

Collaborative Regional Education



Investing in Innovation (i3) Grant Sub-Agreement with Jacksonville State University

Request for Proposals

Publication Date: January 19, 2017

Proposal Deadline: March 15, 2017

www.jsu.edu

<http://www.jsu.edu/core-partners/>

Who We Are

Jacksonville State University (JSU) in Jacksonville, Alabama is a leader in education reform. Through the university's Red Balloon Initiative, JSU strategically implemented new methodologies and technologies in university classrooms and began collaborating with PK-12 partners locally who were interested in doing the same. As a result, the Collaborative Regional Education (CORE) PK-20 initiative seeks to improve student outcomes through comprehensive services that include active learning, technology, and other student, teacher, and administrator services. In 2013, JSU was awarded an Investing in Innovation (i3) validation grant to study CORE and expand the model nationally. And in 2015, JSU was awarded a second Investing in Innovation (i3) validation grant to study CORE and expand the model nationally to rural high schools.



The goal of JSU's 2015 i3 grant is to improve high school graduation and college and work readiness among 10th-12th grade students in high-need and rural schools through implementation and replication of CORE components. We are seeking six regional universities to participate in a national study of CORE and to implement the CORE model in rural high schools. Regional university partners will submit a plan to recruit school leadership teams for participation. High schools chosen for the treatment group will participate in a certification program involving a total team approach. The leadership team will consist of an administrator and five teachers in various subject areas.

Schools must be listed as a Rural and Low Income School Program (RLIS) with their states. Please refer to the list on the US Department of Education website.

The attributes CORE university partners should demonstrate are: 1) focus on results; 2) simultaneously consider quality and equity; 3) be data driven; 4) focus on research-based practice; 5) collaboration; and 6) focus on ongoing and self-renewing change.

High schools selected for the treatment group will integrate technology into classrooms and will participate in professional development that prepares them for using this technology as a tool that supports individualized learning. This project will also assess the needs of school systems, assist them in making technology plans for access and hardware, and provide some

funding for creating learning environments that allow students to use technology to increase individualized learning and development of 21st century skills that prepare students for college and career.

The CORE Model

There are six CORE components that through a network of key partners builds capacity of school systems, teachers, and administrators to improve student readiness for college and career. These six components are: partnership building, technology, project-based learning, classroom support, change management, and college readiness. Figure 1 depicts the CORE model, the partners, and primary service components.

Partnership Building—CORE begins with partnership building. It is the belief in all involved that working together is more likely to result in positive outcomes.

Technology—In a report of the Apple Classroom of Tomorrow-Today (ACOT): Learning in the 21st Century (2008), a culture of innovation and technology is acknowledged as the fuel that not only drives today's economy, but is also vitally important to student learning and the school environment.

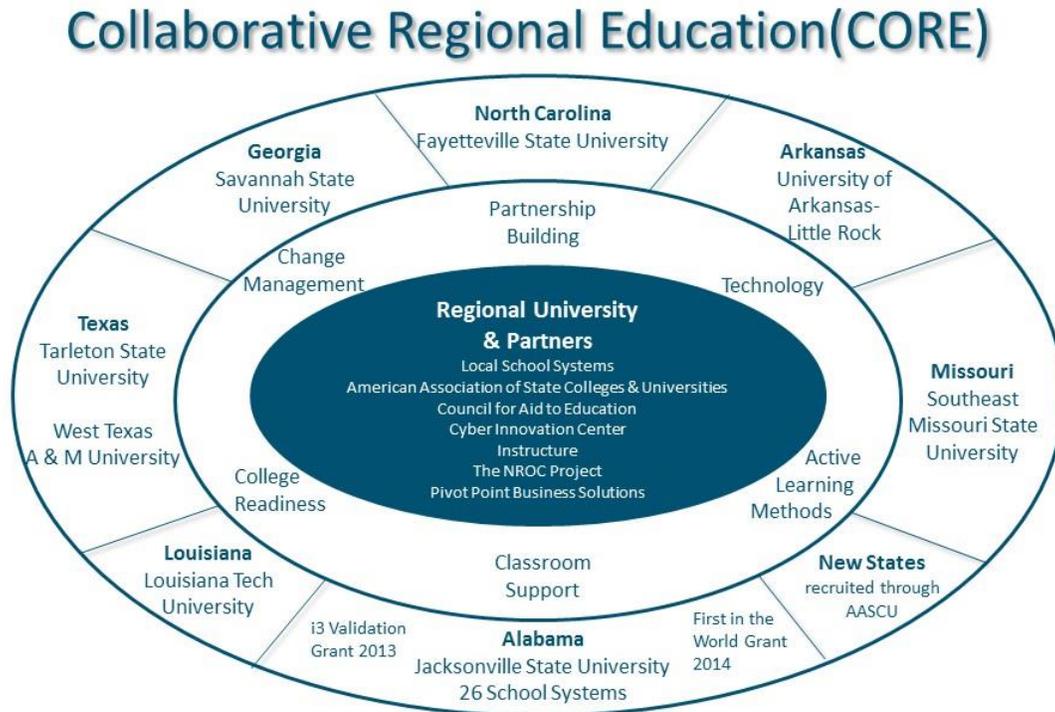
Active Learning—Active learning is grounded in constructivism (Piaget, 1969; Perkins, 1991), which holds that learning is constructed through interaction with the environment through investigations, conversations, and activities that build on current knowledge in individualized ways.

