

A Race to Kid-FRIENDLY Learning

A consortium proposal of the
Green River Regional Educational Cooperative,
the Ohio Valley Educational Cooperative,
and 22 School Districts
October 30, 2012

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KID-FRIENDLY

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Required Comment Period

State Comment Period

The state comment period for the RTT-D grant competition was coordinated by the Division of Innovation and Partner Engagement in the Kentucky Department of Education. The Division supported all LEAs and consortia in the state who filed a Notice of Intent with the USDE. This allowed for a more coordinated review of the proposals.

The Lead LEA of the kid•FRIENDLY consortium (GRREC) submitted our application to the Division as instructed on October 15, 2012. We received on October 23, 2012 the official response from KDE, which is included in the appendix. It calls for no additional comment.

- ✓ **Kentucky Department of Education: Appendix page __**

Mayor Comment Period

GRREC and OVEC retrieved the names of each mayor in our rural LEAs in September 2012, using the names and addresses of elected mayors on file with the Kentucky Attorney General's Office. On/About October 8, we provided the **46 mayors** within our two regions an opportunity to comment on our consortium application, providing each an opportunity to submit a comment within the application. Of that number, only one provided a comment; that is included in the Appendix. It calls for no additional comment.

- ✓ **Mayoral Comments: Appendix page __**

Consortium Structure

The Green River Regional Educational Cooperative will serve the kid•FRIENDLY project as the Lead LEA Member. On the pages following, we have included the signatures of the Lead LEA as well as the Memorandum of Understanding (MOU) required by the RTT-D program. The MOU includes the required signatures of each LEA member and sets out the specific activities to be provided by each LEA.

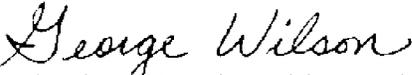
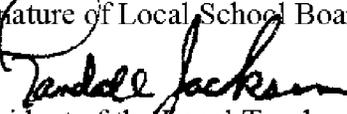
- ✓ **Assurances: Following**
- ✓ **Memorandum of Understanding: Appendix page __**

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Assurances

Application Assurance (CFDA N. 84.416)

Legal Name of Applicant ¹ : Green River Regional Educational Cooperative	Applicant's NCES District ID ² : #2100108
Applicant's Mailing Address: 230 Technology Way, Bowling Green, KY 42101	
Employer Identification Number: 611346957	Organizational DUNS Number: 8353879370000
Race to the Top – District Contact Name: (Single point of contact for communication) George Wilson	Contact Position and Office: Executive Director GRREC
Contact Telephone: 270-563-2113	Contact E-mail Address: george.wilson@grrec.ky.gov
<p>Required applicant Signatures:</p> <ul style="list-style-type: none"> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001) 	
<p>Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): George Wilson</p>	<p>Telephone: 270-563-2113</p>
<p>Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: </p>	<p>Date: October 27, 2012</p>
<p>Local School Board President (Printed Name): Randall Jackson, GRREC Board Chair</p>	<p>Telephone: 270-618-3181</p>
<p>Signature of Local School Board President: </p>	<p>Date: October 27, 2012</p>
<p>President of the Local Teacher's Union or Association, if applicable (Printed Name): Not applicable.</p>	<p>Telephone:</p>
<p>Signature of the President of the Local Teacher's Union or Association: Not applicable.</p>	<p>Date:</p>

¹ Individual LEA, Lead LEA for the consortium, or eligible legal entity

² Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at <http://nces.ed.gov/ccd/districtsearch>.

Program-Specific Assurances for Consortia Applicants

ABSOLUTE PRIORITIES – CONSORTIUM APPLICANT

Absolute Priority 1

The applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

Absolute Priority 2: Non-Rural LEAs in Race to the Top States. To meet this priority, an applicant must be a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 3: Rural LEAs in Race to the Top States. To meet this priority, an applicant must be a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 5: Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

BUDGET REQUIREMENT – CONSORTIUM APPLICANTS

In completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the Race to the Top - District competition.

The number of participating LEAs is 24 (that is, 2 Educational Service Agencies and 22 school districts), and the number of participating students is **59,311**. The total Race to the Top – District grant funds requested is \$40 million, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

\$5-10 million - 2,000-5,000 participating students (as defined in this notice) or fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)

\$10-20 million - 5,001-10,000 participating students

\$20-30 million - 10,001-25,000 participating students

\$30-40 million - 25,001+ participating students

ELIGIBILITY REQUIREMENTS – CONSORTIUM APPLICANTS

By checking the applicable statement(s) below, the applicant assures that:

Each member (including the Lead LEA) of the consortium meets the definition of local educational agency.

Each member (including the Lead LEA) of the consortium is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

This application is the only Race to the Top – District application to which the Lead LEA and any member of the consortium has signed on.

This application serves a minimum of 2,000 participating students (as defined in this notice) or serves fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice).

At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA **OR** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

X The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and the superintendent or CEO for each LEA has assured that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

- (A) A teacher evaluation system (as defined in this notice);
- (B) A principal evaluation system (as defined in this notice); and
- (C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—

- (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or
- (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

- (A) An individual teacher identifier with a teacher-student match; and
- (B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

X The application is signed by the Lead LEA's superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – CONSORTIUM APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

State comment period was met. Each LEA included in the consortium has provided its State at least 10 business days to comment on the LEA's application and has submitted as part of the application package—

- The State's comments OR evidence that the State declined to comment; and
 - The LEA's response (optional) to the State comment.
- (The submitted comments, evidence, and responses for each LEA are located in Part _____, from pages _____ to _____ of the proposal.)

Mayor (or city or town administrator) comment period was met. Each LEA included in the consortium has provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and submitted as part of the application package—

- The mayor or city or town administrator's comments OR, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
 - The LEA's response (optional) to the mayor or city or town administrator comments
- (The submitted comments, evidence, and responses for each LEA are located in Part _____, from pages _____ to _____ of the proposal.)

The application is consistent with 34 CFR 75.128 in that: (check one that applies)

One member of the consortium is applying for a grant on behalf of the consortium; or

The consortium has established itself as a separate, eligible legal entity and is applying for a grant on its own behalf.

The application is signed by: (check one that applies)

The superintendent or chief executive officer (CEO), local school board president, and local teacher union or association president (where applicable) of that LEA, if one member of the consortium is applying for a grant on behalf of the consortium; or

A legal representative of the consortium, if the consortium has established itself as a separate, eligible legal entity and is applying for a grant on its own behalf.

The Application includes, consistent with 34 CFR 75.128, for each LEA in the consortium, copies of all Memoranda of Understanding or other binding agreements. These binding agreements must:

- (i) Describe the consortium governance structure (as defined in this notice) and the individual LEA's role in the structure;
- (ii) Bind each member of the consortium to every statement and assurance made in the

application; and

- (iii) Include an assurance signed by the LEA's superintendent or CEO that—
- (A) The LEA, at a minimum, will implement no later than the 2014-2015 school year—
 - (1) A teacher evaluation system (as defined in this notice);
 - (2) A principal evaluation system (as defined in this notice); and
 - (3) A superintendent evaluation (as defined in this notice);
 - (B) The LEA is committed to preparing students for college or career, as demonstrated by—
 - (1) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or
 - (2) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
 - (C) The LEA has a robust data system that has, at a minimum—
 - (1) An individual teacher identifier with a teacher-student match; and
 - (2) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);
 - (D) The LEA has the capability to receive or match student-level preschool through 12th grade and higher education data; and
 - (E) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA); and
- (iv) Be signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION VI

Superintendent or CEO of Lead LEA or Legal Representative of Eligible Legal Entity (Printed Name): George Wilson, Executive Director, Green River Regional Educational Cooperative	
Signature Superintendent or CEO of Lead LEA or Legal Representative of Eligible Legal Entity: <i>George Wilson</i>	Date: October 27, 2012

Other Assurances and Certifications

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
 - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department

General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): George Wilson, Executive Director, Green River Regional Educational Cooperative	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: <i>George Wilson</i>	Date: October 27, 2012

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Selection Criteria (Narrative)

A. Vision

Every day, students arrive at the schoolhouse because tradition says they should. The brick-and-mortar schoolhouse is where learning takes place. But what if students arrived at school not because they have to, but because they have a clear and personal purpose – a distinct reason for learning? What if we could instill in kids of all ages the responsibility to determine just what that purpose might be? What if we helped the 6- and 16-year-old arrive every morning to learn more about being a fireman? A chef? A rap artist? And what if we embraced that sense of purpose and possibility throughout every school, helping every student believe in his/her own ability to learn?

That is our vision: To create at every level of the educational system a shift from teacher-led instruction to competency-based, kid-friendly learning; we will not only eliminate the “when will I ever use this” mentality but systematically lead students in our high-poverty, rural and small-town schools from PreK to career and college readiness.



kid•FRIENDLY

22 school districts

59,311 kids

112 schools

(A)(1) Articulating a comprehensive and coherent reform vision (10 points)

On Monday morning, Susie gets on the bus at 6:30 a.m. to head to her middle school. She is sleepy and isn't really thinking about what she will learn that day; she's thinking about how stupid her homework assignment was. “Really?” she thinks. “Really? Like I'm ever gonna need to know all the guys who signed the Declaration of Independence.” She laughs to herself as she recites the list she memorized last night in her head and comes upon the name of Samuel Adams, thinking about the beer commercials with his name. “Useless,” she thinks, and pulls out her phone to text Michelle that message. “what does s adams hv 2 do w anethg? dumb. cu@sccr.”

kid•FRIENDLY: Kids Focused, Responsible, Imaginative, Engaged, and Determined to Learn is a four-year Race to the Top-District consortium proposal to make learning just that: kid friendly. We will make the schoolhouse a student-friendly place of today, **not** just a place where kids are supposed to be. Rather, school will be a hub where kids are both encouraged and able to articulate their dreams, where they can choose the tools, technologies and guidance to **work purposefully and persistently** toward them.

