception of any waivers that may be approved by the Virginia Board of Education at a future date. The applicant school division further certifies, to the best of its knowledge, that the submitted proposal has addressed all required elements of the High School Program Innovation planning grant RFP and the applicant understands and will comply with the assurances.

Typed Name of Division Superintendent

Typed Name of Division School Board President

Signature of Division Superintendent

Signature of Division School Board President

Date

Date

*A Statement of Assurances page is required for each participating school division. The signed Statement of Assurances page for the lead school division will follow the Proposal Cover Page in the submitted proposal packet. Other participating school divisions' Statement of Assurances pages, if any, must be included as **Appendix D** of the proposal.

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
ABSTRACT PAGE**

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT

INNOVATION PARTNER IDENTIFICATION

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

Innovation Partner:

Type of Organization:

Name of Primary Contact:
(Signature Below)

Title:

Address:

City/Zip Code: /

Telephone:

E-mail:

**Potential Innovation Project
Role/Responsibility:**

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

Date:

Signature:

Title:

Employee Benefits 2000				Source of Funds		
Job titles of individuals whose benefits will be charged to this project	% benefits	Salary	Total	HSPI	In-Kind	Total Cost
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
0		\$0	\$0			\$0
Total Employee Benefits 2000				\$0	\$0	\$0

Internal Services 4000	Source of Funds		Total Cost
	Description (Please provide detailed cost calculations.)	HSPI	
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
Total Internal Services 4000	\$0	\$0	\$0

Other Charges 5000	Source of Funds		Total Cost
	Description (Please provide detailed cost calculations.)	HSPI	
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
Total Other Charges 5000	\$0	\$0	\$0

Total Project Budget for HSPI Planning Grant

	Source of Funds		
	HSPI	In-Kind	Total Budget
Personal Services (1000)	\$0	\$0	\$0
Employee Benefits (2000)	\$0	\$0	\$0
Purchased/Contractual Services (3000)	\$0	\$0	\$0
Internal Services (4000)	\$0	\$0	\$0
Other Charges (5000)	\$0	\$0	\$0
Material and Supplies (6000)	\$0	\$0	\$0
Total Project Budget	\$0	\$0	\$0

VIRGINIA DEPARTMENT OF EDUCATION
P. O. Box 2120
Richmond, Virginia 23218-2120

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT**

INTENT TO SUBMIT FORM

**Name: Lead School Division and
Superintendent**

**Name: Consortium School
Division(s) and
Superintendent(s) (if applicable)**

**Name: Participating High
School(s) and Principal(s)**

**Name: Division Contact
Person/Planning Grant Director**

Title:

Mailing Address:

City/Zip: /

Telephone:

E-mail:

**Signature of Division
Superintendent**

Interested school divisions must e-mail this form in .pdf format by **4 p.m. April 17, 2015**, to:

John W. "Billy" Haun, Ed.D.
Chief Academic Officer
Division of Instruction
E-mail: Billy.Haun@doe.virginia.gov
Phone: (804) 225-2034

VIRGINIA DEPARTMENT OF EDUCATION
P. O. Box 2120
Richmond, Virginia 23218-2120

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT

HIGH SCHOOL INFORMATION

High school name:				
Mailing address:				
School division:				
Principal's name:				
E-mail:				
School telephone:				
Student enrollment:	Grade 9	Grade 10	Grade 11	Grade 12
Student race/ethnicity distribution:	White:	African American:	Hispanic:	
	Pacific Islander/Asian:	Native American:	Other:	
Students eligible for free or reduced lunch:	Number of students with IEP or 504 plans:			
State accreditation status:				
On-time graduation rate:	Grade 9 retention rate:			
Subgroups or proficiency gap groups not meeting ESEA Annual Measurable Objective in reading and mathematics:				
Number of teachers:	Number of teachers teaching one or more classes outside their endorsement areas:			

The High School Information form(s) for each participating high school should be attached as **Appendix A** to the school division's submitted proposal.

HSPI Funded Grants - Abstracts

Each of the approved planning grants include what the General Assembly identified as essential elements of high school innovation: student-centered learning, with advancement based on demonstrations of proficiency; “real-world” connections between learning and careers aligned with the needs of local employers; and alternative models for instructional delivery and school organization. The funded proposals, listed by lead school division, are as follows:

- Chesterfield County Public Schools (Region I) — ***Richmond Regional School for Innovation-CodeRVA***. This program will create a regional school in partnership with community colleges and area employers allowing students in Charles City County, Chesterfield County, Colonial Heights City, Dinwiddie County, Goochland County, Hanover County, Henrico County, New Kent County, Powhatan, County and Richmond City that will offer students personalized, accelerated learning while also addressing a critical gap in the regional work force. Students will graduate with an associate’s degree, industry certification, and guaranteed employment. The school will initially focus on increasing the number of computer science professionals in the region before being replicated across all 16 Career and Technical Education career clusters.
- Fairfax County Public Schools — ***Global STEM Challenges Program***. A three-year, interdisciplinary program concentrating on authentic global problems will be based at Edison High School, but will be available to students throughout the county. The program will have the primary goals of 1) providing student-centered learning; 2) aligning real-world connections to community work force needs and college and career preparation; and 3) utilizing varying roles for educators to allow for best practice instruction. Business partners will emphasize real world connections via internships as well as site-based learning opportunities and mentorships and will support the implementation and sustainability of this innovative program.
- Newport News City Public Schools — ***Re-Imagining High School: Student-Centered College-, Career-, and Citizen-Ready Micro Academies***. Heritage High School proposes to re-envision high school to fully involve all students in their learning, create additional opportunities for students’ early exploration of college and career options, and increase the flexibility of school scheduling so that students can push out into their community, explore social entrepreneurship opportunities, and/or engage with career professionals in job shadowing, long-term internships, and early career programs that cover a broad array of Career Pathways options. After the initial two-year pilot, Newport News City Public Schools will expand the program to other schools in the division.
- Salem City Public Schools — ***Personalized Learning: Connecting Students to their Future***. Salem High School will investigate the creation of personalized learning opportunities centered around Career Pathways. In the exploration of Career Pathways of choice, students will need alternate or additional opportunities to obtain credits, including asynchronous learning, proficiency-based credit attainments, alternative scheduling, and workplace-based learning. Salem will rely heavily on partnerships with local industry and educational institutions. The result of this model should be programs of study that better engage students and better prepare students for their postsecondary lives, so that every student graduates with a diploma and a plan for future employment.

- Williamsburg-James City County Public Schools — ***High School by Design at Warhill***. *MySchool@WHS* will promote engaging, relevant, learner-centered education in which students are self-directed and want to learn. Educators, with the direct help and engagement of community and business partners will empower students by facilitating opportunities for them to discover, explore, and master their interests and their passions. The *MySchool* approach will center on student choice and offer the opportunity for 24-7 learning, self-directed learning projects, responsive curriculum, flexible pacing, choice of learning options, resources and materials, evaluation and demonstration of learning, and fostering student autonomy. Students will collaboratively develop a Personalized Learning Pathways (PLP) that will map out their course of study throughout their high school experience.