Classroom Support—CORE classroom support includes providing an ecosystem of electronic objects, lessons, and media that teachers can share with each other.

Change Management—The primary framework for this change management strategy is based on the administration of the Change Diagnostic Index (CDI), identification of stress areas within the school system, and mitigation of organizational instability through leadership, professional development, and other strategies.

College Readiness —JSU provides remediation to students who are not prepared for college through its work with NROC and the EdReady project. EdReady allows students to test on math and soon, English, skills; identify deficiencies; take online instruction specific to those deficiencies; and test again to show remediation has taken place.

FIGURE 1: CORE Model



National CORE Impact Study

The CORE national study will be a Randomized Control Trial (RCT) including comparison and treatment high schools. The study focuses on entire school reform. Schools that are chosen for the treatment group will receive funding for hardware, classroom support, and technology. Additionally, robotics and other technology kits will be provided to teacher classrooms based on participation in the Cyber Literacy curriculum at CORE Academy. Treatment schools will participate in the CORE School Certification Professional Development Model. Each school will include a team of at least **five** and may choose the following positions/areas for their team:

- Principal/assistant principal
- Teacher leaders/instructional leaders
- Teachers (One from each content area and a special education teacher)

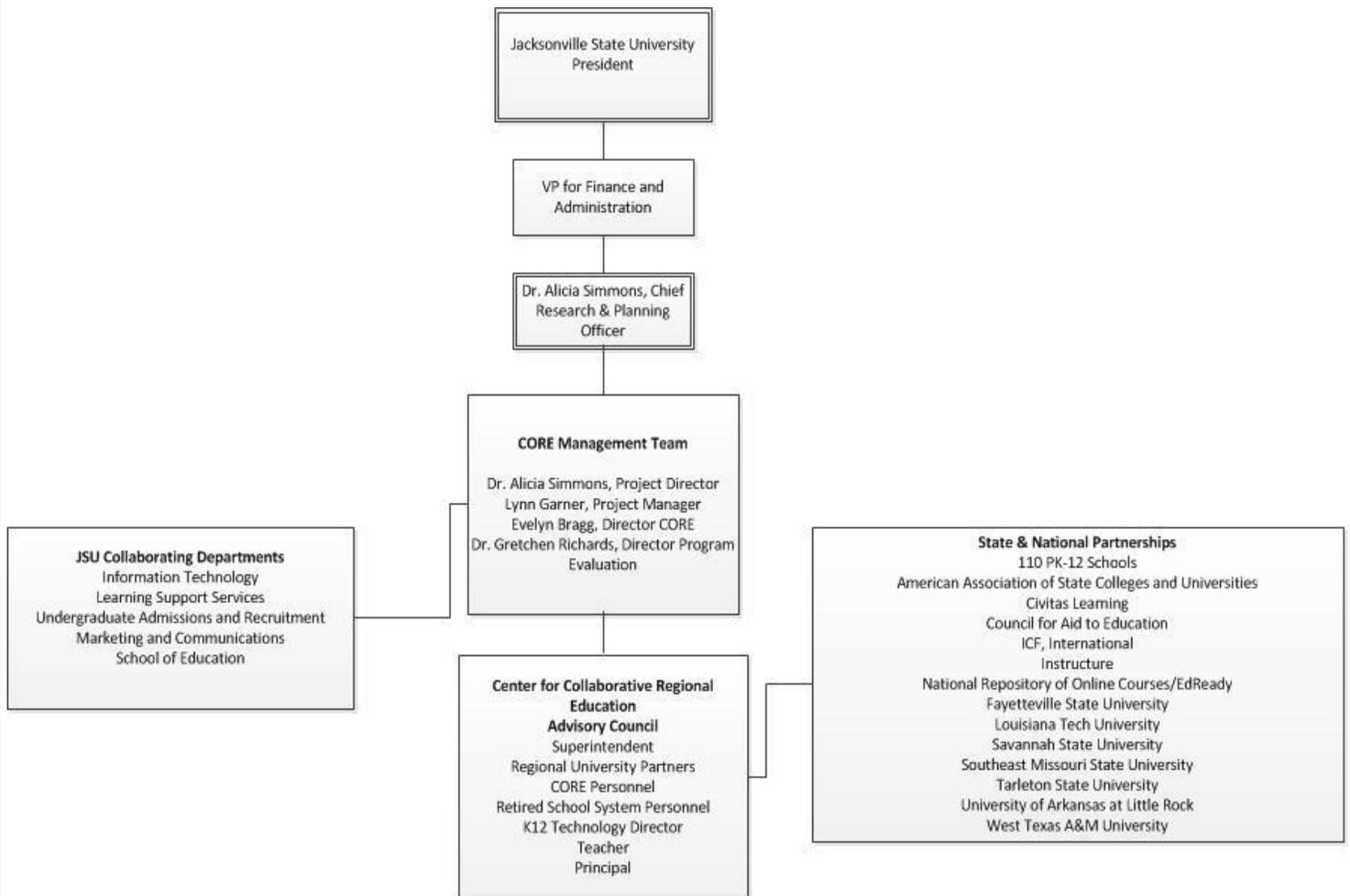
Control schools will participate in system-, school- and classroom-level data collection. Incentives, including a school fund of \$2,500 per year will be provided to all control schools. Treatment schools will participate in system-