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To move and enable students to reach those dreams, we must address their needs at a number of levels across the PreK-12 continuum and utilizing multiple strategies. Each component is rooted in the experience and expertise of kid•FRIENDLY consortium members in the four core assurance areas (outlined below). In brief, we will utilize four multi-faceted elements, which are more thoroughly explained on the pages noted.

▶ **Students as Leaders (details, pages 52-54, 68, other)**

We will begin with the end in mind: Thinking about what our kids should be when their formal education years have ended. Using training developed around Stephen Covey’s 7 *Habits of Highly Successful People*, we will develop a schoolhouse culture of leadership that will build capacity in our students to set goals and work toward them. From kindergarten through 12th grade, we will build new daily habits of goal-setting, teamwork, critical thinking, communication, creativity, and problem-solving. Students will begin to see the relevance of what they are doing related to

their career goals (elementary school), accept opportunities to identify and pursue areas of personal passion (middle school), and build career skills to become college and career-ready (middle to high school).



kid•FRIENDLY design elements

- Students as Leaders
- Leaders developing Leadership
- Competency-based Instruction
- Personalized Learning for Students

▶ **Leaders Developing Leadership (details, pages 82-84, other)**

It takes leadership to create a brave new educational environment, a place where learning does not look as it did 100 years ago – or even 10. To guide students, teachers and parents to new types of learning in new places and in new ways, we must develop in principals the capacity to lead change, to improve teacher performance and to make decisions based on data. We build capacity in each leader to help them focus on the adult actions that impact student learning. They will learn to provide teachers the “information, tools, and supports that enable them to meet the needs of each student and substantially accelerate and deepen each student’s learning.” (USDE, 2012; p. 3) Principals will receive one-on-one leadership coaching based on an individual, customized, needs-based plan. In addition, they will work with national experts to utilize the “visible learning” supported in the meta-analysis of Hattie (2009a), to ensure adults in the building can see what works for kids.



► **Competency-based Teaching (details, pages 68-71, other)**

Another tradition of the schoolhouse is seat time, that is, the requirement that students sit through all required instruction, even if they don't need it, or worse, already have this knowledge. Principals will work with teachers through school Data Teams to shift teacher, parent and student thinking about mastering standards vs. course completion. Grading practices and the way we look at grade levels will also shift; kids will be able to move fluidly from standard to standard rather than grade to grade. Academic supports, software, and engaging instructional practices will ensure students are learning at and beyond their traditional grade levels (accelerated learning).

► **Personalized Learning for All Students (details, pages 72-75, other)**

As kids develop their individual purpose for school and set goals for their own college/career aspirations, they will begin to take responsibility for their own learning. The school will become a place of possibilities. Teachers and leaders will build capacity in students, helping them learn in ways that not only meet their learning needs but their personal preferences (student voice). Tools and structures will be provided to help shift the physical places, time, and ways students learn. Technology will play a critical role as we help students, parents, teachers and leaders use student data to support individual kids. We will not only “flip” a few classrooms; we will eliminate school time for students who address standards through off-campus work environments, create friendly meeting spaces for teams of students working together, and override the many barriers kids of poverty face each day.

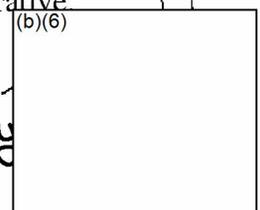
So how will we reform the schoolhouse? **And what is bold about our plan?**

On the following page, we include a graphic of our kid•FRIENDLY design.

Simply put, when the responsibility for learning shifts **from the adults to the kids** and when leaders have the capacity to lead teachers to think and teach in

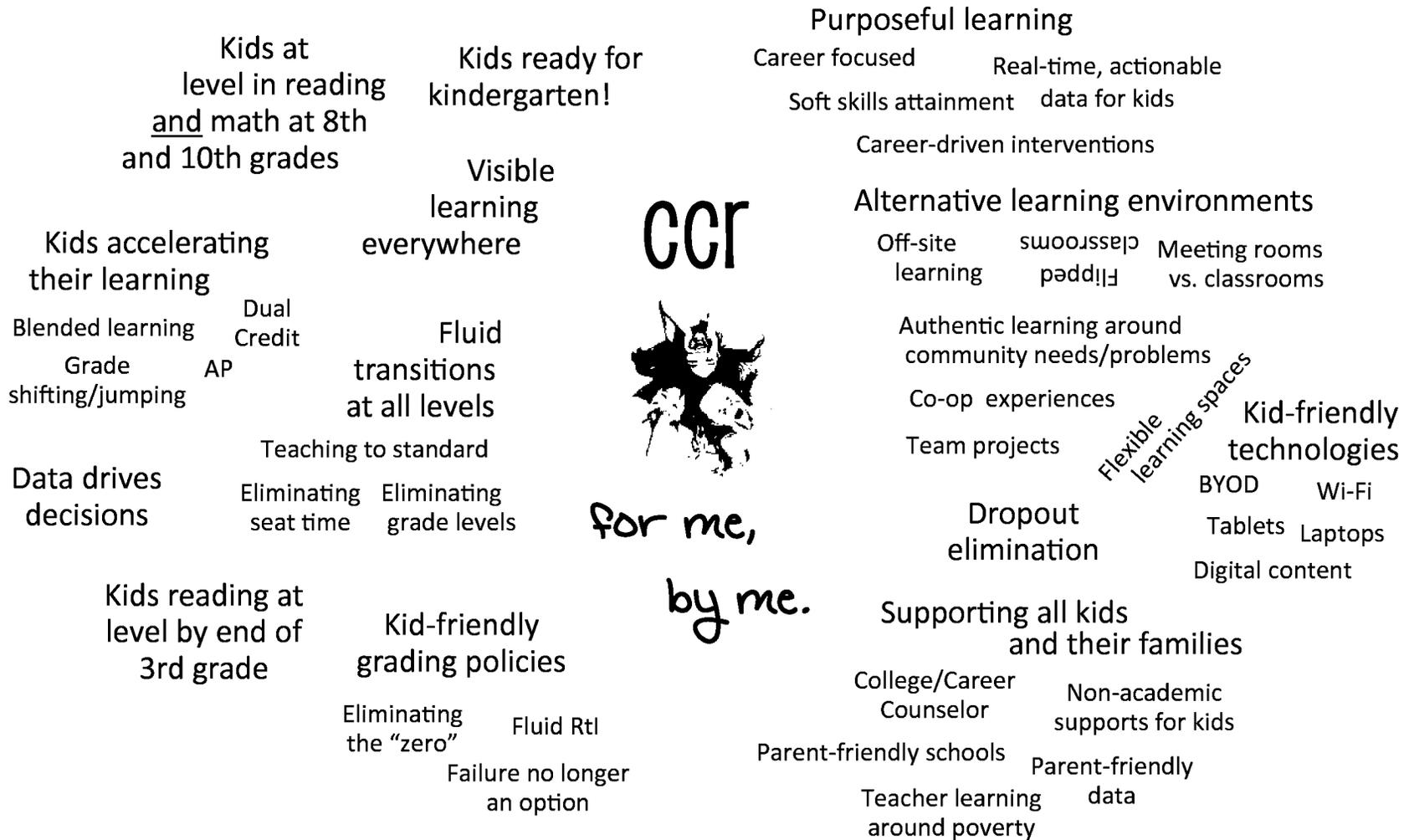
new, purposeful ways, the result is a personalized and purposeful system that will **permanently change the schoolhouse**. The work of Rosen et al establishes the potential impact: Students who are fundamentally motivated to learn and who accept high expectations for success around high-interest subject matter or tasks are more likely to success.

Over four years, we will build student, teacher and leadership capacity by integrating the four kid•FRIENDLY design elements simultaneously, as demonstrated later with this narrative.



A Race to *kid FRIENDLY* Learning

Students taking responsibility for their own purposeful learning



Leaders developing leaders to enable *kid FRIENDLY* Learning

In addition to the support from the GRREC and OVEC cooperatives, our schools are supported by two pieces of enabling legislation, that provide flexibility for shifts in schooling, noted here:

- ▶ **Districts of Innovation.** House Bill 37 (Districts of Innovation, 2012) exempts districts from administrative regulations and statutes related to student performance. Each district would submit a plan for specific strategies and reforms, then be provided certain exemptions from board and state policies. kid•FRIENDLY is that plan for our districts. We will work with each to submit the appropriate documentation to the Kentucky Department of Education and the Kentucky Board of Education in the spring of 2013 as schools begin to develop and implement their Personalized Learning Plans (pp. 54, 70).
- ▶ **College/Career Counselor.** Kentucky Senate Bill 38 (Career Pathways, 2012) provides for specific college and technical/career supports including the establishment of a coach to work specifically with students, teachers and parents to understand broad career themes and the opportunities available within the state and beyond for each student. The coach would spend 100 percent of his/her time on academic advising and career counseling, helping students develop his/her plan for reaching a chosen career, and helping teachers connect careers to learning in the classroom. kid•FRIENDLY will place a College/Career-Readiness Counselor (CCR Counselor) in each high school feeder system, to serve a single high school and its feeder middle and elementary schools (p. 54, 74-75, 77-79, other).

