COLORADO DEPARTMENT *of* EDUCATION

REQUEST FOR PROPOSAL

Proposals due: Friday, July, 18 2014 by 4:00 p.m.

2014
Teaching Strategies GOLD Trainer Program

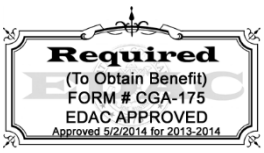
Pursuant to: RACE TO THE TOP – EARLY LEARNING CHALLENGE FUND

American Recovery and Reinvestment Act of 2009 (ARRA), Sections 14005, 14006, and 14013, Title XIV, (Public Law 112-10)

For program questions contact:
Suzanne Rougier (rougier_s@cde.state.co.us or 303-866-6971)

For fiscal/budget questions contact:
Marti Rodriguez (rodriguez_m@cde.state.co.us or303-866-6769)

For RFP specific questions contact:
Camila Zardo (zardo_c@cde.state.co.us or 303-866-6872)



Colorado Department of Education
Office of Federal Program Administration
1560 Broadway, Suite 1450, Denver, CO 80203

Teaching Strategies GOLD Trainer Program

REQUEST FOR PROPOSAL

Proposals Due: Wednesday, May 28, 2014

Introduction	The Office of Early Learning and School Readiness at the Colorado Department of Education (CDE) is issuing this Request for Proposals (RFP) to Local Education Agencies (LEAs) for professional development to train personnel to be trainers for the *Teaching Strategies GOLD* kindergarten assessment through the Accreditation Program for Trainers (APT). Those who participate in the APT will be able to train teachers, coordinators and administrators on the use of GOLD using the Teaching Strategies standard materials developed for trainers of the Teaching Strategies GOLD assessment.
Purpose	The purpose of this RFP is to solicit applications from LEAs or Board of Cooperative Educational Services (BOCES) to train personnel to be a trainer for the Teaching Strategies GOLD assessment. CDE recognizes that effective use of assessments requires quality training. In order to support local capacity building for assessment training, CDE is supporting grants to develop local trainers through Teaching Strategies APT. This program prepares professionals to deliver training that promotes teachers' reliable use of the assessment tool. The APT program enables participants to become certified trainers for Teaching Strategies GOLD for three years. The first year of the program consists of a two day training session and ongoing support throughout the year. The following two years of the program consists of an annual one-day training and further ongoing support.
Available Funds	This grant is a matching funds program which requires participating LEAs to provide a 100% match for the APT program. Approximately $30,000 is available for distribution to eligible LEAs which will cover 50% of the APT program costs. Approximately eight awards will be made. The estimated awards will be based on the number of people trained. Grants will be awarded for a **<u>three-year</u>** grant term. The total cost of the APT program is $7,500 which includes the initial two-day training and renewal training for two additional years. LEAs may apply for grants totaling $3,750 per person and must provide $3,750 in matching funds. <u>Funding Details</u> **Year One**: $2,250 in grant funding will be awarded for each successful LEA applicant. Funds cover half of the $4,500 year one APT program costs. Year one of the APT program consists of a two day intensive training session provided by certified Teaching Strategies GOLD trainer, all professional development services and materials, as well as the license fee.

	Year Two: $750 in grant funding will be awarded for each successful LEA applicant. Funds cover half of the $1,500 year two APT program costs. Year two of the APT program consists of a one day renewal training, access to online resources, additional support from Teaching Strategies as needed and the annual license fee. **Year Three**: $750 in grant funding will be awarded for each successful LEA applicant. Funds cover half of the $1,500 year three APT program costs. Year three of the APT Program consists of a one-day renewal training, access to online resources, additional support from Teaching Strategies as needed and the annual license fee. Participating LEAs who successfully fulfill all grant requirements and receive CDE approval will receive continued funding for each year of the program. Applicants that will serve a district, BOCES or regional area will be given priority in the application review process.
Eligible Applicants	• Applicants for the Teaching Strategies GOLD Trainer Program (Accreditation Program for Trainers with Teaching Strategies GOLD) must be able to communicate effectively and be willing to train others either within the district or surrounding area on the Teaching Strategies GOLD assessment. The trainee should have a strong early childhood education background and a familiarity with Teaching Strategies GOLD. • Applicants should also meet the Teaching Strategies GOLD Core Competencies and Guidelines for the Accreditation Program (Attachment A). • Applicants must have participated in a School Readiness and Teaching Strategies GOLD Training in 2013 **or** be registered for one of the trainings offered by CDE this summer (http://www.cde.state.co.us/schoolreadiness/trainings). • The trainee must participate in two days of an intensive APT session on Teaching Strategies GOLD. Training dates will be scheduled early summer 2014 to be held in the early fall, 2014. This trainee would then be certified by Teaching Strategies as an accredited trainer for Teaching Strategies GOLD for three years. • Applicants who become certified trainers are not permitted to provide Teaching Strategies GOLD training independently or for profit as long as the grant funded certification is in effect. The trainee would need to attend a class for renewal at the end of year one and year two.

