

Section I: Grant Information and Summary



Project Title: BRINC: Linking to the Future

LEA: Brandywine, Indian River, New Castle County Vo-Tech, and Colonial School Districts (BRINC)

Address: Colonial School District, 318 East Basin Road

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Project Schools :					
LEA	Participating School	Address	Contact Name	Telephone Number	Fax Number
Brandywine	Brandywine High	Wilmington DE	Lincoln Hohler	302.793.5000	302.762.1992
Brandywine	Concord High	Wilmington DE	Lincoln Hohler	302.793.5000	302.762.1992
Brandywine	Mt. Pleasant High	Wilmington DE	Lincoln Hohler	302.793.5000	302.762.1992
Colonial	Penn High	New Castle DE	Lori Duerr	302.323.2700	302.323.2748
NCCVT	Delcastle High	Wilmington DE	Terri Villa	302.995.8000	302.995.8196
NCCVT	Hodgson High	Newark DE	Terri Villa	302.995.8000	302.995.8196
NCCVT	Howard High	Wilmington DE	Terri Villa	302.995.8000	302.995.8196
NCCVT	St. Georges High	Middletown DE	Terri Villa	302.995.8000	302.995.8196
Indian River	Indian River High	Dagsboro DE	Sandy Smith	302.436.1000	302.436.1034
Indian River	Sussex Central High	Millsboro DE	Sandy Smith	302.436.1000	302.436.1034

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Grant Start Date: **Approximately August 15, 2013**

Grant End Date: **June 30, 2014**

Amount Requested: \$600,000 (for the BRINC Consortium... 4 districts)

Section I: Introduction

The “BRINC” Consortium districts of **B**randywine, **I**ndian River, **N**ew Castle County Vocational Technical (NCCVT), and **C**olonial share a deep commitment to accelerating student achievement, deepening student learning, and increasing student equity through a coordinated approach. The Consortium’s goal is to ensure that every student in every BRINC district graduates college-and career-ready. The Consortium will pursue this goal by creating and supporting new personalized learning environments (PLEs) for students and by focusing on rigorous curriculum, sophisticated data systems, effective educators, and intensive support for the lowest-achieving schools.

Scope:

BRINC’s ambitious plan to provide personalized learning opportunities for each student is driven by a shared vision for a future where teaching and learning are responsive to student needs and supported by appropriate resources. Beginning in SY 2013–14, BRINC envisions that students will be able to compare data about their progress against their learning goals, be exposed to new blended learning strategies for anywhere, anytime learning, and have more options for non-traditional learning, such as online courses. Students will be able to communicate with peers and teachers in a safe, respectful forum, have improved access to technology, and have increased supports from teachers, counselors and parents. By SY 2013–14, targeted students in grades 9-12 will have taken steps to become independent learners, improving their prospects for graduating on time with the tools to enter a college or a career path.

Personalized learning is a pedagogical shift that will transform the way teachers and students operate. Students will have to demonstrate their competencies beyond traditional paper and pencil assessments, and teachers will learn to embed digital components, collaborative structures, and problem-based learning opportunities in their lessons. Increased access to technology will open the door to a variety of learning opportunities and delivery models to meet students’ increasingly diverse needs and learning styles. BRINC’s plan includes the development of new processes to support school staff — teachers, administrators, guidance counselors, and other personnel—so they can continuously improve learning by integrating the best resources and supports.

Targeted Population:

The proposed reforms will be implemented for students in grades 9–12 in all ten high schools in the Consortium. The BRINC elementary and middle schools have demonstrated the ability to reach each student and modify instruction to advance academic trajectory; however, a similar shift has not occurred in the high schools. Although classrooms using Learning-Focused Strategies (LFS) are actively engaging students, teachers remain the sole source of content delivery in most secondary classrooms. By implementing blended learning strategies for grades 9-12, BRINC will expose students to a variety of instructional strategies and Common Core-aligned content to prepare them with the skills to be both independent and collaborative learners.

Intended Impact:

BRINC is devoted to equipping students for college and careers by providing personalized learning environments and expanded learning opportunities that will transform classrooms into places where students can learn at their own pace in the ways that they learn best. The first year of the BRINC project will directly impact 40 core content teachers and almost 5,000 students. With the model classrooms that are developed this first year, the expectation is that BRINC will be able to impact other classrooms in the four districts, in the state, and in the nation.

As a Consortium, BRINC has a shared vision of its expectations that all learners will:

1. Contribute to the development, methods, and pace for their learning. Have access to all appropriate resources, not limited by time or location, charting their own course and learning in ways best suited to their needs, styles, and abilities.
2. Have access to real-world projects that foster critical and creative thinking skills.
3. Collaborate to support their own learning and to contribute to the learning of others.

Section II: Needs Assessment

Identification of targeted population, stakeholder engagement in determining needs, and description of needs:

When the BRINC Consortium formed in September 2012, the first step that was undertaken was an analysis of the strengths and areas of growth for each of the four districts individually and then a similar analysis of the data for the Consortium collectively. The members of the Consortium shared the strategies that have contributed to the success of students in each district and then worked together to solve any challenges facing the Consortium. By holding multiple informational and work sessions in each district, the Consortium reviewed the data and then determined the needs. The sessions included the BRINC leads and superintendents, focus groups of students from each of the Consortium high schools, teacher leaders, teachers, union members, paraprofessionals, administrators, parents, Board members, and community members. The student focus group sessions gave a special voice to the targeted population so that they could give a first-hand account of the current classroom conditions and share what they would expect to see in the classrooms of the future.

Throughout the past year, the BRINC Consortium has continued to analyze the needs, shared possible solutions, and continued to refine the plans to address those needs. Each district has also used the formal DPAS II evaluation system and the informal learning walks to gather the information about classroom instructional strategies and practices that work. What the districts have found through this examination is that in order to make significant changes in student achievement, the focus needs to be on improving the high school instructional programs. The transition to the Common Core Standards and the Next Generation Assessments has also added a sense of urgency to this needs assessment. The Consortium plans to address those needs through a variety of avenues, and this grant application is just a portion of that larger plan. As will be seen in this section, the data analysis points to the need for the Consortium to target the ten high schools to develop and implement the following in each school:

- personalized learning environments (blended and online) across all BRINC high schools
- one-to-one or BYOD program in BRINC high schools
- a learning management system with access provided to teachers, students, and families
- support for teachers through induction, training, and coaching
- expanded online learning opportunities for students
- enhanced professional development through the use of model classrooms for blended learning

Data analysis including poverty rates, graduation and college enrollment rates, and DCAS scores:

The Consortium stakeholders have worked together throughout this year to analyze the data to develop and refine the direction and plans for the BRINC-targeted schools. While there is extensive data available to consider, the key data used for developing the short- and long-term plans are as follows:

Poverty Rates: As described in the data analysis and needs assessment below, the Consortium decided to target the students in the ten Consortium high schools for a focus on personalized learning. The first year the target population would include students in English and mathematics classes with future expansion to all high school students in all subject areas. When reviewing the data, Chart 1.1 illustrates the student populations and poverty rates for each of the high schools in the Consortium as well as the combined poverty rate of 46.7% for all of the high schools.