In addition, each design component – Students as Leaders, Leaders developing Leadership, Personalized Learning and Competency-based Teaching – is built upon the work of consortium



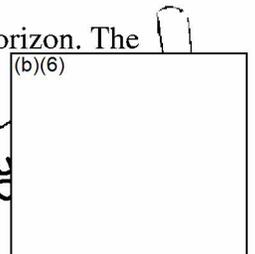
Also see:
Pages 242-250

members in the four core educational assurance areas identified in the American Reinvestment and Recovery Act (ARRA). Examples of our members’ work are briefly noted in this narrative; statements of individual LEA success are also found in the appendix.

Core Assurance Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy

All Kentucky schools are implementing the *Unbridled Learning* Accountability Model developed in response to state Senate Bill 1 (2009). The legislation included the acceptance and implementation of the new Common Core Standards in English/Language Arts and Mathematics (2010-11); new standards in science and social studies are on the horizon. The

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Kentucky Performance Rating for Educational Progress of K-PREP is the new assessment system and was implemented in the 2011-12 school year. The new system includes five components to determine school and district performance, listed below. It also provides parents annual measures of growth related to individual student learning as compared to other students in the commonwealth; as early as third grade, students and parents know whether a student is making progress toward college/career readiness. The five school/district assessment categories include:



- College and career readiness, including the EPAS¹ testing system, Advance Placement coursework, and industry/healthcare certifications for students
- Graduation rate (average freshman graduation rate [AFGR])
- Proficiency in core content areas
- Closure of achievement gaps, including gaps with subgroup populations
- Student growth by classroom, school and district as compared to all schools statewide

While all member LEAs in our consortium proposal have been involved in implementing these significant changes – which represent the first overhaul of our testing system in two decades – the Green River Regional Educational Cooperative (GRREC; Lead LEA) and the Ohio Valley Educational Cooperative (OVEC; Member LEA) have been leaders of the process. Within each region, we have for two years provided professional development for teachers, instructional supervisors and principals through content and leadership networks. We currently are working with the Kentucky Department of Education to train teachers in the use of the new data system – the Continuous Instructional Improvement Technology System (CIITS) – which went live in August 2011. Additional information on our planned expansion of CIITS for use in our RTT-D project is found on page 32.

Core Assurance Area 2: Building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction

As noted above (Assurance 1), each LEA is now working with the CIITS system to monitor student growth. While the system went live a year ago, teacher use has been limited as the training and support received to this point has not reached all classroom teachers. GRREC

¹ EPAS includes the EXPLORE in 8th grade, PLAN in 10th grade, and ACT in 11th grade; all students in Kentucky are tested.

and OVEC will provide training and one-on-one support related to the new CIITS system. As new modules are rolled out for teachers each year or so by the Kentucky Department of Education and their partners (SchoolNet, Pearson Learning), we will provide regional and local support to help all educators utilize the data collected and housed independently within the system. This includes academic and noncognitive data for individual students that can be grouped by classroom, content strand/strategy, specific assessment questions, gender, income level, etc., to help teachers monitor and change instruction daily. The multi-year phase-in of the data system “connect(s) standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership.” (Holliday, 2012)

GRREC has also begun working with schools and districts to form Data Teams at the district and school level; since 2011, we have utilized a process through Data Retreats to help teams of teachers and leaders focus on the right work. The Data Retreats also support our implementation of Instructional Rounds to observe learning in classrooms. Based on the work of Dr. Richard Elmore and his Harvard-based team (City, Fiarman & Teitel, 2009), Instructional Rounds help each school monitor a focused problem of practice identified through the Data Retreat. Additional information on these processes, which will be expanded in our RTT-D project, may be found on page 83.

Finally, we will work with information technology specialists to expand the existing CIITS system to allow for the tracking of students as they flexibly move from mastery of standard to a new standard rather than grade to grade.

Core Assurance Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most

GRREC and OVEC work with educators using ongoing professional learning opportunities that build capacity and improve student learning. For our respective districts, we provide more than 100 initiatives aligned to the Standards for Professional Learning (Learning Forward, 2011), the common core standards, Kentucky’s college/career readiness standards, co-teaching, and student engagement. We support networks of leaders, counselors, special education directors, and more.

(b)(6)

In addition, we partner with Western Kentucky University and the University of Louisville to enhance preservice candidate education by working with faculty from the respective colleges of education; WKU and UofL prepare the majority of teachers in the state. GRREC has supported, in particular, the development of teachers through our Transition to Teaching project (alternative certification); since 2001, we have helped recruit, develop and retain nearly 200 teachers in the region, and have helped embed the new alternative certification processes as a permanent part of WKU's College of Education.

Our work with principals includes leadership initiatives as well as collegial networks to support building leaders. Our Principal Learning Network includes a series of sessions with national and regional authorities in leadership around the establishment of a balanced assessment system that allows for data-driven decision making. In fact, all initiatives presented by GRREC and OVEC include a leadership component to support the building principal as s/he works with teachers to implement new strategies within the classroom.

Our teachers and leaders work in buildings where high-quality teaching and leading is needed most. That is, the majority of the schools in our project are located in chronically poor, rural areas; negative impacts are clear and deep-seated, as **less qualified teachers are generally found in high-poverty rural districts** (Kollie, 2007). These teachers often bring fewer skills and less content knowledge to the classroom, both of which are needed to create lessons that engage students. Typically, the district is the largest employer in the county; the majority of the advanced college degrees are found inside our rural schools, limiting role models for students seeking non-teaching careers. To be clear:

- Poverty is widespread; 16 of our 22 districts are districts of high poverty (Census, 2011), and more than 55% of our participating students qualify for free/reduced lunch
- Our college completion rates are half the national average (30% nationally vs. 17% for our region), and only 35% of our students in 2011 were deemed College/Career Ready on the Kentucky CCR accountability scale (ACT, industry certifications)
- Most of our LEAs are rural (16 of 22), as classified by the Rural and Low-income School Program. Only two small cities have more than 15,000 people: Owensboro (57,605) and Bowling Green (58,694). The average population of our 44 incorporated small towns is 6,658 (ranging from 310 to 14,389).

(b)(6)

Core Assurance Area 4: Turning around lowest-achieving schools

To say that all of our Member LEAs (school districts) are low-achieving might be an overstatement; however, it is clear that each district has significant areas for improvement. Under No Child Left Behind (2011), 40 of the schools in this project did not make Adequate Yearly Progress (AYP) and/or were in some type of consequences. Seventeen of the twenty-two districts are in Improvement, Corrective Action or are Eligible for Assistance based on AYP. That includes 3 of our 24 high schools (Caverna, Metcalfe, Simpson), which have been designated Persistently Low Achieving.

In 2011, the Kentucky Department of Education was granted a waiver to move to a new accountability system that includes a growth model, outlined above. We will receive new assessment data on/about November 2 for the 2011-12 school year. Additional information related to student proficiency in reading and math as well as performance on college/career readiness indicators is found on pages 238-341.

Each of our districts has worked toward improvement in specific areas, and the cooperatives have provided ongoing support through coaching, professional learning, leadership support and mentoring, and more. Beginning on Appendix page 242, we provide evidence for each LEA regarding individual improvements and equity in learning.

Also see:

Pages 242-250

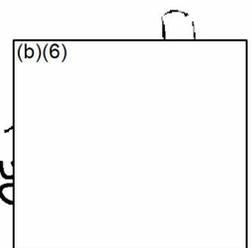


Finally, kid•FRIENDLY clearly focuses on key Race to the Top-District requirements for accelerating, deepening and personalizing learning for all students. For example, Taylor County Schools (Member LEA) has been working for three years to implement a competency-based system of instruction. Already, they have seen a 22 percent increase in the number of students in grades 3-12 who have accelerated their learning beyond a traditional grade level. In addition, they have eliminated dropouts: In the past four years, not a single student has left Taylor County High School prior to graduation, proving it can be done in rural Kentucky. Taylor County simply does not allow it. Rather, they work with students and their families to find alternative learning environments and schedules that remove student-specific barriers to graduating (pregnancy, work, farm season, etc.). Taylor County has built a strong foundation, but as a lone district, there are limitations to the expansion of their efforts. kid•FRIENDLY will support Taylor and our other 21 school districts across **the entire PreK-12 continuum** as we, for example:

(b)(6)

kid•FRIENDLY

Kids Focused, Responsible, Imaginative, Engaged and Determined to Learn

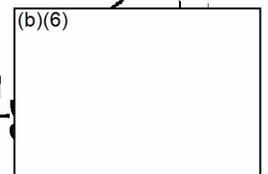


- ▶ Ensure kindergarten-readiness by implementing scientifically research-based strategies in our preschools and work with private and home-based daycares to provide resources, training and support to meet the needs of **all children**. GRREC and OVEC have each successfully implemented early literacy programs in a limited number of school districts; we will expand this work and add an itinerate Preschool Pal, a door-to-door coach who brings mini-lessons and tools to the many “Nanas” in our region who care for three- and four-year-olds.
- ▶ Expand the ongoing work of GRREC and OVEC in professional learning around the thinking/literacy strategies to improve adolescent literacy levels and improve the depth of thinking around text in all content areas, including technical, workplace text.
- ▶ Provide software interventions, develop students’ soft skills, and create individual learning plans that ensure students know and persistently move toward their self-determined purpose (college and/or career). GRREC currently utilizes such systems in nine districts.
- ▶ Strengthen traditional Professional Learning Community structures as we mold them into Building Level Data Teams focused on student work, common formative assessments, and the development of instructional strategies and methods that will lead to individual student growth toward mastery of standards.