Allowable Use of Funds	Funded applicants will receive a maximum grant totaling up to $3,750. Funds must be used to contract with Teaching Strategies for the Accreditation Program for Trainers on the Teaching Strategies GOLD assessment.
Duration of Grant	Grants will be awarded for a three year term beginning July 1, 2014. **Year one** (July 1, 2014-September 30, 2015) funds must be expended by: September 30, 2015. **Year two** (July 1, 2015-September 30, 2016) continued funding is contingent upon CDE approval and successfully meeting the requirements of the grant. Year two funds must be expended by September 30, 2016. **Year three** (July 1, 2016-September 30, 2017) continued funding is contingent upon CDE approval and successfully meeting the requirements of the grant. Year three funds must be expended by September 30, 2017.
Evaluation & Reporting	LEAs receiving funds under this grant opportunity are required to: • Submit an end of cycle report annually (see Attachment B) • Submit the closeout Annual Financial Report to CDE no later than September 30, of each year.
Technical Assistance	An application training webinar was held Thursday, May 15, 2014. **The webinar was recorded and can be viewed by visiting the following link:** http://connect.enetcolorado.org/p55dyysv4b9.
Review Process	Applications will be reviewed by CDE staff to ensure they contain all required components. Note: this is a competitive process – applicants must score at least 44 points out of a possible 60 points to be approved for funding. There is no guarantee that submitting a proposal will result in funding or funding at the requested level. Applicants will be notified of award by Friday, August 1st, 2014.

SUBMISSION PROCESS AND DEADLINE

The **original plus three (3) copies** must be received at CDE by Friday, July 18, 2014 at 4:00 pm. In addition to the four (4) hard copies**, an electronic copy of the proposal and electronic budget must be submitted to: CompetitiveGrants@cde.state.co.us**. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Incomplete or late proposals will not be considered. Application materials and budget are available for download on the CDE Website at: http://www.cde.state.co.us/schoolreadiness

Proposals will be due **by 4pm** on **Friday, July 18th 2014** to:

Camila Zardo
Colorado Department of Education
Competitive Grants and Awards
1560 Broadway, Suite 1450
Denver, CO 80202

&

Submit an electronic copy of the proposal (with electronic budget) to:
CompetitiveGrants@cde.state.co.us

APPLICATION FORMAT

- The total narrative (Part II) of the application cannot exceed **five (5) pages.**
- All pages must be single spaced, numbered, on standard letter size, 8-1/2" x 11" and in 12-point font, with 1-inch margins, single-spaced.
- The signature page must include original signatures of the lead organization/fiscal agent.
- Successful applicants will be required to submit disclosure and assurance pages with original signatures.
- Staple the pages of the original and each copy of the proposal. Please do not use paperclips, rubber bands, binders or report covers.

REQUIRED ELEMENTS

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in Part II (pages 10-13).**

Part I: **Proposal Introduction**
Cover Page and Certification Form

Part II: **Application Narrative**
Section 1: LEA School Readiness Implementation Plan
Section 2: Teaching Strategies Trainer Selection Process
Section 3: Evaluation
Section 4: Budget Narrative & Electronic Budget

Budget Instructions and Budget Form

Complete the proposed budget and budget narrative at: http://www.cde.state.co.us/schoolreadiness

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget will comply with the application review comments and the proposed budget. Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE. Examples of the types of expenses that may be included in each object category are listed below for guidance only. Your budget narrative should provide enough detail so that the appropriate object category can be confirmed.

Support Program. Support service programs are those activities which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

(300) Purchased Professional and Technical Services – Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, teachers, etc.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

Teaching Strategies GOLD Trainer Program Grant 2014

PART IA: COVER PAGE *(complete and attach as the first two pages of proposal)*	
Name of Lead Local Education Agency (LEA)/Organization:	
Mailing Address:	
Authorized Representative:	
Telephone:	Fax:
Email:	
Signature:	
Program Contact Person:	
Mailing Address:	
Telephone:	Fax:
Email:	
Signature:	
Fiscal Manager:	
Telephone:	Fax:
Email:	
Signature:	
Region: *Indicate the region(s) this proposal will directly impact*	
☐ **Metro** ☐ **Pikes Peak** ☐ **North Central** ☐ **Northwest** ☐ **West Central** ☐ **Southwest** ☐ **Southeast** ☐ **Northeast**	
Amount Requested: *Indicate the amount of funding you are requesting.*	
Total:	**$**