Graduation Rates: Throughout the Race to the Top initiative, the districts have set goals that focused on preparing students to be college and career-ready. The first indicator of college readiness is the student graduation rate. When reviewing the graduation rates for the BRINC Consortium, the difference in the subgroup data suggests that this is an area of need for the Consortium, especially for the Hispanic, low income, ELL, and special education populations. (See Chart 1.2)

Chart 1.1: Participating schools and poverty rates

LEA	Participating School	Grades/ Subjects included	# of Participating low-income students	Total # of students in the school	% of Participating low income students
Brandywine	Brandywine High	9–12	433	999	43.3%
Brandywine	Concord High	9–12	382	1315	29.0%
Brandywine	Mt. Pleasant High	9–12	399	929	42.9%
Colonial	Penn High	9–12	1,124	1922	58.5%
NCCVT	Delcastle High	9–12	801	1511	53.0%
NCCVT	Hodgson High	9–12	361	1310	27.6%
NCCVT	Howard High	9–12	626	895	69.9%
NCCVT	St. Georges High	9–12	270	1043	25.9%
Indian River	Indian River High	9–12	424	910	46.6%
Indian River	Sussex Central High	9–12	807	1215	66.4%
Total			5,627	12,049	46.7%

Chart 1.2: BRINC Consortium graduation rates

Graduation rates are based on ESEA-adjusted calculations as determined by DDOE. Targets were set to reflect a 50% reduction in the proportion of students who do not graduate by 2017, based on the SY 2010–11 baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17
High school graduation rate	OVERALL	81.48%	83.03%	84.57%	86.11%	87.65%	89.20%	90.74%
	<i>Afr American</i>	79.71%	81.40%	83.09%	84.79%	86.48%	88.17%	89.86%
	<i>Hispanic</i>	77.42%	79.30%	81.18%	83.07%	84.95%	86.83%	88.71%
	<i>White</i>	83.05%	84.46%	85.88%	87.29%	88.70%	90.11%	91.53%
	<i>Asian Amer</i>	96.92%	97.18%	97.43%	97.69%	97.95%	98.20%	98.46%
	<i>Amer Indian</i>	72.73%	75.00%	77.27%	79.55%	81.82%	84.09%	86.36%
	<i>Low-SES</i>	77.52%	79.39%	81.27%	83.14%	85.01%	86.89%	88.76%
	<i>SWD</i>	64.40%	67.37%	70.34%	73.30%	76.27%	79.24%	82.20%
	<i>ELL</i>	69.73%	72.25%	74.77%	77.30%	79.82%	82.34%	84.86%

College Enrollment: College enrollment data is another indicator of college and career readiness. The Consortium data from the DDOE dashboard for the Consortium schools show another area of challenge, especially for specific subgroups as described in Chart 1.3. The baseline data for seamless college enrollment indicates that the *Overall* group has only a 54% enrollment rate with most of the subgroups having a rate that is significantly lower than that of the *Overall* Group. For BRINC to have a goal focused on preparing students for college and career-readiness, this data indicates a major area of concern. As the districts focus on changing the culture in the classroom from a traditional to a more student-centered one, students will be setting goals, developing skills to become independent learners, and will see college-going as a possibility, even for “first generation” college-going students.

Chart 1.3: College enrollment rates (From DDOE district-level data reports and combined for the Consortium.)

NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. Targets were set based on Delaware RTTT commitments and analysis of current baseline data and progress to RTTT targets.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17	
College enrollment rate	OVERALL	54.00%	57.96%	61.96%	65.97%	69.97%	73.31%	
	<i>Afr. American</i>	54.36%	58.33%	62.3%	66.27%	70.24%	73.54%	
	<i>Hispanic</i>	38.58%	43.92%	49.26%	54.60%	59.95%	64.40%	
	<i>White</i>	55.33%	59.22%	63.10%	66.98%	70.87%	74.11%	
	<i>Asian American</i>	68.79%	71.51%	74.22%	76.93%	79.65%	81.91%	
	<i>American Indian</i>	61.08%	64.46%	67.85%	71.23%	74.62%	77.44%	
	<i>Low-SES</i>	46.88%	51.50%	56.12%	60.74%	65.36%	69.21%	
	<i>SWD</i>	5.09%	10.09%	15.09%	20.09%	26.09%	33.09%	
	<i>ELL</i>	21.38%	26.38%	31.38%	36.38%	42.38%	49.38%	

As the Consortium formed last September, each of the districts was able to share their strengths and challenges with student achievement based on the state assessment, DCAS. The data was aggregated for the Consortium to determine the greatest areas of need. The data in Chart 1.4 below includes the disaggregated DCAS data for the BRINC ninth and tenth graders to give us the big picture of challenges and strengths. By analyzing this data and that of all grade levels, the Consortium found that the targeted group needs to be the high school students as evidenced by the achievement gaps illustrated in this chart. The achievement gaps for students in the African American, Hispanic, low-SES, students with disabilities, and English Language Learners subgroups are significant in both ELA and mathematics.

Chart 1.4: DCAS Data for the BRINC Ninth and Tenth Graders (DDOE DCAS data combined for the Consortium.)

Subgroup	Baseline	Goals					Baseline	Goals				
	2012	2013	2014	2015	2016		2012	2013	2014	2015	2016	
BRINC Consortium 9th Grade ELA							BRINC Consortium 10th Grade ELA					
OVERALL	65.23%	68.71%	72.19%	75.66%	79.14%		72.88%	75.59%	78.30%	81.02%	83.73%	
<i>Afr. American</i>	56.17%	60.55%	64.94%	69.32%	73.70%		61.59%	65.43%	69.27%	73.11%	76.95%	
<i>Hispanic</i>	57.87%	62.08%	66.29%	70.51%	74.72%		66.38%	69.74%	73.10%	76.47%	79.83%	
<i>White</i>	74.77%	77.29%	79.81%	82.34%	84.86%		83.25%	84.92%	86.60%	88.27%	89.95%	
<i>Asian Amer</i>	77.36%	79.62%	81.89%	84.15%	86.41%		71.74%	74.57%	77.39%	80.22%	83.04%	
<i>Low-SES</i>	57.98%	62.18%	66.39%	70.59%	74.79%		63.45%	67.11%	70.76%	74.42%	78.07%	
<i>SWD</i>	23.36%	41.21%	47.75%	54.28%	60.81%		34.68%	41.21%	46.67%	53.33%	60.00%	
<i>ELL</i>	25.67%	33.11%	40.54%	47.97%	55.40%		33.33%	40.00%	46.67%	53.33%	60.00%	
BRINC Consortium 9th Grade Math							BRINC Consortium 10th Grade Math					
OVERALL	73.31%	75.98%	78.38%	81.08%	83.78%		72.97%	75.68%	78.38%	81.08%	83.78%	
<i>Afr. American</i>	64.96%	68.46%	71.97%	75.47%	78.97%		60.97%	64.87%	68.78%	72.68%	76.58%	
<i>Hispanic</i>	74.10%	70.83%	74.07%	77.31%	80.55%		72.75%	75.48%	78.20%	80.93%	83.65%	
<i>White</i>	80.59%	82.53%	84.47%	86.41%	88.36%		81.36%	83.22%	85.09%	86.95%	88.82%	
<i>Asian Amer</i>	80.36%	82.32%	84.29%	86.25%	88.22%		87.50%	88.75%	90.00%	91.25%	92.50%	
<i>Low-SES</i>	66.72%	70.05%	73.38%	76.70%	80.03%		64.79%	68.32%	71.84%	75.36%	78.88%	
<i>SWD</i>	38.93%	45.04%	51.14%	57.25%	63.36%		39.32%	45.38%	51.45%	57.52%	63.59%	
<i>ELL</i>	40.57%	46.51%	52.45%	58.40%	64.34%		53.33%	58.00%	62.67%	67.33%	72.00%	

Strengths and challenges for the Consortium and the gaps in resources and/or programming for the target population:

Data analysis led to the determination of the “who” (the target population), the “why” (the benefits of working as a Consortium), and the “what” (the member districts’ strengths and challenges). Specific needs assessments developed over the past year have determined that the strengths, challenges, and gaps lie across six areas: Technology and Infrastructure; Use of Time for Students and Teachers; Digital Content Usage; Use of Data-Driven Decision Making; High-Quality Instructional Strategies and Leadership and Culture. Member districts also separately assessed their policies and procedures to identify necessary changes to support personalized learning. Based on this initial high-level assessment, districts determined the areas of strength in the following areas:

- Time allotted for collaboration in PLCs and well-developed PLCs;
- Use of data to drive instruction and accelerate learning;
- Use of high-quality instructional strategies (LFS) to personalize instruction based on need; and
- A high level of readiness among the member districts to develop and implement personalized learning environments with strong leaders who have a heightened sense of urgency.