As outlined above and more fully beginning on page 52, we will help all students take responsibility for understanding their purpose at school and how to be successful (Student Leadership). At the same time, we will help principals and teachers shift to competency-based instruction that will help students master standards, not satisfy traditional course requirements (e.g., time). And we will help students learn in deeper more connected ways by linking their learning to their own personal goals and aspirations (student choice), with technologies seamlessly integrated into everyday learning, and in new places, formats and ways (personalized).

(A)(2) Applicant’s approach to implementation (10 points)

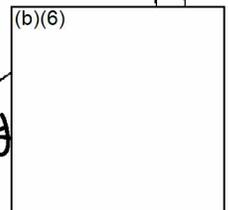
Our approach to implementing kid•FRIENDLY reforms is to ensure implementation fidelity for all project strategies throughout the project region. A full-time project director, with assistance from two regional project managers, will use the project management plan (p. 89+) to guide project staff, partners, participating LEAs and their schools in achieving the outcomes depicted in the project’s logic model (p. 36).



We will gauge implementation fidelity and regularly assess the kid-friendliness of project strategies through a fidelity team and a rigorous independent evaluation of the project. The Chief Council on Fidelity (p. 98) will consist of educational experts with national and international experience, including university education faculty, state education policy makers, regional educational support agency staff, and nationally recognized classroom teachers. In addition, Kentucky's Gene Wilhoit, a national leader on personalized learning, is soon to retire as the Executive Director of the Chief Council of State School Officers (CCSSO); he will return to his home in the bluegrass state in 2013 and will advise GRREC Executive Director George Wilson as he oversees the implementation of kid•FRIENDLY. Using formative evaluative data, the team will quarterly review the project's progress toward fully-scaled competency-based instruction and personalized learning. We also will contract with a national independent evaluator with experience in projects of comparable scope and significance to provide a rigorous evaluation of the project. A project Implementation Team of staff and stakeholders will ensure the daily work is completed and monitored for ongoing improvement (pp. 107-108).

kid•FRIENDLY participants include 112 schools from 22 districts throughout Kentucky. The applicant and an additional partner LEA, the Ohio Valley Educational Cooperative (OVEC), serve as educational support agencies to 50 LEAs in the state. These two agencies, each of whom know the needs and strengths of their districts, developed the initial framework for kid•FRIENDLY through a working group of stakeholders and educators, including cooperative staff members, school leaders, parents, and partners from throughout the state. The resulting core ideas were submitted to member districts, principals and teachers from all 50 of the LEAs for additional feedback. A focus group of middle and high school students from our region also weighed in on our initial kid•FRIENDLY design.

GRREC and OVEC then conducted a two phase process for school participation. Districts were asked to opt in to a planning process on the basis of their initial interest in an executive summary. During the planning process, the agencies and the committed LEAs elicited input from stakeholder groups (parents, teachers, and students). Questions were received and answered, then shared with all to help clarify the ongoing development of the project. Teachers were asked to vote on their support of the project through a confidential survey, and overall results were shared with district and school leaders to help them determine whether they should participate. On the



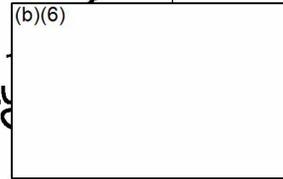
basis of this input, districts finalized their commitment to kid•FRIENDLy by signing the memorandum of understanding enclosed herein.

kid•FRIENDLy serves 59,311 students in 112 schools throughout 22 districts in Kentucky. Of that number, 36,397 or 61 percent are from low-income families (i.e., eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act). In addition, a significant portion of our participating students meet other high-need indicators. For example:

- ▶ More than half of our students attend schools in rural impoverished areas; 56 percent or 33,227 attend schools that qualify as a Rural Low-Income School (RLIS) as designated by the U.S. Department of Education. An additional high-need characteristic is the percentage of students at risk for academic failure. As noted later in this proposal, students in chronically low-performing, low-income, rural schools are underserved as compared to their counterparts in non-rural, more affluent communities (Darling-Hammond, 2003; Johnson, 2009).
- ▶ More than a third of our students meet important summative measurements that indicate risk for overall academic failure, beginning with 3rd-grade reading proficiency and matriculating to reading and math proficiency at the high school level. As students move through the educational continuum, they struggle to catch up to the pace for proficiency. The most recently available summative data – the 2010-2011 Kentucky Interim Performance Report – indicates that 17 percent of 3rd-grade students in our participating schools' did not reach reading proficiency last year; however, the risk of failure becomes more significant at the high school level, where 36 percent of 10th-grade students did not achieve reading proficiency and 56 percent of eleventh grade students did not achieve mathematics proficiency. As we implement kid•FRIENDLy, we will consider all areas of proficiency within with new Kentucky assessment system/growth model, as discussed elsewhere in this narrative.

School Demographics			Raw Data						Percentages		
LEA (Column relevant for consortium applicants)	Participating Schools	Grades/Subjects included in plan	A	B	C	D	E	F	G	H	I
			# of Part. Educators	# of Part. Students	# of Part. high-need students ²	# of Part. low-income students	Total # of low-income students	Total # of Students in the School	% of Part. Students in the School	% of Part. students from low-income families (D/B)*100	% of Total LEA low-income pop. (D/E)*100
Adair Co. Schools	All Schools*	All	174	2,549	2,549	1,623	1,623	2,549	100%	63.68%	63.68%
Campbellsville Ind.	All Schools*	All	86	1,124	1,124	797	797	1,124	100%	71.93%	71.93%
Carroll Co. Schools	All Schools*	All	120	1,964	1,964	1,256	1,256	1,964	100%	66.81%	66.81%
Caverna Ind. Schools	All Schools*	All	59	790	790	698	698	790	100%	85.23%	85.23%
Cloverport Ind.	All Schools*	All	22	331	331	819	819	331	100%	69.82%	69.82%
Daviess Co. Schools	All Schools	All	725	10,823	5,238	5,651	5,651	10,823	100%	48.40%	48.40%
Green Co. Schools	All Schools*	All	119	1,698	1,698	1,161	1,161	1,698	100%	68.54%	68.54%
Hart Co. Schools	All Schools*	All	183	2,333	2,333	1,589	1,589	2,333	100%	65.80%	65.80%
Henry Co. Schools	All Schools*	All	140	2,113	2,113	1,244	1,244	2,113	100%	55.14%	55.14%
Logan Co. Schools	All Schools*	All	240	3,890	3,890	1,930	1,930	3,890	100%	79.52%	79.52%
Metcalfe Co. Schools	All Schools*	All	107	1,654	1,654	1,193	1,193	1,654	100%	71.39%	71.39%
Monroe Co. Schools	All Schools*	All	135	1,993	1,993	885	885	1,993	100%	63.53%	63.53%
Owen Co. Schools	All Schools*	All	122	1,496	1,496	1,343	1,343	1,496	100%	69.00%	69.00%
Owensboro Ind.	All Schools	All	322	4,232	3,206	3,524	3,524	4,232	100%	75.75%	75.75%
Russell Co. Schools	All Schools*	All	213	2,950	2,950	2,059	2,059	2,950	100%	68.91%	68.91%
Shelby Co. Schools	All Schools	All	406	6,694	3,049	3,729	3,729	6,694	100%	45.55%	45.55%
Simpson Co. Schools	All Schools*	All	181	3,143	3,143	1,824	1,824	3,143	100%	58.73%	58.73%
Spencer Co. Schools	All Schools	All	151	2,765	1,110	1,150	1,150	2,765	100%	40.15%	40.15%
Taylor Co. Schools	All Schools*	All	156	2,715	2,715	1,607	1,607	2,715	100%	60.35%	60.35%
Trimble Co. Schools	All Schools	All	87	1,551	884	873	873	1,551	100%	57.00%	57.00%
Union Co. Schools	All Schools*	All	156	2,384	2,384	1,352	1,352	2,384	100%	57.58%	57.58%
West Point Ind.	All Schools	All	8	119	86	90	90	119	100%	72.58%	72.58%
TOTAL	*Rural	All	3,912	59,311	46,701	36,397	36,397	59,311	100%	61.37%	61.37%

² High-need students include students in Rural Low-Income Schools (RLIS)* and students who have not reached proficiency in reading at grades 3 or 10, or math proficiency by grade 11.



(A)(3) LEA-wide reform & change (10 points)

GRREC and OVEC have a combined 65 years of service to schools, including providing professional learning experiences to teachers and leaders that will change the actions of adults to help students learn. We often work with large groups of teachers, instructional specialists and principals who must return to their schools and implement new learning with other groups. They have limited support at the building and district level once they leave the comforts of the training facility. Teachers often share their new learning in professional learning communities, but a single teacher cannot possibly create real change without additional support.