PART IB: CANDIDATE INFORMATION	
Name of Candidate:	
Mailing Address:	
Telephone:	Fax:
Email:	
Signature:	

Did the candidate participate in a School Readiness and Teaching Strategies GOLD Training in 2013? If so, which session did they attend? (Date and location.) _____
If your candidate <u>did not</u> participate in a School Readiness and Teaching Strategies GOLD Training in 2013, which one day training will they attend?
☐ **June 17 (Sterling)** ☐ **June 19 (Denver – South)** ☐ **June 24 (Grand Junction)** ☐ **June 29 (Steamboat)** ☐ **July 22 (La Junta)** ☐ **July 29 (Alamosa)** ☐ **July 31 (Durango)** ☐ **August 4 (Aurora)** ☐ **August 5 (Denver - North)** ☐ **August 6 (Greeley)** ☐ **August 7 (Pueblo)** ☐ **August 8 (Colorado Springs)**

Assurance Form

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2014

The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____ (date) , 2014, the Board of (district) _____ hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In addition, school districts that accept the **Kindergarten Readiness Assessment Accreditation Program for Trainers: Teaching Strategies GOLD** Grant funding agree to the following assurances:

1. The applicant agrees to allow application information to be shared with the Teaching Strategies organization.
2. The applicant commits to attending all required trainings both initial and renewal.
3. The applicant will provide to the Colorado Department of Education the information requested in Attachment B of the Request for Proposal.
4. The LEA will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
5. Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
6. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
7. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Name of School Board/BOCES President	Signature of School Board/BOCES President
Name of District Superintendent	Signature of District Superintendent
Name of District Authorized Representative	Signature of District Authorized Representative

Teaching Strategies GOLD Trainer Program

2014

Evaluation Rubric

Part I:	**Proposal Introduction**		No Points
Part III:	**Application Narrative**		
	Section 1: LEA School Readiness Implementation Plan		/20
	Section 2: Teaching Strategies Trainer Selection Process		/20
	Section 3: Evaluation		/10
	Section 4: Budget Narrative & Electronic Budget		/10
		Total	**/60**

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

Recommendation: **Funded ____** **Not Funded ____**

Request for Proposal Selection Criteria & Evaluation Rubric

Part I: Proposal Introduction — No Points

Cover Page and Assurances

Complete the attached cover page and signature pages and attach as the first three pages of the proposal.

Part II: Application Narrative — 60 Points

The application narrative should describe the LEA's implementation plan for the school readiness initiative, including communications and training for kindergarten teachers and elementary principals. The narrative should articulate how the Teaching Strategies GOLD Trainer Program will enhance the LEA implementation plan, how the APT will be used to build capacity and sustainability for the school readiness initiative, and how success will be measured. Attention should be given to the selection process for the Teaching Strategies GOLD trainer. Applications for this grant should be no longer than five (5) pages.

Section 1: LEA School Readiness Implementation Plan	**No Need (Info provided does not demonstrate need for this grant)**	**Minimal (Info provided demonstrates minimal need for this grant)**	**Adequate (Information provided demonstrate(s) significant need for this grant)**	**Excellent (Info provided demonstrates high need for this grant)**
Describe how utilization of these grant funds will support the LEA's school readiness implementation plan to include the following: • Plans for implementation of the school readiness initiative (including individual school readiness plans, school readiness assessment, and communications with families). • Status of implementation of the plan. • Any training that the LEA has provided or support in Teaching Strategies GOLD. • Level of current use of Teaching Strategies GOLD.	0	12	15	20

(Continued from page 11) • Plans for expansion of use of Teaching Strategies GOLD. • Plans for how the LEA's Teaching Strategies trainer will be utilized through the duration of the grant program. • Anticipated level of impact of the Trainer (i.e., will the Trainer support schools throughout the district or region? How many teachers will be trained?). • Plans for on-going support for teachers during and after the course of this grant. • Plans for sustaining the school readiness initiative over time, past the duration of the grant.				
Reviewer Comments:				
Total Points				**/20**