The needs assessment also revealed the following areas in which member districts have the greatest challenge include the need for:

- Improved access to the Internet and hardware: Technology access and use in the classroom varies within and across districts;
- Professional development in blended learning environments, infusion of digital content, and strategies for improving student engagement for a variety of learners;
- Resources to develop digital content and oversee effective implementation: Member districts acting in isolation do not have the resources or capacity to develop sufficient content for these programs or to oversee their effective implementation;
- A learning management system that allows for easy access to content and resources while providing a safe environment for teachers and students to communicate across the Consortium;
- A project manager to support the communications, the content development, the coordination of services, the connections to other resources, the collaboration of policies and practices, and the continuing push for additional funding to be able to extend BRINC initiatives.

Link needs of the Consortium to the desired project outcomes:

The Consortium will transform education and accelerate student learning by leveraging technology and people to create innovative high schools that encourage, engage, and empower all learners to pursue a rigorous course of study aligned to college- and career-ready standards. The philosophy underlying the Consortium’s plan is simple: students who understand the connection between what they are learning and their goals and aspirations, who have the support of a caring community of adults, and who have access to a personalized sequence of high-quality instruction will be poised for success.

Within four years, the Consortium will have trained all high school teachers in how to support all students in a blended learning environment, and all teachers will be incorporating elements of blended learning in their classrooms. Though the models and resources teachers employ may vary, they all will include a combination of teacher and student-directed instruction, a digital learning experience, and a collaborative learning experience. This will enable students to learn at their own pace with high-quality digital curriculum aligned to the Common Core Standards and a highly effective teacher as a guide. Teachers can use the results of frequent assessments embedded in these classroom and online lessons to assemble students in groups for face-to-face instruction and/or smaller group collaborative learning projects. The Consortium is committed to empowering students to take control of their own learning, and help them become college and career-ready.

Section III – Grant Project Plan

Core Belief:

“All Eyes are on Delaware” was the catch phrase three years ago as Delaware took center stage in the national spotlight for educational reform as one of only two Race to the Top Awardees in the first round. As we enter the fourth and final year of RTTT, there is little doubt that once again we will be reminded that “All eyes are on Delaware” as stakeholders across the nation evaluate and pass judgment on the reforms accomplished through RTTT. Undoubtedly, at some stage of the evaluation process, educational leaders will be asked to identify the single most powerful outcome stemming from RTTT. The “litmus test” responses offered will provide clear indications of the perceived depth and breadth of the comprehensive and systemic educational reform achieved over the course of four years. Ironically, the single most important RTTT outcome with the greatest potential for such reform remains relatively unknown to most.

As part of the state’s RTTT plan, the Department of Education’s implementation of district Professional Learning Communities (PLCs) following the monthly Chiefs’ Meetings provided an opportunity for district administrative teams to gain insight and perspective into the attitudes and beliefs of ‘rival’ districts. District accountability ratings and intense inter-district competition for the same group of students have, over time, formed dividing wedges between districts. As a result, there is a temptation to safeguard best practices in order to develop and maintain a competitive edge and higher district/school ratings. What the BRINC districts have learned through the PLC work is how districts can share successful practices for the greater benefit of educators and students alike.

As the Consortium members have analyzed data and worked collaboratively to develop expanded opportunities for each student, they have determined that the districts’ collective strengths will maximize their impact on student achievement. While the districts represent diverse settings (rural, urban, suburban, and vocational), each has been recognized as a model of excellence in closing the achievement gap and developing a “whatever it takes” culture to support learning for all students. But a review of the district and Consortium data indicates that even with all of the successes, it has not been enough to reach each student, especially in the low-performing subgroups. Cross-district sharing of successes and lessons learned will accelerate desired reform as proven strategies and best practices are replicated across districts. Thus, BRINC’s work will support not only the needs of the targeted students but also district-wide and statewide changes in a state that has become a national model for reform.

Purpose:

The desire to continue the educational reforms initiated through Delaware’s Race to the Top grant was the founding principle that led to the creation of the BRINC Consortium in the fall of 2012 and remains the tie that continues to bind these four diverse districts together today. Over the course of the past year, the Consortium’s continued collaboration, research, and planning have not only further defined and honed the plan, but have also solidified and strengthened the BRINC’s resolve and commitment to remain partnered in the work of providing an educational experience that ensures every student will graduate with the skills and confidence to meet success in college and/or careers.

“Timing is everything” – and the timing for the Consortium’s focus on personalized learning could not be better. The collective reform efforts and early successes of the state’s Race to the Top Plan have proven to be the long awaited force needed to overcome the traditional, teacher-centered classrooms where many students are not engaged in their own learning. The BRINC leaders have investigated current educational research, interviewed national experts on high impact strategies, researched a variety of personalized learning models, and worked with a variety of stakeholders and companies to plan and develop a learning management platform. The BRINC plan capitalizes on this forward movement and seeks to provide additional opportunities and resources to increase momentum and produce genuine, self-sustaining “continuous improvement.” As students and staff alike experience first-hand the opportunities and benefits that personalized learning will have in the secondary classroom, the BRINC Consortium plans to create model classrooms to share with others across the state and nation. Timing is also perfect in light of the state’s Common Core initiative. Increasing academic rigor and expectations

are paramount if each student is to achieve and maintain a competitive advantage in an ever-flattening global economy. The adoption of the Common Core Standards and fidelity to standards-based educational programming are integral components of the BRINC plan. Such a shift will yield little to no gains for students without a significant shift in the delivery, connection, and application of content. The time is now for an aggressive, innovative pedagogical shift defining the “new normal” for instructional design and delivery in the BRINC high schools.

The question has been asked why such an effort demands the collective work of four districts. The challenge for all districts is to implement a high-quality personalized learning system that is aligned to the Common Core, dramatically reforms traditional practice, carefully prepares students for the Next Generation Assessments, and creatively infuses digital content. This challenge is greater than what any one district can achieve on its own, leading the Consortium to capitalize on the expertise and experience of teachers and leaders from all four districts. The actual work of driving and sustaining the desired pedagogical shift must be teacher-led if it is to become viable and sustainable past initial implementation. Educators will become partners in the work around the common goal of providing students, regardless of address, distance or boundary line, an educational experience planned and delivered by the best in the district and in the Consortium.

Shared responsibility for development of curricular units and lessons aligned to the Common Core as a Consortium reduces the burden of development and quality control by 75% to each Consortium district, while increasing the sample size of common formative assessments used to identify curricular deficiencies and gaps by 75%. Such collective efforts are unprecedented between districts in the State, yet are paramount to redefining teaching and learning at the secondary level. Not only does this approach maximize the expertise and human capital across one-third of the state’s high school workforce, but demonstrates a high degree of financial stewardship.

BRINC Plan Overview: (Initial Phase of a Comprehensive Multi-Year Plan)

The BRINC Plan is a multi-layered comprehensive reform effort that will require about five years to fully implement according to nationally recognized experts in the emerging area of personalized learning. While funding being sought through this grant will only subsidize the initial phase of the plan, it is important to provide a holistic view of the entire project to understand the interrelationship and connectedness that exists between the plan components and the anticipated sequencing. The BRINC Plan is designed to maximize opportunities for learning; expand availability and variety of learning environments; provide students with learning opportunities that align with 21st Century workforce content, skills, and strategies; and provide differentiated professional development and instructional coaching for teachers to safely facilitate these new strategies. The plan will personalize learning environments for students through three key strategies:

1. Blended learning where students will participate in the classroom environment with direct instruction, collaborative work sessions, and individualized virtual work environments (short term);
2. Online learning experiences where students will have access to a wider variety of courses and teachers than those offered within the school building ; and
3. Alternative means of obtaining credit/mastery learning where students will not have to wait until a year-end course exam to demonstrate proficiency but can instead demonstrate proficiency before the start of a course or at any given time within a course. (long term)

Ultimately, as the full complement of the plan’s initiatives come to fruition, secondary education will evolve from a dated “one size fits all”, teacher-centered approach to a multi-dimensional learning experience tailored to meet the learning interests and needs of all students by providing a rigorous, 21st Century learning experience.