That is why we do not use one-time, sit-and-get sessions or traditional train-the-trainer models to build the capacity of these adult learners; such single-faceted models have been shown to be **less effective than a blended model of support** utilizing multiple types of instruction and support, including mentoring or coaching, video support, follow-up reading with application, online discussion boards, and shared work with colleagues. Darling-Hammond and McLaughlin (1995) note that teachers need collegial learning with other professionals including discussion to connect the learning to the specific contexts they face each day. In addition, blocks of time must be included to ensure the work can be completed effectively, concepts confirmed in the works of Gusky (2002; 2003), Jeanpierre (2005), and Shaha (2004). Gusky and Shaha also independently note the critical nature of building-level leadership in teacher learning to ensure positive impacts on students.

Also see:

Pages 242-43



kid•FRIENDLY will be implemented in PreK-12 over four years through a professional learning framework, follow-on coaching, development of demonstration classrooms, robust project-focused discussion portals, and the creation of coaching and data teams in each school. By Year 4, we will begin a move to sustainability; schools and districts will be able to maintain and expand reforms more fully in each school. A detailed chart of activities is found on pages 85-88 and 253-259. Here we present a summary of the delivery strategies we use to professionally develop teachers and leaders and ensure consortium-wide implementation and sustainability.

- ▶ **Culture** trumps everything. Or, as Dr. Peter Drucker (1909-2005) is credited with saying, “Culture eats strategy for breakfast.” Taking that into the schoolhouse, we believe as the Center for Improving School Culture professes: the culture of the school is the determining factor in the achievement and well-being of the entire learning community. Therefore, the

impact of individual school culture must be assessed and addressed as needed if we are to create true reform. This will be done at two levels:

- Students as leaders responsible for their own learning. As noted on pages 52-54, we will use training developed around Stephen Covey’s *7 Habits of Highly Successful People* to create a schoolhouse culture of student leadership; students will learn to be responsible for their own educational goals and outcomes, all the while being supported by teachers, parents, and a host of school and community-based support personnel.
 - Adults as leaders of actions to impact student outcomes. We will perform a School Culture Assessment in each school. The process, utilized in schools across the nation, includes teacher surveys; teacher, parent and staff interviews; and focused observations of interactions within the building. Taken over a number of days, the assessment provides a School Culture Profile for each building and includes specific, immediate and long-term areas and actions for improvement. GRREC staff members are trained in the process and will be able to conduct the 100+ assessments effectively within an eight-month period (February-October 2013).
- ▶ **Local and regional cohort learning** with follow-on coaching helps satisfy the adult need to learn within a social context (Merriam, 2007). We will present new professional learning at the school house and in regional groups, then lead discussions and answer questions through an online community portal (social media site specific to our consortium). All face-to-face sessions will be repeated throughout the project area and timeframe to reach increased numbers of teachers. For example, our Thinking Strategies training will be delivered to instructional supervisors and select lead teachers from each LEA beginning in June 2013; we anticipate nearly 400 will attend four or five sessions of that two-day training. Then, in August 2013, we will begin to implement the same training with teachers in a modified format, including one- and two-hour modules of face-to-face work at the school building and in regional locations for multiple schools. That training will be ongoing over three years to ensure all teachers are reached; by 2015, all teachers will be utilizing the seven key thinking strategies within their instruction. Embedded, follow-on coaching supports implementation and allows cohorts of teachers to observe the impacts in the classrooms of colleagues before trying on new strategies themselves.

- ▶ **Embedded learning** will be provided at the school building with small groups of teachers through coaching, video, follow-up readings and work within data-focused teams. Highly-qualified program staff and regional/national trainers will provide training and materials during half-day early release time, during planning periods, in set-aside learning times (e.g., staff meetings, PLCs), and other creatively structured learning time. For example, project staff may stop by for a 15-minute tutorial on the CIITS data system, helping a small group of teachers better utilize that day's data for the next day's instruction. Each LEA has committed to the dedication of at least 72 hours of embedded learning (equivalent of two hours/week; see MOU). This meets the national Professional Learning Standards of Learning Forward (2011; formerly the National Staff Development Council).
- ▶ **Cognitive Coaching** by project staff members will provide teachers the trust and confidence to develop lessons and try new strategies with the promise of informative feedback, not personal evaluation. GRREC has a cadre of Cognitive Coaches who work in schools throughout Kentucky and are trained in the methods of Garmston and Costa. Beginning late in Year 2 of the project, we will also train teams of coaches to sustain the work of teachers in coming years (cohorts of coaches in each LEA; p. 156). Teachers receiving one-on-one coaching are more likely to implement learned practices and will do so more effectively (Ray, 1998). The addition of cognitive coaching to traditional PD formats increases the level of application to 90 percent; if coaching is ongoing, application of content and strategies is likely to remain at 90 percent (Costa, 1994; Showers, 1996). kid•FRIENDLY will sustain the coaching process by training 8-10 teachers from each school as Cognitive Coaches (gradual release with meta-coaching through Year 4).
- ▶ **Demonstration Classrooms** will be established in each school – at least two classrooms in each school annually beginning in Year 2 – to allow teachers to observe their colleagues as they implement personalized strategies, flip their classrooms, integrate technology, group/regroup students, etc. Teacher volunteers will be recruited, reviewed, selected and trained through the project; kid•FRIENDLY staff members will schedule cross project site visits for teachers and principals seeking to learn through observation.
- ▶ **Data Teams** will become the language of our traditional Professional Learning Community structures. Data Teams at both the district and building level increase the focus of learning

communities on student data, the impact of new strategies on students, the regrouping of students daily based on formative assessments and more. We will use a nationally-recognized approach³ to help teachers develop common formative assessments, use those assessments with students and review outcomes together for improvement of teaching. This is a collegial process – much like traditional the work of PLCs – but includes rich data analysis with specific protocols that keep teachers focused on improvements in instructional practice based on content standards and individual student needs. This allows adjustments of teaching on a day-to-day or, better yet, hour-to-hour basis.

In addition, GRREC and OVEC will provide training and one-on-one support related to the new Kentucky Department of Education Continuous Instructional Improvement Technology System (CIITS). Implemented in August 2011, CIITS is a multiphased project of KDE, SchoolNet and Pearson Learning. Each year or so, new modules are released to support teachers and leaders as well as, in coming months, students and parents. GRREC and OVEC will provide regional support as well as school-level training to help teachers utilize the data they collect and that they place independently within the system. This includes academic and noncognitive data for individual students that can be grouped by classroom, content strand/strategy, assessment questions, gender, income level, etc., to help teachers redirect their own instruction daily.

By Year 4 of kid•FRIENDLY, CIITS will provide a robust system of ongoing support – and our teachers, leaders, students and parents will be well-trained users. Our work will impact the quality and implementation of this tool, enabling students and teachers in particular to individualize learning. In particular, students will be able to monitor where they are within their own purposeful learning path; as responsible learners, they will be able to work more intentionally with teachers and counselors to master the appropriate standards.

Therefore, we provide through kid•FRIENDLY the structures and staffing to support district-wide implementation over the four years. We also anticipate our Race to the Top-District initiative will expand to other districts in the GRREC and OVEC regions. Our respective boards of directors include 28 additional LEAs; we will be communicating with them frequently on the impact of the project locally, including at least annual presentations of our Implementation Team (pp. 107-108) regarding their ongoing findings.

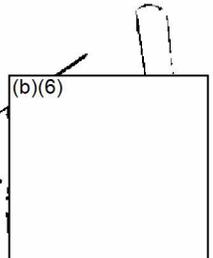
³ GRREC and OVEC have existing partnerships with Leadership & Learning regarding their Common Formative Assessment process. L&L is a single-source provider, as established by the Kentucky Finance Cabinet; we anticipate contracting with the organization upon funding and in alignment with state and federal contracting procedures.

GRREC and OVEC have utilized state and federal initiatives over the last decade to begin new works that expand regionally and remain in place over many years. For example, work around the Thinking Strategies and the development of Cognitive Coaching cadres was initially through a small state grant more than five years ago. It continues to be a staple of our ongoing work with teachers and students. The Transition to Teaching grant partnership with Western Kentucky University led to a permanent alternative certification program to produce teachers to meet hard-to-fill vacancies in special education, math and science.

Finally, each school and LEA will build upon the structures already in place at the local level. For example, Daviess County Schools has a 1:1 laptop initiative while Taylor County Schools is currently implementing a move to 1:1 (b)(4) learning. Simpson County Schools and Owensboro Independent Schools are already moving toward some competency-based instruction components in elementary and will be expanding their practices; other districts are at various levels of the implementation spectrum – from thinking and planning to an almost-complete move toward the elimination of grade-level bands in K-12.

Implementation of the work locally will be accomplished through a local Personalized Learning Team (PL Team) working alongside the school’s individual Site Based Decision Making Council (SBDM). The Council is the school’s governing structure as established by the Kentucky Legislature in 1990 (HB 940) and is comprised of the principal, two parent members (elected by school parents), and three teachers (elected by school teachers). The Council has the responsibility to set school policy and make decisions to further student achievement goals in the school. Together, the PL Team and the SBDM Council will work with kid•FRIENDLY staff to create and implement an annual plan for personalized learning. Again, each school will implement strategies, structures and supports that have the best likelihood of working within their individual schools and communities.

Following is a table representing our High Quality Plan for reform. A logic model of our implementation model for the multiple components of our Race to the Top-District is found on page 36. Details of the student, teacher and leadership learning begin on page 51.