school- and classroom-level data collection. Incentives, including a school fund of \$25,000 can be used to purchase technology, materials, and supplies as needed to support the project.

CORE Infrastructure

At JSU, CORE infrastructure includes teams of staff and partners to support service delivery, coordination, and communication. The senior administrators of the Center for Collaborative Regional Education provide direction and funding for CORE. The Institute for Innovation Project Manager oversees the logistics of workshops and conferences. JSU coordinating departments work together across silos to implement conferences, coordinate with PK-12 partners, and provide professional development. CORE Learning Technology provides additional support to develop CORE curriculum and provide classroom support for teachers. Figure 2 illustrates the team approach to the CORE infrastructure at JSU.

FIGURE 2: CORE Infrastructure



Applicant eligibility

JSU is seeking at least six regional universities interested in partnering in a national effort to reform education. Regional university partners must demonstrate a proven track record of collaborating with K-12 partners.

Each university will

- Recruit and retain teams of six people from rural high schools (average will be at least 12 high schools per university)
- Assign a regional university liaison to work directly with Jacksonville State University and the rural high schools
- Participate in monthly Zoom™ sessions
- Have an entire team that attends biannual meetings coordinated through a partnership with the American Association of State Colleges and Universities (AASCU)

Resources available

Each regional university partner selected will receive a recruitment budget of \$10,000 to be used for recruitment and travel to biannual meetings with AASCU and CORE Academy.

Based on 12 school teams, each regional university partner selected will receive an additional \$20,000 in Years 2 and 3.

What we would like to know about you

Please provide responses to the following items in a brief proposal of no more than 15 doubled-spaced pages.

Significance

- (1) Explain the issues and needs in your region, addressing how it affects your community and rural high schools. Provide justification for your region's need of the CORE project.
- (2) How would this project solve the current issues in your region? Using all six components of the CORE model, explain how CORE would help to address these issues.
- (3) Does your regional university use technology for teacher preparation? Include this information in your proposal.
- (4) How many rural and low-income high schools do you plan to recruit?

Key Personnel/Management

- (1) Among your faculty and staff, who do you propose to be involved with the CORE project? List those personnel and describe how their work experience and skills would relate to this project.

- (2) In what ways does your university's climate and culture support interdisciplinary collaboration?
- (3) What management and communication structure would you use among your proposed personnel, to coordinate with school systems, and to coordinate with JSU CORE?

Resources/Budget

- (1) Each regional university partner selected will receive a budget of \$10,000 to be used for recruitment and travel to biannual meetings with AASCU and CORE Academy.
- (2) Future payments are based on recruiting and retaining school teams and completing student testing using the College and Work Readiness Assessment (CWRA+)
- (3) Explain what resources your university would provide in support of this project.

Appendices

- 1) Do you have rural high schools teams in your area willing to participate? Please include a detailed letter of support outlining the schools' commitment and willingness to collect data and participate in professional development and the certification process if chosen for the treatment group.
- 2) Provide curriculum vitae for each key personnel to work on this project.
- 3) Include a letter of support from your university leadership team, including the President, Provost and Dean of Education.

Submission Guidelines

Application narratives should be no more than 15 pages on 8.5" x 11" paper with 1" margins at the top, bottom, and both sides. Double space all text in the narrative, including titles, headings, footnotes, quotations, references and captions. Use a font that is 12 point or larger.

The deadline for transmittal of the narrative is March 15, 2017. Selected regional universities will be notified by email no later than May 1, 2017.

Submit question and proposals via email to Dr. Alicia Simmons, CORE i3 Project Director asimmons@jsu.edu.