Overarching Goal:

BRINC high schools will provide all students with an innovative, student-centered secondary educational experience that is personalized, rigorous, engaging, and ensures college- and career-readiness skills.

Objectives:**A. Expand the array of learning environments to meet students' needs.**

The principal components of the Consortium's plan to expand the array of learning environments to meet students' needs in terms of structure, modality, content and pace are as follows:

Blended Learning (grades 9-12)

It is the goal of the Consortium that all teachers will be incorporating elements of blended learning in their classrooms by the end of the 2016-17 school year. Though the models and resources teachers employ may vary, they all will include a combination of teacher and student-directed instruction, a digital learning experience, and a collaborative learning experience. The Consortium's plan to reach the goal of implementing blended learning consortium-wide is as follows:

Beginning with an initial cohort of early adopters in 2013-14, the Consortium will engage a national expert in blended learning to provide training to 40 teachers in the core content areas in how to create and support blending learning environments. The training will take place as a Consortium and will have an interdisciplinary focus so that teachers from all content areas can work together to learn and support each other. A subset of these teachers in each content area in turn will work together to develop the necessary digital learning content aligned to college- and career-ready standards. The Consortium will create a cross-district committee of master teachers to review content to ensure that it is of high-quality and that it is aligned to college- and career-ready standards prior to posting on a collaborative platform for all Consortium teachers to access.

Beginning in 2013-14, this first group of ELA and mathematics teachers (Cohort 1) will begin implementing blended learning classrooms. All Consortium high schools will have four educators in this initial group who will serve as model classrooms within their respective buildings. Through regularly scheduled professional development sessions, Blended Learning PLCs, and the support of district personnel, Cohort 1 teachers will continue to refine their teaching practices in this new environment.

During the 2014-2015 school year, the Consortium will expand training and development in blended learning content and strategies to the remaining ELA and Mathematics teachers who were not part of the initial cohort. In the meantime, Cohort 1 will continue to use the resources and strategies they developed in 2013-14, and revise those resources and strategies as needed. These classrooms will serve as testing grounds for innovations in learning for teachers in subsequent cohorts. These classrooms also will serve as professional development sites for others in the Consortium and across the state to learn from the teachers and students engaged in blended learning. Likewise, teachers in Cohort 1 will serve as leaders in their content area for the other three districts, providing face-to-face and virtual support during Cohort 2's acquisition of new learning.

By the third year of the grant, Cohorts 1 and 2 will be using and refining digital content and blended learning strategies, and the remaining core and non-core content areas, Cohort 3, will have training and time for development of the appropriate digital content. By 2016-2017, all high school teachers will have received training in blended learning, and it is the goal of the Consortium that they will all use elements of blended learning, resulting in personalized learning environments in each classroom.

Online Courses: Member districts currently offer online courses for credit recovery. Based on the success of these courses with students who were unsuccessful in a traditional setting, the Consortium will expand its online course offerings to include courses in accelerated subjects such as calculus, world languages, and core subjects where an online format is best suited to students' learning styles, interests, or needs. Member districts will offer online courses during the academic year and through a hybrid summer school model in which students take online courses but have access to a classroom with regular and special education teachers present.

B. Customize the Learning Environment:

In addition to high-quality instructional strategies, personalizing learning for all students requires customization of the learning environment in terms of pace, the structure of delivery (whether in a

classroom or otherwise), the content of the curriculum, and modality in which it is delivered. Today's students require learning environments, resources and tools that respond to the ways in which today's students learn, and that prepare them for the 21st century workplace. This will require changes in the ways that students work – individually, with one another, and with educators. It also will require a dramatic expansion in the use of technology and high-quality digital learning content in the classroom. Not only will this better suit the ways in which today's students learn, but with limited resources, it will free teachers to focus on the delivery of instruction and personalized supports. To meet the growing needs of students, the Consortium plans to substantially expand upon its inventory of digital content.

C. Building Upon a Foundation of High Quality Instructional Strategies:

The member districts already have in common a variety of high-quality instructional approaches that have proven successful in accelerating student achievement including:

- The use of Learning-focused Strategies (LFS) to preview, build background knowledge, and develop vocabulary, based on the work of national consultant, Dr. Max Thompson;
- The use of learning maps to make the purpose of learning concepts and objectives transparent to students and parents (which is also a component of the Learning-focused Strategies model);
- The creation of a culture of doing “whatever it takes” to provide supports for students through the use of weekly PLCs scheduled during the school day, based on the work of Dr. Rick DuFour;
- The use of data to make informed decisions when students are not learning the content, based on the work of the Delaware Race to the Top Data Coach Project;
- The development of a focus on rigor, relevance, and relationships based on the work of Dr. Bill Daggett, with International Center for Leadership in Education; and
- The use of Core Plus Integrated mathematics programs to provide an environment that focuses on active engagement for a modeling approach to real world applications.

D. Align Programming to Common Core Standards:

Preparing all students to meet the requirements of the Common Core State Standards and Smarter Balanced Assessments represents a formidable challenge that requires bold solutions. Not only must schools reexamine their instructional strategies, but the very structure of the environments in which education is delivered. All four member districts have invested heavily in developing and implementing new systems and processes in preparation for implementing the Common Core, upon which the Consortium's plan will build. Of particular need is a wider array of learning opportunities to enable customization of the students' learning environment in terms of pace, the structure of delivery (whether in a classroom or otherwise), the content of the curriculum, and modality in which it is delivered.

E. Create Conditions to Drive Pedagogical Shift and Establish Non-Negotiable Expectations for Teaching and Learning:

Central to BRINC's plan will be the shift in the way teachers deliver instruction. Teachers will be tasked with delivering content beyond the traditional whole-group instructional model, and the definition of technology integration will extend beyond the teacher-use of a tool such as a Smartboard™. Students will participate in classroom environments where the teacher will use direct instruction to model skills and demonstrate material. Collaborative work sessions will hold students responsible for creating and evaluating content. Additionally, digital content will allow students to engage with the content on a one-on-one basis while in the school building with the support of a teacher, face-to-face or virtually.

Access to technology will increase the opportunity for learning and the variety of delivery to better meet the diverse learning needs and styles of today's students. While access to technology is paramount, technology must not be viewed as a single, stand-alone solution. Students, parents and teachers must be provided the supports needed to bridge the digital divide that separates today's educational experience with that of what is needed to ensure college and career readiness. BRINC's plan includes the development of new processes to support school staff— teachers, leaders, administrators, counselors, and other personnel—so that they can continuously promote and improve personalized learning and integrate the best educational technologies into the content and provide focused student supports.

Section IV – Description of Advisory Committee Involvement

Stakeholder Input:

Planning for the BRINC initiative began in earnest in September 2012, and has continued through regular and frequent planning meetings between the four member districts. Over the course of the past ten months, each of the four districts has held multiple general informational meetings in which high level overviews of the plan were presented. In addition, each district held “focus group” meetings with both students and teachers, providing a deeper level of detail and explanation specific to the identified group. Information gathered from these meetings from all four districts has been consistently reviewed, and has been instrumental in the on-going refinement of the BRINC’s Personalized Learning Plan. All four member districts ensured that the plan was presented and feedback was received from the following stakeholder groups:

Student Focus Groups	Teacher Focus Groups	Local Education Associations
Parent Organizations	DSEA	Delaware Department of Education
Gov. Markell’s Office	Boards of Education	City of Wilmington Mayor’s Office
State Legislators	Local Governmental Officials	Educational Consultants

Governance:

The creation of the BRINC Consortium was the direct result of four Superintendents committed to collaboratively transform current traditional practices into teaching and learning that meets the needs of today’s students. These four Superintendents, along with a BRINC Lead from each district, continue to serve as the governing body of all aspects of the BRINC Consortium and its Personalized Learning Plan.