High-quality plan for District-Wide Reform



Key Goals: Increasing the effectiveness of teachers and leaders

Activities	Rationale
<p>Assessing and addressing school culture (students, adult)</p> <p><i>Timeline:</i> Jan-Feb 2013, begin initial assessment of schools' capacity (all schools)</p> <p><i>Deliverables:</i> School Culture Assessments and SCA Plans</p> <p><i>Responsible:</i> Project Director and Managers, other staff, principals</p> <p><i>Credibility:</i> Citations noted above, experience of GRREC/OVEC</p>	p. 29
<p>Cohort learning, embedded learning, support from coaches</p> <p><i>Timeline:</i> April 2013+, ongoing professional learning for teachers, leaders occurring during the school day and in summer</p> <p><i>Deliverables:</i> Professional learning, materials, resources; creation of demonstration classrooms by 2014; improved instructional capacity; new classroom lessons including integrated technologies, personalized learning strategies</p> <p><i>Responsible:</i> Project staff (coaches, trainers), participants, consultants</p> <p><i>Credibility:</i> Citations noted above, experience of GRREC/OVEC</p>	pp. 30-31
<p>Creating teams of Cognitive Coaches in each LEA</p> <p><i>Timeline:</i> Jan 2015, June 2015, and Jan 2016 begins three phases of year-long cohort training in Cognitive Coaching</p> <p><i>Deliverables:</i> Creation of Demonstration Classrooms; improved instructional capacity; new classroom lessons including integrated technologies, personalized learning strategies</p> <p><i>Responsible:</i> Project staff members (coaches)</p> <p><i>Credibility:</i> Citations noted above, experience of GRREC/OVEC</p>	pp. 31, 156
<p>Demonstration classrooms</p> <p><i>Timeline:</i> Aug 2014, first set of Demonstration Classrooms in place (2 in each school, new classrooms developed annually)</p> <p><i>Deliverables:</i> Demonstration Classrooms in each school</p> <p><i>Responsible:</i> Coaches, teacher participants</p> <p><i>Credibility:</i> Citations noted above, experience of GRREC/OVEC</p>	p. 31

Activities	Rationale
<p>Data teams replacing traditional PLCs in schools</p> <p><i>Timeline:</i> Mar 2013, training begins; shift complete by Dec 2015</p> <p><i>Deliverables:</i> Trainings and support; meeting protocols and guides; an increase in data-based decision making</p> <p><i>Responsible:</i> Project staff, principals, district-level administrators</p> <p><i>Credibility:</i> Citations noted above, experience of GRREC/OVEC</p>	pp. 31-32
<p>Training in data systems to enable personalized learning</p> <p><i>Timeline:</i> Mar 2013, ongoing throughout the project (embedded)</p> <p><i>Deliverables:</i> Professional learning, increased skills in data analysis/use</p> <p><i>Responsible:</i> Project staff, school-based College/Career Readiness Counselors</p> <p><i>Credibility:</i> Citations noted above, experience of GRREC/OVEC, new system by KDE-SchoolNet-Pearson</p>	p. 32
<p>Building the plan on local capacity, activities</p> <p><i>Timeline:</i> Mar 2013, monitored year-round, revised at least annually</p> <p><i>Deliverables:</i> Individual implementation plans for each school (100+)</p> <p><i>Responsible:</i> Project Staff, College/Career Readiness Counselors, Principal, School Personalized Learning Team</p> <p><i>Credibility:</i> Citations noted above, experience of GRREC/OVEC</p>	p. 33

PROJECT INPUTS

Implementation Team
 >>>
 Program Director
 GRREC Exec. Director
 OVEC Exec. Director
 Project Managers (2)
 LEA Superintendents (3)

LEAs
 >>>
 GRREC / OVEC
 22 Member LEAs
 112 Participating Schools
 123 Principals
 3,900 Teachers

Project Staff Members
 >>>
 Program Director
 Project Managers (2)
 IT Director • Data Director
 Cognitive Coaches (10)
 CCR Coaches (23)
 Preschool Pals (10)
 Leadership Coaches (4)
 Clerical/Finance (3)

Partners / Vendors
 >>>
 WKU • U of L • National
 trainers, consultants

Continuous Improvement
 >>>
 Chief Council on Fidelity
 National Evaluation Team

Race to kid-FRIENDLY Learning

DESIGN ELEMENTS

Students as Leaders
 A shift in student culture to help students in K-12 determine a clear, individual purpose and take responsibility for setting personal goals to meet that purpose.

Competency-based Instruction
 Schools focused on the standards students meet rather than the amount of seat-time or compliance tasks they complete.

Personalized Learning
 Purpose-driven students master standards individually and in small teams, using technology and alternative learning environments and styles.

Leaders Developing Leadership
 Professionally developing principals to lead change, providing adults the tools and support they need to accelerate and deepen individual student learning.

Professional Learning
 ◻ ◻ ◻
 Students as Leaders
 Math content, strategies
 Literacy strategies for K-3
 Personalized Learning planning, research
 Early literacy strategies (PreK)
 PL Planning Teams
 Cognitive Coaching by project staff
 Development of Coaching Teams in each district
 Career Profile systems for students, teachers
 CIITS/Data System training for teachers, students, parents
 Culture Audits and Plans
 Leadership training, mentoring
 Support for students in poverty
 Data Retreats (annually)
 Engagement strategies
 Ongoing Data Team sessions around individual student learning

PROJECT OUTPUTS

Project Products
 School-level PL Plans
 New policies, structures
 Demonstration classrooms
 Career Centers
 New learning spaces
 New technologies
 New student beliefs
 New teams of experts in student leadership, poverty
 New PreK training systems
 Data Teams

Formative Measures
 Site visits • Completed tasks (time) • Interviews • Event evaluations,
 attendance • Participation levels • Ongoing surveys • Data Team agendas • Student journals • Career Profiles • Culture Assmts
Annual / Summative
 Student outcomes on state and interim assmts • Shift student responsibility levels • Improved goal-setting skills • Increased collaborations between students • FAFSA submissions • Etc.

GOALS

- #1 Increase the number of students who have access to highly effective teachers, leaders
 - #2 Increase the number of students who have access to effective teachers, leaders
 - #3 Improve academic and non-cognitive outcomes for PreK-3 students
 - #4 Ensure all students are on track to be college- and career-ready
 - #5 All students are capable and prepared for postsecondary careers and/or college
- ◻ ◻ ◻
- Objectives (not all inclusive)**
 Increased literacy, math • FAFSA submissions • Zero dropouts • All children K-ready • Decrease disciplinary referrals • Students self-regulating their learning • Increase sense of belonging • Increased teacher/leaders effectiveness • Increase in number of students accelerating their learning
- Outcomes**
 Personalized environments, strategies • Anywhere, anytime learning • Increased achievement • Students working with a clear purpose

(A)(4) LEA-wide goals for improved student outcomes (10 points)

Improving student outcomes is the focus of kid•FRIENDLY. We have established program-wide goals for improving a variety of outcomes, including improving performance on summative assessments, decreasing achievement gaps, increasing graduation rates, and increasing college enrollment rates. In Section E, we have included five clear but comprehensive goals related to how teachers and students create learning in the classroom. Each goal includes objective indicators related to ongoing improvements in achievement and apply across each subgroup of each school.

- Goal 1:** Increase the number of students who have access to highly effective teachers and leaders
- Goal 2:** Increase the number of students who have access to effective teachers and leaders
- Goal 3:** Improve the academic and non-cognitive outcomes for students in PreK-3
- Goal 4:** All students are on track to be college- and career-ready
- Goal 5:** All students capable and prepared for postsecondary careers, college and/or technical school

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):

K-PREP, Kentucky’s summative assessment. The new K-PREP accountability system will release its initial data from the spring 2012 testing window on/about Nov. 2, 2012; baseline data indicated are from the 2010-11 school year. We are utilizing growth goals related to the old system; these may change dramatically upon the release of the new data, which was collected through a new metric and based on the new Common Core Standards in Math and Language Arts. **A school-by-school measure is found in the Appendix (pp. 238-241).**

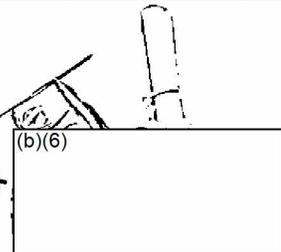
Methodology for determining status (e.g., percent proficient and above):

Proficiency status is achievement of proficient or distinguished on tested subject area. Third grade math, tenth grade reading, and eleventh grade math have been chosen as key check-points for college and career readiness.

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):

Each year, growth will be measured by comparing the percentage of students obtaining proficiency to data from the prior school year.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
3 rd Grade Reading Proficiency	OVERALL	83.2%	Unavailable	85%	87%	90%	92%	95%
	Rural	82.5%	Unavailable	85%	87%	90%	92%	95%
10 th Grade Reading Proficiency	OVERALL	64.8%	Unavailable	65%	70%	74%	78%	80%
	Rural	63.3%	Unavailable	65%	70%	74%	78%	80%
11 th Grade Mathematics Proficiency	OVERALL	43%	Unavailable	45%	55%	60%	65%	70%
	Rural	45%	Unavailable	45%	55%	60%	65%	70%



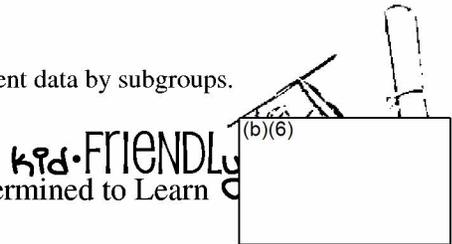
(A)(4)(c) Graduation rates (as defined in this notice)

Kentucky graduation data is released each spring for the prior school year. The data below indicates the May 2012 data, which is for the 2010-11 school year. Independent school graduation rates as found in the data table within the Appendix (pp. 238+).