Section 2: Teaching Strategies Trainer Selection Process	**Inadequate (information not provided)**	**Minimal (requires additional clarification)**	**Adequate (clear and complete)**	**Excellent (concise and thoroughly developed)**
Clearly describe how the LEA's process for selecting the Teaching Strategies Trainer will advance the school readiness initiative, including: • Identify the candidate. • The candidate has demonstrated successful experience providing professional development. • The candidate has a knowledge base in effective assessment practices. • The candidate has experience teaching kindergarten. • The candidate has a strong early childhood background. • The candidate can support the cultural and linguistic needs of learners participating in the training. • The candidate can effectively enact principles of adult learning in the planning and delivery of trainings. • Identified trainer(s) resume attached (note: does not detract from 5 page maximum) • Attach candidates resume (does not count as part of the five page maximum).	0	12	15	20
Reviewer Comments:				
TOTAL POINTS				**___/20**

Section 3: Evaluation	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Cleary describe the plan for evaluating the success of the APT program for achieving the LEA's school readiness initiative implementation plan, including: • Identifying key milestones for implementation. • Articulating the plan to assure quality of the trainings provided by the Teaching Strategies Trainer. • Describing how the LEA will meet the reporting requirements of this grant.	0	5	7	10
Reviewer Comments:				
TOTAL POINTS				**___/10**

Section 4: Budget Narrative	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Cleary articulate the LEA's commitment and ability to meet the matching fund requirement of the grant for each year of the program.	0	5	7	10
Reviewer Comments:				
TOTAL POINTS				**___/10**

CORE COMPETENCIES

A. INTERPERSONAL CORE COMPETENCIES

1. Communicates effectively and demonstrates passion and extensive knowledge about the topic to build trust with participants.

2. Maintains confidentiality and models ethical behavior.

3. Creates a positive and encouraging climate of diversity for ideas, questions, and learning.

4. Knows, articulates, and remains current of best practices in professional development, early childhood, and training.

5. Understands and applies principles of adult learning to the delivery of the session.

6. Creates and orients participants to an appropriate learning environment, including preparation of the room, greeting participants, engaging participants in cooperative learning, and addressing the social, emotional, and comfort needs of the learners.

7. Knows and adapts to various learning styles and addresses all styles throughout the session.

8. Demonstrates mutual respect with clients and TS staff.

B. PERSONAL CORE COMPETENCIES

1. Demonstrates adaptability, flexibility, and it able to problem-solve independently.

2. Models professional and personal development, seeks new learning opportunities, and maximizes those that are present.

3. Demonstrates professionalism through dress and appearance, written and verbal communication and language, and preparedness and the use of TS material and products.

4. Uses technology with ease and regularly to communicate and to facilitate training sessions.

5. Adheres to TS policies and procedures.

6. Displays a sense of humor.

C. TRAINING DELIVERY AND TRANSFER OF LEARNING SKILLS

1. Designs and arranges the training environment for comfort, interaction, and learning.

2. Understands and is mindful how personal appearances, dress, use of body language, and the tone of voice impact the presentation, the environment, and how participants engage.

3. Employs strategies, such as ice-breakers activities and introductions, to build trust among participants and a positive learning environment.

4. Adjusts presentation style and language for the specific group. Speaks clearly, varies volume, pace, tone, and inflection appropriately and avoids distractions in speech, such as “you know” and “umm.”

5. Uses active and reflective listening and feedback to facilitate group discussion.

6. Creates seamless transitions, such as summarizing and bridging, to segue to the next section of the session.

7. Uses strategies to keep the group on task, focused, on schedule, and is responsive to breaks and questions.

8. Employs appropriate strengths to engage participants who are uninvolved, resistant, or disruptive.

9. Assesses the skill level of learners and accommodates for a variety of levels and expertise across a continuum, seeks their feedback throughout the session and adjusts accordingly to meet their needs and the client’s goals.

10. Uses written participant evaluations and feedback to improve. Makes an action plan for future sessions.

11. Identifies opportunities and activities with the client to promote the transfer of learning before, during, and after the session by including activities to transfer learning to their job, such as action planning and writing training logs. Links these activities to adult learning using summarizing and pair-share.

2014 TEACHING STRATEGIES GOLD TRAINER PROGRAM
END OF GRANT CYCLE REPORTING

Each school district awarded a TOT TS Grant must submit an End of Cycle Grant Report to CDE on or before October 1, 2015 and each year following. Submit responses via email to Suzanne Rougier at: rougier_s@cde.state.co.us.

Provide feedback, in the form of written narrative, on the following questions:

1. Provide a detailed list of all trainings that were provided (i.e., date, location, number of -participants – a template will be provided).

2. Describe how the training competencies and guidelines as outlined by Teaching Strategies were incorporated into the trainings.

3. Summarize your regular participation in the Teaching Strategies Online Community Blog.

4. Describe how the LEA evaluated the effectiveness of trainings and provide results.

5. Describe successes in regard to the school readiness initiative implementation plan and how the LEA will continue to build on these successes.