<u>District</u>	<u>Superintendent</u>	<u>BRINC Lead</u>
Colonial	Dr. Dorothy Linn	Dr. Lori Duerr
Indian River	Dr. Susan Bunting	Ms. Sandy Smith
NCC Vo-Tech	Dr. Vicky Gehrt	Ms. Terri Villa
Brandywine	Dr. Mark Holodick	Mr. Lincoln Hohler

Advisory Committee:

The BRINC Plan is much more comprehensive than the Blended Learning component that will be launched this coming school year using the requested grant funding. As additional support and resources are secured, the BRINC will continue the implementation of the remaining components of the plan, which includes the creation of an Advisory Committee comprised of representatives from the following groups: Superintendents, BRINC Leads, teachers, administrators, IT department members, parents, and outside experts in the fields of education and technology.

Section V – Description of Local Education Agency Supports

The BRINC's ambitious plan to provide all students with a learning experience that is responsive the needs of individual students requires the commitment of additional expertise, time and money above and beyond that available from district coffers. To this end, the BRINC Consortium seeks Innovation Grant funding to provide high quality blended learning training to the first cohort of teachers; develop and offer online learning opportunities for students, develop and implement an online learning management system for teacher and students, and ensure that the shift to the Common Core Standards includes a simultaneous pedagogical shift. The four BRINC districts are dedicated to supporting the project by providing staffing support, professional development opportunities and local funds to increasing technology demands, supplies and materials.

Each district has designated a district-level administrator to oversee the management and vision of the project. The grant leads are: Lori Duerr, Innovation and Performance Management, Colonial SD; Lincoln Hohler, Assistant Superintendent of Academic Affairs, Brandywine SD; Sandy Smith, Director of Assessment and Accountability, Indian River SD; Terri Villa, Director of Instruction, New Castle County VTSD. The four BRINC districts have committed to increasing the responsibilities of existing technology personnel to expand additional supports for this project. District curriculum coaches will participate in the project to provide instructional support to teachers and technology supervisors who will lend guidance to the purchase of hardware, software and professional development opportunities.

BRINC districts have already made the commitment to increasing the technology infrastructure in each high school to support the growing needs of technology and personalized learning. This includes plans for the following: increasing bandwidths and wireless access points and implementing a BYOD or 1:1 device program at each high school as needed in each district. As per the project budget, the BRINC districts will commit \$100,000 to the technology teacher package for the first year of implementation to establish model classrooms in each high school.

Across the BRINC districts, each district continues to participate in and support high quality professional development according to individual district needs. This includes, but is not limited to, Learning Focused Strategies, Project-Based Learning, DPAS II and Component V training, New Teacher Induction, Vision 2015 and/or Common Ground for Common Core. Finally, as BRINC district participants come together to learn and share successes, the BRINC districts will demonstrate additional support to the project by opening their buildings and facilities for training sessions and collaborative work. The Districts will also provide additional supplies and materials for the project.

Section VI: Evaluation Methods

The Consortium's approach to continuous improvement will create a process for monitoring performance against targets and for evaluating the effectiveness of investments in new instructional content, new technology, educator professional development, and greater focus on student and parent engagement. The process will incorporate a framework for evaluating effectiveness by identifying the leading indicators of success for each component of the plan and mapping the data analysis to each indicator.

Evaluating the Effectiveness of Human Capital Investments.

Following the human capital framework the following measures will be monitored:

1. Pre-Service: 25% of blended learning classrooms will support a student teacher in year 1 and will increase by 10% in each subsequent year.
2. Recruitment/Selection: Teacher candidates will score 85% on the candidate screening criteria (including written response and adaptive assessment) to be considered for an interview. Teacher candidates will score an 8/10 on a data analysis task, 8/10 on a blended learning teaching video submission and 85% on the interview to advance to the selection process.
3. Induction/Mentoring: An estimated 10% new hires each year will participate in the blended learning induction program and be assigned a trained blended learning mentor each year.
4. In-service: 40 teachers will participate in blended learning professional development workshops and an additional 10 teachers will participate in the online course development in year one; 152 blended learning and 20 online course development teachers in year two; and 188 blended learning and 10 online course development teachers in year three. Over the four-year grant period, over 380 teachers in 10 high schools will be implementing blended learning and online courses.
5. Distribution: 100% of teachers implementing blended learning and online courses will be rated effective and 25% of those teachers will be rated highly effective on the DPAS II in each year.
6. Evaluation & Coaching: Two model blended learning classrooms will be developed in each high school for a total of 20 across the BRINC Consortium in year one. Each model classroom will exemplify high leverage practices and serve as an on-site learning lab for developing teachers. At the end of year one, blended learning teachers will score a 4/5 on the walkthrough rubric and will maintain at least a 4/5 over the four-year grant period. Each new cohort will be held to the same expectation.
7. Compensation & Career Pathways: Through the BRINC initiative as funding becomes available, teacher career ladder positions will be created in the following areas: instructional technology coaches, e-curriculum coaches, learning management trainer, early adopters, model classroom teachers, and online course facilitators as part of the RTTT career pathway strategy. Each coach will have demonstrated effective or highly effective status, which includes a student achievement component as part of the DPAS II.
8. Student achievement: Overall proficiency gains of 15% over three years with 5% proficiency gains each year. 90% of students will pass rigorous online course work of which 80% of students will achieve 80% or better on online courses.

Evaluating the Effectiveness of Professional Development Investments. The Consortium's plan provides that all participating schools will collaborate with the Consortium to develop, implement, and execute professional development for the establishment of high-functioning PLEs through a variety of methods. Methods for deploying professional development include existing 90-minute PLC structures and other formats such as face-to-face sessions, webinars, online tutorials, and distance learning. The Consortium will evaluate its PD activities by using the Professional Development Evaluative Levels developed by research and evaluation expert, Dr. Thomas Guskey. This framework provides five levels for evaluating professional development, and collects different types of information at each level to be used for formative and summative purposes. As shown in Appendix A, Table 1, BRINC will collect and analyze data around the five key indicators to enhance the success of its professional development activities and maximize the reach of its investments in supporting its educators.

Evaluating the effectiveness of technology investments. The Consortium's primary yardsticks for measuring the impact of its investments in new technology to support its personalized learning strategies

are student, teacher, and parent access to the most updated technology resources and *how* the resources are used in different settings and for different students. Accessibility is to be measured through the lens of how effectively resources are deployed to ensure all students and educators have access to the equipment and tools needed to effectively participate in the technology initiatives. The Technology Committee will play a critical role in ensuring that each district has the technology infrastructure to implement the initiatives. How schools and teachers use these technology resources will be measured by looking at utilization trends among specific student populations, the preparedness on the part of educators, and the levels of awareness and understanding that different stakeholders have about what tools are available and for what purposes. Appendix B, Table 2 includes the key indicators of success for technology investments.

BRINC's plan for evaluating the overall effectiveness of its investments. The Consortium intends to develop and integrate its framework for evaluating the effectiveness of its investments into its overall performance-monitoring plan. The Project Manager will build the framework around each of the grant's core investment areas, soliciting feedback from stakeholders, and presenting to the Steering Committee a framework to include agreed-upon leading indicators. Appendix C, Table 3 describes the plan for data collection methods proposed measures and recommendations for how the Consortium might use these data to make higher-level programmatic and policy decisions. The framework will be developed early in the grant so the Project Manager can develop and implement a more detailed project plan for data collection, analysis, and presentation of short-, medium-, and long-term results based on the project plan.

Evaluation Monitoring and Reporting:

It is imperative that this plan's initiatives are implemented and sustained in an open and transparent manner with identified measures and objectives for accountability purposes. As results are measured across project timelines, data-informed adjustments will be made to ensure that the path forward aligns to the real-time needs of students and teachers. Being proactive and responsive moving forward models the desired approach in personalizing learning for students.

The project will be monitored and measured by a Advisory Committee (see Section IV). The Advisory Committee will engage in a continuous improvement process that will enable it to manage project performance through data-driven, problem-solving conversations. The committee will meet quarterly to monitor, analyze, and evaluate the plan's effectiveness. As this data is collected and monitored over time, it will provide evidence of active grant management that is proactive, responsive, and transparent and demonstrates a high level of fiscal stewardship and accountability. The committee will publish an annual report highlighting the trends, successes, and changes to the model for stakeholder review. Furthermore, the committee will share progress updates with stakeholders and schedule semi-annual community stakeholder meetings to discuss its findings.