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	78.8%	Unavailable	80%	85%	90%	95%	100%
	Female	82.5%	Unavailable	85%	87%	90%	95%	100%
	Male	75.5%	Unavailable	80%	85%	90%	95%	100%
	White	78.8%	Unavailable	80%	85%	90%	95%	100%
	African American	82.2%	Unavailable	85%	87%	90%	95%	100%

(A)(4)(d) College enrollment (as defined in this notice) rates								
<p>NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:</p> <ul style="list-style-type: none"> ○ (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation ○ (College enrollment rate) = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)*100 								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12	SY 2010-11	SY 2011-12	SY 2010-11	SY 2011-12	SY 2010-11
College enrollment rate <i>(Optional)</i>	OVERALL ⁴	50.2%	Unavailable	55%	60%	65%	70%	75%

⁴The Kentucky Department of Education does not disaggregate college enrollment data by subgroups.



(B)(1) Demonstrating a clear record of success (15 points)

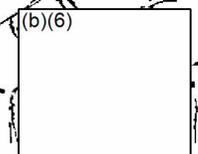
Participating LEAs have sufficiently demonstrated a clear track record of success, which suggests the conditions well suited for kid•FRIENDLY reforms. Over the past four years, our districts have achieved successes advancing student learning, increasing educational equity, closing achievement gaps, improving graduation and college enrollment rates, reforming low-performing schools, and making student performance data available to students, educators, and parents. This section provides instances of these successes. A more exhaustive account of LEA successes is included in the Appendix (pp. 242-250).

Our schools and districts have advanced student learning and achievement in the past four years. For example, since 2008, Adair County Schools has increased the number of students in the 3rd through 5th grades achieving proficiency in reading by 10 percent and in mathematics by 19 percent. At Henry County Schools, student proficiency has increased across all content areas and at each tested grade (ranging from +2.43% to +23.61%). Hart County has also made significant progress in mathematics proficiency for high school students; last year, the number of students performing at proficiency increased by 22 percent. Union County has decreased the percentage of students performing at the lowest level of the Kentucky performance scale (Novice) in each content area since 2008, ranging from a decrease of 10.5 percent in reading to a decrease of 54 percent in mathematics.

Our LEAs also have decreased specific achievement gaps. The Kentucky Department of Education has identified ten potential gap areas: all students, male students, female students, Caucasian students, African American students, Hispanic students, Asian students, students qualifying for free or reduced lunch priced subsidies, limited English proficient students, and students with disabilities. For the 2010-2011 school year, participating LEAs made progress on closing gaps; specifically, 81 indicators were improved project wide.

Finally, our districts also have demonstrated success in graduating students and fostering their enrollment in college. Over the last four years, 80 percent of students in participating LEAs have graduated from high school; that graduation rate exceeds the state rate of 76 percent. From 2006 to 2010, 55 percent of graduating students entered a two-year or four-year degree program.⁵

⁵ Regional persistent rates, however, indicate that less than half of our students are likely to complete a two- or four-year degree. More than half of all students require some type of remedial, non-credit-bearing course when they enter college.



(B)(2) Increasing transparency in LEA processes, practices and investments (5 points)

GRREC and OVEC, the agencies that provide educational support to participating LEAs, have led districts to increase their fiscal and operational transparency. Our kid•FRIENDLY reform builds on that practice. For example, while all information regarding personnel salaries is available for individual districts through Kentucky's open records law (Kentucky Revised Statutes 61.870 - 61.884), GRREC and OVEC each publish an annual Salary and Wage Survey Report that provides regional salary levels by district across our respective districts. Information is included for instructional staff (including certified educators, such as administrators and teachers) and support staff (including classified staff, such as instructional assistants, administrative assistants, custodial staff, and school nutrition services staff). General per pupil expenditures are reported on the annual school report card, which is printed in area newspapers and is available on school, district and state websites; for each district, the report card details the salaries (lowest, highest, and median), salary schedules, and number of positions for all staff positions.

We will increase participating LEAs transparency by implementing an online expenditure database. We will design this database to allow visitors to search and sort salaries and other expenditures. The actual salaries of all personnel will be included in the database; however, for privacy purposes, listed salaries will not be presented with identifiers (e.g., names, identification numbers, specific grade levels or subjects taught). The database format will allow visitors to easily review expenditures at the school and district levels. The availability of this information will assist parents and community members as they participate in shared decision making through School Based Decision Making councils and in advocacy efforts through existing parent organizations and other advisory councils (e.g., Family Resources & Youth Services Centers).

(B)(3) State of Context for Implementation (15 points)

The Commonwealth of Kentucky has a variety of strong supports available, which will increase the likelihood of kid•FRIENDLY implementation and success. Kentucky received a Race to the Top award in the third phase of the state competition. The commonwealth proposed to focus this grant on the development of the Continuous Instructional Improvement Technology System (CIITS). As noted throughout this narrative, CIITS will serve as the key data management system for kid•FRIENDLY. We will include teacher, parent and student training (pp. 54, 70

other) to ensure the full effectiveness of the system; in particular, students will be able to monitor their own levels of mastery as they work toward their personal short and long-term goals. We also will work with the system providers (SchoolNet, Pearson) to bridge the existing tools to collect project specific indicators.

In addition, the commonwealth has developed and field-tested a new evaluation system for principals and teachers, the Professional Growth and Effectiveness System (PGES). Participating schools and districts will implement PGES no later than the 2014-2015 school year and utilize its findings to improve teacher and principal practice. We will also work with the Kentucky Association of School Superintendents and a national leadership group to develop Superintendent Evaluation system based on growth measures specific to the role of the superintendent. This will be ready for implementation by 2014-2015. In addition, we are also already working with the Kentucky Association of School Boards to develop an enhanced School Board Member Professional Growth & Development Model that would allow these elected officials an opportunity to improve their own performance while they serve.⁶ We anticipate both the superintendent and board growth models will become potential pilots for new state evaluation/growth systems.

The commonwealth's general assembly has enacted legislation that will assist us in implementing our kid•FRIENDLY vision. As noted on page 20, Kentucky's Districts of Innovation statute (HB 37) provides districts the opportunity to apply to the Kentucky Board of Education for exemption from certain administrative regulations and statutory provisions in an effort to improve the learning of students. The statute makes possible many of the reforms detailed in this proposal, including competency-based instruction and personalized learning. Similarly, the Career Pathways statute (SB 38) enables the implementation of a counselor focused on the career interests of students; it also places greater value on technical education as a means to a successful career for students.

Finally, as previously noted, several of our schools have already begun to implement various components found in our Race to kid•FRIENDLY Learning, demonstrating the sufficiency of our autonomy under existing state regulations. Through this project, we will help districts create their individual plans to become Districts of Innovation, thereby providing them the flexibility to

⁶ While school board members are elected, they also serve as unpaid volunteers. The proposed Professional Growth and Development Model would focus on improvements in beliefs and knowledge regarding educational practice.

implement district-wide reforms. Our evaluation process will provide schools and districts the ongoing effectiveness data needed as part of the state's five-year process. It is KDE's goal to increase the number of Districts of Innovation that specifically include personalized learning and competency-based instruction.

(B)(4) Stakeholder engagement and support (10 points)

Our kid•FRIENDLY project was developed over four months utilizing teams of educators and national experts, as outlined below. Because of the rural nature of our schools, face-to-face meetings have been supplemented by phone conferences, emails, shared documents and electronic workspaces, and focus groups. In summary, information has been shared and discussed with stakeholders through:

- ▶ The GRREC and OVEC Boards of Directors. The executive directors of each organization discussed the implications of the project with their board members beginning in June and began discussing various elements that might be considered in the proposal. Follow-up discussions have been frequent throughout the development of the proposal. It should be noted that the Boards of both organizations are made up of the local school superintendents from the 50 school districts within the two cooperatives as well as the Dean of the College of Education & Behavioral Sciences at Western Kentucky University (GRREC member) and the University of Louisville (OVEC representative).⁷ In early September, each Board approved the application framework and process and assigned work teams to begin crafting the proposal elements.
- ▶ A face-to-face work day. On September 5, a work day was scheduled involving educators from the GRREC and OVEC regions as well as educational partners with specific areas of expertise, including literacy, mathematics, leadership, and learning theory. The full-day session resulted in a draft outline of kid•FRIENDLY, including building an initiative that puts students at the center.
- ▶ Throughout the month of September, GRREC and OVEC staff members began meeting and talking with various groups, including but not limited to:

⁷ The teacher and leadership preparation programs at WKU and U of L certify the majority of teachers in Kentucky.

- Student focus groups. Our educators met with middle and high school students in our region to get their input on school in general, their feelings toward school, their use of technologies for learning, their current and envisioned learning environments, the personalization of learning, etc.
- Principals and SBDM Councils. As noted on page 33, SBDM Councils are the governing boards of each school and include elected teacher and parent representatives who work with the principal to make decisions related to the project.
- Teachers, through their principals and through the Kentucky Education Association. Our districts are represented by the KEA, which is a non-union advocacy organization in our rural districts⁸; the district-level KEA President has signed the Memorandum of Understanding (Appendix, pp. 201-235).
- LEA Boards of Education. Each Superintendent has worked with his/her Board of Education, discussing the project, determining whether to participate, and helping to draft the Memorandum of Understanding.
- Parents. In addition to the SBDM Council representatives, parent/teacher organizations within each participating school are supportive of the ongoing efforts in each school as well as this consortium project (letters of support; Appendix, pp. 264-435).