At the end of each school year, an *annual gap analysis* will be conducted as the central focus of a year-end planning meeting, hosted by the Advisory Committee, to address gaps in student outcomes and in plan implementation. Additionally, districts will be asked to complete an assessment of both the quality and status of implementation at each school. The Program Manager will create a data dashboard to provide quarterly gap reports for each major project. The Advisory Committee will evaluate progress toward Consortium-wide goals and determine what, if any, corrective action is required. This data will be used to analyze trends across the districts and trends across the different strategies of the proposal. The data from the student outcomes, cross-referenced with the information from the self-assessment, will drive dialogue around which schools or particular strategies will need targeted support or modifications.

Throughout each part of the BRINC initiative, the Advisory Committee will share the lessons learned about the development, implementation, and monitoring of personalized learning in the high school classrooms with districts throughout the state. Representing four of the State's nineteen school districts, the BRINC's ten high schools represent 25% of the State's high school students. With two model classrooms in place in each of the BRINC high schools by the end of this first year, the expectation is that educators from around the state and nation will be able to see a "new normal" for high schools in action.

Section VII: Budget and Justification

Budget: See below for the budget and activities that have been determined for the 2013 Specific and Innovative Improvement Practices Grant.

<u>Bucket</u>	<u>Activity</u>	<u>Category</u>	<u>Cost</u>	<u>District</u>
Personnel	HS Online Facilitators (EPER) for after school programs	Personnel	\$72,000	
Capacity Building	Blended Learning Training (3-day certification and coaching)	Contracted Services	\$70,000	
Capacity Building	Summer EPER for summer programs	Personnel	\$39,312	
Capacity Building	Substitutes for training and site visits	Contracted Services	\$25,272	
Capacity Building	Teacher Travel for training and learning walks in BRINC classrooms	Travel	\$53,333	
Capacity Building	Administrator Training: Blended Learning & Monitoring Blended Learning Classrooms	Contracted Services	\$42,880	
Capacity Building	Travel for administrators	Travel	\$6,560	
Technology	Teacher Package (Early Adaptors)	Technology		\$100,000
Capacity Building	Project Manager	Personnel	\$79,943	
Capacity Building	Travel for the Project Manager	Travel	\$8,200	
Technology	Laptop for Project Manager	Equipment	\$1,500	
Capacity Building	Site Visits for Cohort 1 teams	Travel	\$24,000	
Capacity Building	Digital Content purchase	Contracted Services	\$22,000	
Capacity Building	Information Management System & training	Contracted Services	\$55,000	
Capacity Building	Learning Management System & training	Contracted Services	\$100,000	
		TOTAL	\$600,000	

Justification

Salaries and Employee costs:

In order to manage the participation of the four districts, digital content purchases and oversee the professional development needs for the BRINC Consortium, a project manager will be hired. Pre-determined qualifications for this teacher leader position specify that the successful candidate must be an employee of one of the Consortium districts rated as Highly Effective, who is able to support the Consortium through the creation of a personalized learning environment and model classrooms throughout the Consortium. His/her salary will be paid through the grant funds. Online facilitators will be necessary at each of the high schools in order to provide support to teachers and administrators as schools transfer over to the blended and online learning model. This includes 20 staff with two facilitators at each high school, for 4 hours a week for 30 weeks at \$30 per hour (EPER pay). To continue the learning over the summer months, 40 staff across the 4 districts would be trained for 3 days at 7.5 hours at \$40 per hour. The hourly cost includes OECs in addition to EPER pay.

Contracted Services:

To begin implementation of Blended Learning for 40 teachers and many administrators in the 2013-14 school year, a high quality professional development plan will need to be put in place with a vendor that will conduct trainings onsite and online. This contracted service is integral to our plan and will also include how administrators can monitor the performance of teachers as they implement this model into their classrooms. In order for 40 staff to be trained and coached during school hours substitute costs are necessary. The cost above at \$25, 272.00 pays for 4.5 days of substitutes.

Travel:

A critical component of the implementation of Blended Learning is the ability for district leaders and Cohort 1 teachers to engage in regular and frequent professional development and the formation of Consortium-wide Professional Learning Communities. This professional development will take a variety of forms including face-to-face training sessions, virtual training sessions, and collaborative planning sessions with content specific Cohort 1 colleagues, BRINC site classroom visitations, and regionally acclaimed blended learning districts and schools. Site visits to other schools are expected so teacher leaders and the project manager can learn from others who are implementing the model and to adjust plans and scale professional development needs in order to maintain high quality implementation.

Instructional Supplies:

In order for staff to plan meaningful blended learning lessons digital content will be necessary. To ensure its effectiveness, specific vendors will be reviewed and grant funds will be used to purchase content. This content will be shared utilizing a Learning Management System (LMS). Lesson sharing, communicating and collaborating online with students and staff are major components of Blended Learning. Sharing across districts will require a Learning Management System that is robust and one that can align with high quality video and online lessons and assessments to fully support Common Core implementation and Smarter Balanced expectations. For the Project Manager to effectively engage and communicate with participants across four districts a laptop needs to be purchased.

Section VIII: Budget Summary

Delaware Department Of Education Administrative Services Branch Budget Summary Report Of State Funds				Business Mgr. initials when submitted as an Application Budget: <u>(Initials provided on attached PDF document.)</u>				
Grant Award <u>Application Budget Summary</u>								
Agency:				Brandywine, Colonial, Indian River and NCCVT school districts				
For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required				Project Title:				BRINC: Linking to the Future
				Grant Number:				
				Fund & Line:				Innovative Practices Grant
				Project Budget Period:				
				Beginning:				August 15, 2013
				Ending:				June 30, 2014
Expenditure Accounts		Expense Classification						
Classification	Acct No	Salaries/ Employee Costs	Contracted Services	Travel	Supplies And Materials	Capital Outlay	Total Budget	
1	2	3	4	5	6	7	8	
Administration	100						0	
Instruction	200	191,255	138,152	92,093	178,500		600,000	
Attendance Services	300						0	
Health Services	400						0	
Pupil Transportation Services	500						0	
Operation Of Plant	600						0	
Maintenance of Plant	700						0	
Fixed Charges	800						0	
Food Services	900						0	
Student Body Activities	1000						0	
Community Service	1100						0	
Capital Outlay	1200						0	
Total Budget		191,255	138,152	92,093	178,500	0	600,000	
Person Completing Report:				Date:				
Terri Villa				July 18, 2013				

Section IX: *Grant Sustainability*

This proposal is not about adding on to what schools do now; it is about changing how they operate. It is about restructuring the learning environment and changing school culture to one in which the teacher's role shifts from deliverer of information to facilitator of learning. Therefore, this represents a formidable initial challenge from both a financial and change management perspective. Once implemented, however, the project will largely sustain itself as personalized learning ceases to be a new concept and instead becomes the way schools do business.

None of the member districts alone could implement PLEs within a span of four years. Acting as a Consortium the four districts can transform the structure and culture of their schools within a short period, and they will serve as a model for districts across the State and country. Implementing PLEs requires a major expansion of the use of technology in the classroom. This requires a technology infrastructure and a significant up-front expense that is mostly non-recurring. Across the Consortium, such expenses would include the expansion of bandwidth and wireless access points and the purchase of computing devices for teachers and students. The Consortium will have to maintain or replace equipment approximately every five years. Each district in the Consortium has an individual plan for supporting these expenses.

Likewise, a fair amount of up-front costs will be associated with training all educators to create and support PLEs and transforming the culture of the schools. By the end of the four year plan, however, creating and supporting PLEs will be standard operating procedure within the Consortium. To the extent that educators require training in PLEs, it will be infused throughout all professional development, and the cost of training will return to pre-grant levels. Recurring expenses include the cost of maintaining the information and learning management systems and updating digital learning content.

More specifically to the budget request for this grant, online facilitators, the Learning Management System (LMS), and digital content purchase will be ongoing expenses. The purchase of the Information Management System (IMS) and training is more expensive in Year 1, but will be reduced to approximately \$30,000 per year in subsequent years. Blended learning training, summer EPER and school year substitutes for teacher training, teacher travel expenses to work with and observe teachers across the consortium, and the project manager and travel expenses will be four year expenses. Administrative training and travel expenses and project manager equipment will be first year expenses only.

The plan for supporting ongoing expenses is multi-faceted. The member districts will 1) repurpose current and ongoing sources of funding, 2) revisit eRate funding to maximize recovered dollars, 3) seek assistance from national and local business and foundational support, and 4) seek additional state and federal grant opportunities. The grant award affords the districts one year to plan for repurposing existing funds and to seek additional funds to continue this plan through years 2-4.

Section X: Assurances and Certifications of Compliance

Below are the assurances that must be signed and dated by the Superintendent or Charter School Director. Please read all assurances carefully. These assurances dictate financial requirements that must be adhered to by the grantee. Funds will not be disbursed until and unless a signed copy of these assurances are received by DDOE. Please check the following 11 assurances, indicating your agreement:

The Applicant assures that:

- ☒ 1. The project or services will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- ☒ 2. The LEAs will administer those funds and property to the extent required by the Delaware Department of Education. Grantee will retain records of its financial transactions (including receipts), accounts, project operation, and evaluation relating to this grant for a period consistent with the State's retention record. The grantee will make such records (including receipts) available for inspection and audit by authorized representatives of DDOE, or Auditor of Accounts, or Auditor of Accounts official designee.
- ☒ 3. The applicants will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, funds paid to the grantee.
- ☒ 4. The project and services will take place in a safe and easily accessible facility.
- ☒ 5. The project and services provided under this subgrant will be operated so as not to discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, disability, age, or genetic information.
- ☒ 6. Projects and services funded in total or in part through this grant will operate in compliance with current state laws and regulations.
- ☒ 7. All project and services staff who work with children will have undergone the requirements outlined in the Delaware Criminal Background Check for Public Schools Related Employment and Office of Child Care Licensing Regulations.
- ☒ 8. Grantee will receive prior written approval from the DDOE program manager before implementing any programmatic changes with respect to the purpose for which the grant was awarded. Amendment requests will be made using DDOE amendment forms submitted to the DDOE Coordinator for approval.
- ☒ 9. If budgeted expenditures within any reporting category of approved grant change by 5% or \$1,000, or if expenditures of \$1,000 or more are made within a reporting category for which no expenditures were budgeted, the subgrantee must submit an amendment for approval that briefly explains the reasons for the change(s).

- ☑ 10. Grantee will repay any funds that have been finally determined through the state audit process to have been misspent, unspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may be subsequently be imposed by the state.
- ☑ 11. The grantee will submit an Evaluation Report by August 30, 2014. The **Evaluation Report**, which must at a minimum include the number of students served, the number of students planning to continue to use the grant initiative, a report of the level of attainment of each of the project's objectives, a description of the outcomes of any provided professional development, and the plan to sustain the project, must be submitted to the DDOE Coordinator.

We, the undersigned, certify that the information contained in this grant application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, regulations will be met; and, that the indicated agency designated in this grant application is authorized to administer this subgrant.

We further certify that the 11 assurances listed above have been satisfied and will be adhered to, and that all facts, figures, and representation in this grant application are correct to the best of our knowledge.

Note: Signature page is in an attached PDF file.

Signature of:

LEA Superintendent/Charter School Director

Printed Name: Dorothy Linn

Local Education Agency Name

Colonial School District

Date: July 25, 2013

Signature of:

LEA Superintendent/Charter School Director

Printed Name: Susan Bunting

Local Education Agency Name

Indian River School District

Date: July 25, 2013

Signature of:

LEA Superintendent/Charter School Director

Printed Name: Mark Holodick

Local Education Agency Name

Brandywine School District

Date: July 25, 2013

Signature of:

LEA Superintendent/Charter School Director

Printed Name: Vicki Gehrt

Local Education Agency Name

New Castle County Vo-Tech School District

Date: July 25, 2013

Appendix A: Table 1*Evaluating the Effectiveness of Professional Development Investments*

Indicator	Questions	Data Collection
Participant Reactions	<ul style="list-style-type: none"> - Did participants find the session to be useful and relevant to their practice? - Were the materials clear and understandable? - Were the lead presenters/facilitators effective? - Will you be able to use what you learned today back in your schools/classrooms? 	<ul style="list-style-type: none"> - Exit surveys - Focus groups
Participant Learning	<ul style="list-style-type: none"> - Did participants acquire the targeted set of knowledge and skills? - If not, what additional training/supports will they require? 	<ul style="list-style-type: none"> - Participant reflections - Exit surveys - Simulations - Demonstrations - Portfolios - Classroom walkthroughs
Organization Support and Change	<ul style="list-style-type: none"> - Was application or implementation of new skills/practices supported by the school/district? - Were sufficient resources made available? - Were successes recognized and shared? - Were problems/challenges in implementation escalated and addressed? 	<ul style="list-style-type: none"> - Interviews with professional development participants and/or school leaders - Post-surveys
Participant's Use of Knowledge and Skills	<ul style="list-style-type: none"> - Did participants effectively apply new knowledge and skills gained during professional development? 	<ul style="list-style-type: none"> - Observations - Portfolios - Post-surveys - Interviews with professional development participants and/or school leaders
Student Outcomes	<ul style="list-style-type: none"> - Was there an impact on student outcomes? - Did it impact student achievement? - Did it influence students' emotional/physical well-being? - Are students more confident learners? - What is the impact on student attendance? - What is the impact on student behavior? - What is the impact on student dropouts? 	<ul style="list-style-type: none"> - Student data - Student surveys - Parent surveys - Interviews

Appendix B: Table 2*Evaluating the effectiveness of technology investments.*

Indicator	Questions	Data Collection
Device Deployment in Schools	<ul style="list-style-type: none"> - Do all participating stakeholders have adequate access to devices required to access information systems? (computers, laptops, handhelds). - What is the ratio of device to educator? - What is the ratio of device to student? 	<ul style="list-style-type: none"> - District IT resource deployment data
Training of Educators and Other Stakeholders	<ul style="list-style-type: none"> - Which stakeholders have been provided training? - What new skills and competencies are stakeholders expected to have upon completion of training? - Are stakeholders prepared to utilize/implement the new tools? 	<ul style="list-style-type: none"> - Training completion metrics - Exit surveys - Classroom walkthroughs - Interviews
Communication to Stakeholders	<ul style="list-style-type: none"> - What communications (fact sheets, FAQs, videos, website updates, and letters) have been deployed to inform stakeholders about availability and purpose of new tools? - Do educators, counselors, and other school-based personnel understand what tools are available to them and for what purpose? - Do educators, counselors, and other school-based personnel have clarity in expectations for using these tools to improve student outcomes? - Are parents and other external stakeholders aware of what tools are available to them? - Are parents more engaged in the personalized learning plans for their children? 	<ul style="list-style-type: none"> - District data - Surveys - Parent participation statistics on personalized learning teams
System/Tool Usage	<ul style="list-style-type: none"> - Which stakeholders are using the tools? - How (for what purposes) is the tool being used? 	<ul style="list-style-type: none"> - System usage statistics - By module
Impact on Practice	<ul style="list-style-type: none"> - Has use of the new tools enhanced classroom practices? How? - Has use of new tools created new challenges or issues for educators? - Have educators been able to successfully integrate new tools into existing curricular/ instructional frameworks? 	<ul style="list-style-type: none"> - Interviews with participants, school leaders - Focus groups - Surveys - Classroom observations/ walkthroughs

Appendix C: Table 3

Evaluating the effectiveness of overall programmatic investments

Indicator	Questions	Data Collection
Educator Participation Outcomes	<ul style="list-style-type: none"> - Which teachers have completed training for each core strategy? - Which teachers have developed/mastered his/her own personalized learning goals with the additional help of instructional coaches? - Which teachers are implementing blended learning strategies with fidelity with supports? - Which teachers are implementing blended learning strategies independently? - What additional professional development is needed based on analysis of walkthrough data? Consortium-wide? District-wide? School-wide? Individual teachers? - How can we leverage effective implementation for improved practice across the Consortium? - How is implementation with fidelity translating to improved student outcomes? 	<ul style="list-style-type: none"> - Training completion metrics - Teacher professional growth plan key indicators - Classroom walkthroughs/ observations - DPAS II
Student Participation Outcomes	<ul style="list-style-type: none"> - Has the number of students graduating with college credit increased? - Which students have successfully completed online learning programs? - Have personalized learning strategies had an impact on improving gains for the lowest-performing students in key subject areas? For students with disabilities? ELL students? Low-income students? - Has the number of students requiring credit recovery decreased over the life of the grant? - Has student engagement increased? - Have attendance rates increased and drop-out rates decreased? 	<ul style="list-style-type: none"> - Student academic data - Student non-academic data (attendance, behavior, drop-out) - Completion metrics for online learning - Student credit recovery metrics - Student graduation metrics - College and Career-ready measures

Delaware Department Of Education
Administrative Services Branch
Budget Summary Report Of State Funds

Business Mgr. initials
when submitted
as an Application Budget:

Grant Award

Application Budget Summary

Agency:

Brandywine, Colonial,
Indian River and
NCCVT school districts

For subgrants of State funds, no annual or final
expenditure report is required. Prior notification
of intent to amend is required when exceeding
approved budget amounts by \$1,000 or 5%

Project Title:

BRINC: Linking to the
Future

Grant Number:

whichever is greater. This budget form is

Fund & Line:

Innovative Practices
Grant

required for planning purposes only and is to
accompany a subgrant application for State

Project Budget Period:

Beginning:

August 15, 2013

funds when application for such funds is required

Ending:

June 30, 2014

Expenditure Accounts		Expense Classification					
Classification	Acct No	Salaries/ Employee Costs	Contracted Services	Travel	Supplies And Materials	Capital Outlay	Total Budget
1	2	3	4	5	6	7	8
Administration	100						0
Instruction	200	191,255	138,152	92,093	178,500		600,000
Attendance Services	300						0
Health Services	400						0
Pupil Transportation Services	500						0
Operation Of Plant	600						0
Maintenance of Plant	700						0
Fixed Charges	800						0
Food Services	900						0
Student Body Activities	1000						0
Community Service	1100						0
Capital Outlay	1200						0
Total Budget		191,255	138,152	92,093	178,500		0 600,000

Person Completing
Report:

Terri Villa

Date:

July 18, 2013

Section VII: Budget and Justification

Budget: See below for the budget and activities that have been determined for the 2013 Specific and Innovative Improvement Practices Grant.

Bucket	Activity	Category	Cost	District
Personnel	HS Online Facilitators (EPER) for after school programs	Personnel	\$72,000	
Capacity Building	Blended Learning Training (3-day certification and coaching)	Contracted Services	\$70,000	
Capacity Building	Summer EPER for summer programs	Personnel	\$39,312	
Capacity Building	Substitutes for training and site visits	Contracted Services	\$25,272	
Capacity Building	Teacher Travel for training and learning walks in BRINC classrooms	Travel	\$53,333	
Capacity Building	Administrator Training: Blended Learning & Monitoring Blended Learning Classrooms	Contracted Services	\$42,880	
Capacity Building	Travel for administrators	Travel	\$6,560	
Technology	Teacher Package (Early Adaptors)	Technology		100,000
Capacity Building	Project Manager	Personnel	\$79,943	
Capacity Building	Travel for the Project Manager	Travel	\$8,200	
Technology	Laptop for Project Manager	Equipment	\$1,500	
Capacity Building	Site Visits for Cohort 1 teams	Travel	\$24,000	
Capacity Building	Digital Content purchase	Contracted Services	\$22,000	
Capacity Building	Information Management System & training	Contracted Services	\$55,000	
Capacity Building	Learning Management System & training	Contracted Services	\$100,000	
		TOTAL	\$600,000.00	

Justification

Salaries and Employee costs:

In order to manage the participation of the four districts, digital content purchases and oversee the professional development needs for the BRINC Consortium a project manager will be hired. This position will be a teacher career leader position with specific criteria established to hire a highly effective teacher who is able to support the Consortium through the creation of a personalized learning environment and model classrooms throughout the Consortium. His/her salary will be paid through the grant funds. Online facilitators will be necessary at each of the high schools in order to provide support to teachers and administrators as schools transfer over to the blended and online learning model. This includes 20 staff

with two facilitators at each high school, for 4 hours a week for 30 weeks at \$30 per hour (EPER pay). To continue the learning over the summer months, 40 staff across the 4 districts would be trained for 3 days at 7.5 hours at \$40 per hour. The hourly cost includes OECs in addition to EPER pay.

Contracted Services:

To begin implementation of Blended Learning for 40 teachers and many administrators in the 2013-14 school year, a high quality professional development plan will need to be put in place with a vendor that will conduct trainings onsite and online. This contracted service is integral to our plan and will also include how administrators can monitor the performance of teachers as they implement this model into their classrooms. In order for 40 staff to be trained and coached during school hours substitute costs are necessary. The cost above at \$25, 272.00 pays for 4.5 days of substitutes.

Travel:

To effectively implement and support the vision for Blended Learning, staff will need to meet together throughout the school year to collaborate and learn about the Blended Learning Model with the vendor that is providing face-to-face professional development. In addition, this cohort of teachers will meet in the summer to plan lessons and assess implementation of the model. Site visits to other schools are expected so teacher leaders and the project manager can learn from others who are implementing the model and to adjust plans and scale professional development needs in order to maintain high quality implementation.

Instructional Supplies:

In order for staff to plan meaningful blended learning lessons digital content will be necessary. To ensure its effectiveness, specific vendors will be reviewed and grant funds will be used to purchase content. This content will be shared utilizing a Learning Management System (LMS). Lesson sharing, communicating and collaborating online with students and staff are major components of Blended Learning. Sharing across districts will require a Learning Management System that is robust and one that can align with high quality video and online lessons and assessments to fully support Common Core implementation and Smarter Balanced expectations. For the Project Manager to effectively engage and communicate with participants across 4 districts a laptop needs to be purchased.

2013 Specific and Innovative Improvement Practices Grant Information

We, the undersigned, certify that the information contained in this grant application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, regulations will be met; and, that the indicated agency designated in this grant application is authorized to administer this subgrant.

We further certify that the 11 assurances listed above have been satisfied and will be adhered to, and that all facts, figures, and representation in this grant application are correct to the best of our knowledge.

Signature of:
LEA Superintendent/Charter School Director

Local Education Agency Name



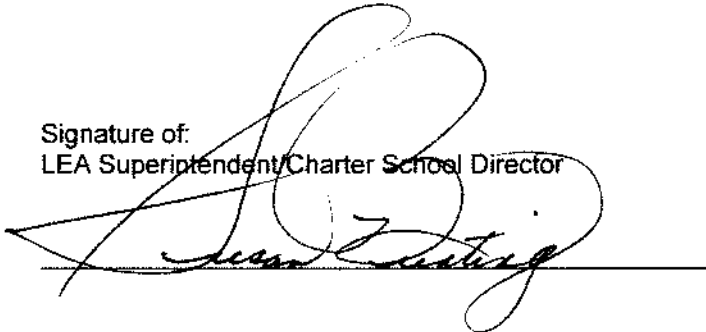
Colonial School District

Printed Name: Dorothy Linn

Date: July 25, 2013

Signature of:
LEA Superintendent/Charter School Director

Local Education Agency Name



Indian River School District

Printed Name: Susan Bunting

Date: July 25, 2013

Signature of:
LEA Superintendent/Charter School Director

Local Education Agency Name



Brandywine School District

Printed Name: Mark Holodick

Date: July 25, 2013

Signature of:
LEA Superintendent/Charter School Director

Local Education Agency Name



New Castle County Vo-Tech School District

Printed Name: Vicki Gehrt

Date: July 25, 2013