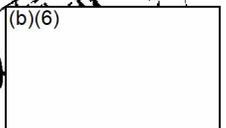
(a)(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools

The KEA is the primary advocacy group for educators in Kentucky; it does not have bargaining capacity in our schools but is an elected body of representatives for each school. We have worked with the KEA to ensure all teachers have received information regarding the proposal; our joint efforts have included lengthy and frequent discussions as well as the sharing of documents and ideas to help support the project. KEA representatives each supported teachers and answered their questions prior to a confidential vote (below). In addition, because of KEA’s role in the state, we have included them as signatories on the Memorandum of Understanding. Each district KEA President for each participating LEA has signed. (Appendix, pp. 201-235)

Also see:
Pages 201-235



⁸ KEA does not have a collective bargaining agreement with our small town and rural districts; they only have such an agreement with Kentucky’s metropolitan district, Jefferson County Public Schools in Louisville.



(a)(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal

GRREC and OVEC worked with school principals and representatives of the Kentucky Educational Association to poll all teachers within our project region, using a confidential electronic survey. Only one member of the project development team was allowed to verify the votes of each teacher based on school rosters for teachers. Therefore, in addition to receiving the KEA signatures on the MOU required for this proposal (above), we have also received an 86 percent approval rating from teachers.

(b) Letters of support from key stakeholders

We have included letters of support from key partner groups and supporters, noted here.

Kentucky U.S. Senate Delegation U.S. Senator Mitch McConnell
 U.S. Senator Rand Paul
 - Letters mailed directly to Arne Duncan

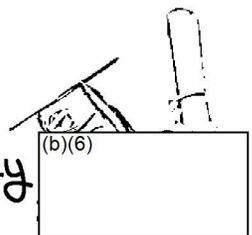
Kentucky U.S. House Delegation U.S. Representative Ed Whitfield
 U.S. Representative John Yarmuth
 U.S. Representative Brett Guthrie
 - Letters in the Appendix

Western Kentucky University Dr. Sam Evans, Dean
 College of Education & Behavioral Sciences

Parent Rep. from the SBDM Council Letters from at least one parent representative from each school's Site Based Decision Making Council (SBDM)

Local FRYSC Director Letters from our Family Resource & Youth Services Centers. Each serves the students and families in a specific district and/or school

Parent/Teacher Organizations Letters from various teacher/parent organizations in our school districts



(B)(5) Analysis of needs and gaps (5 points)

Just north of Fort Knox, Kentucky, sitting on the banks of the Ohio River is the small town of West Point, a village of 811 people. Follow the river to the west for 100 miles or so and you'll come to Owensboro, another river town, but of greater size – 57,605. The two towns could not be more different. One boasts its position as the “Barbecue Capitol of the World” and is the fourth largest city in the state, while the other has just three family restaurants and a long-standing antique store. One has a school system that serves 4,200 students compared to the 120 students of the other.

Such is the story of the many communities in kid•FRIENDLY, which includes 22 districts, 112 schools and dozens of communities ranging in size from West Point's 811 to the 57,605 of Owensboro. Each is different from the next, bringing its own unique culture to our project. There are, however, similarities, including the following four common barriers to student success:

- ▶ **Barrier #1: Families in poverty, including generational poverty.** More than half of students come from low-income homes. Specifically, they live in homes that may not be “equipped with the tools to move out of their situations.” (Jenson, 2009)
- ▶ **Barrier #2: The lack of a college-going, college-completing culture.** Students live in communities where postsecondary education is the exception, not the norm. In our 22 school districts, just 16.8 percent of adults over the age of 25 have a 4-year degree – compared to 30 percent nationwide and 22 percent statewide.
- ▶ **Barrier #3: Inadequate preparation for college-level coursework.** Less than a third of 2012 seniors met the ACT College Readiness benchmark in Reading (32 percent) and just 1 in 5 (20 percent) made benchmark in math. Performance on state assessments is also far below the established state benchmark for success. Based on historic trends, about half of our students who head to college next fall will be required to take at least one remedial course upon entering a state college; a third will take two or more of these non-credit-bearing courses.
- ▶ **Barrier #4: Limited time/resources focused on student career paths.** A number of our districts have reviewed the time and resources devoted during the school day to students' career aspirations. Specifically, resources are lacking. Beginning in the 6th grade, students work through an online state learning plan system. However, the level of support from teachers and others in the school building is limited to one or two times each year in the

middle school and early high school years. By the junior and senior year, students will work on the plan a little more often – perhaps as many of four or five times. Unfortunately, the information on careers available focuses on jobs found nationally rather than those in our region – where most of our students are likely to remain. In addition, student course-taking is only superficially aligned with the planning system. Counselors, if/when they access the system to work with an individual student, are able to direct future doctors to take more courses in science and technology buffs to computer courses. But a more robust system that ties learning to specific careers and career paths through academic requirements is not available in our schools or to our parents.

As we begin to implement kid•FRIENDLY, we will work with a nationally recognized evaluation firm to perform a deep analysis of the resources, policies and needs of each school district and school building, particularly related to personalized learning. In addition, we will call upon a Chief Council on Fidelity, experts and visionaries in the field of personalized learning; they will maintain a 30,000-foot view of our ongoing work and provide third-party guidance concerning potential strategies, resources, and solutions. The Council is more thoroughly outlined on page 98; our evaluation is noted on pages 96-103. Our analysis of the current status in implementing personalized learning environments we go beyond student performance data to:

- ▶ Inventory available technologies and observe teachers in their use⁹
- ▶ Collect and analyze the college persistence and completion rates for students from each of the 24 high schools over the past seven years through the StudentTrack Software, which indicates whether students return to college each semester, obtain a two- or four-year degree in a timely manner, and/or have other indicators related to success/early exit (e.g., attendance, grades, dropped classes)
- ▶ Determine the types of professional learning schedules in each school and the attendance calendars for planning embedded teacher learning
- ▶ Assess each school’s use of classroom and school-level data, including the new CIITS data system as well as the use of formative assessments and common formative assessments and the use of individual student data to group/regroup students and address their individual learning needs⁹

⁹ Our national evaluator will develop or identify rubrics and/or other measures to establish baseline for each school.

- ▶ Catalog the types and uses of learning communities in each school
- ▶ Examine partnerships with area colleges and universities as well as the use of off-campus work experiences (co-op) and online learning experiences for student as part of their for-credit learning (current status of blended learning models)
- ▶ Conduct a Culture Audit (p. 30) in each school to help principals identify and address core issues in the way teachers, staff and parents view learning and leadership in the building
- ▶ Collect and consider other indicators including, but not limited to:
 - Dropout and graduation rates as well as indicators for current students who could be identified as at-risk of dropping out (grades 5-12)
 - Other noncognitive data, including truancy, suspensions, poverty rates (including the types of poverty), school violence
 - Employment trends in the region
 - Parent education levels for current students
 - Teacher and leader qualifications, tenure, retention
 - Trend data and cross-district academic indicators, including such school-specific academic trends as, for example, level of mathematics completed by 9th grade or number of 3rd-graders at benchmark for reading
 - Percentage of 5-year-olds who arrive at school annually “kindergarten ready”
 - The identification of all community preschools and daycares, including family-care operations
 - Rates for completion and submission of the FASFA (Free Application for Federal Student Aid) for each high school for each of the last five years

The logic behind our reform proposal addresses the key needs presented earlier and throughout this proposal, and is perhaps best seen in the graphic on page 19. Another way of thinking about the logic of our four-year work is seen following as an “if / then” statement:

If we › Empower, enable and expect kids of all ages to accept responsibility for their own purposeful learning,

and › Provide teachers and leaders the tools, training and embedded support to shift instruction to a more kid-friendly, competency-based model focused on the mastery of standards rather than seat time,

then we will see › An increase in the number of students performing at/above benchmark on college/career and other readiness measures as well as accelerating their own learning and persisting toward a post-school purpose,

which will result in › Increased numbers of college and/or career-ready graduates who will be successful in their chosen endeavors.

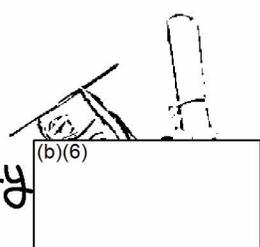
Finally, we reference other indicators already noted in our kid-FRIENDLY proposal, including poverty, academic deficits in math and reading at all grade levels (pp. 27-28, 38, 47, and 238+).

High-quality Plan for

Analysis of the Current Status in Implementing Personalized Learning Environments

Key Goals: Responds to goals 1-5 on pages 111-123

Activities	Rationale
Data collect for initial baseline analysis	pp. 47-49
<i>Timeline:</i> Jan-Feb 2013, begin initial assessment of schools' capacity (all schools)	
<i>Deliverables:</i> School Culture Assessments (SCA) and SCA Plans	
<i>Responsible:</i> Project Director and Managers, other existing GRREC/OVEC staff, district and school-level technology specialists, principals, Chief Council on Fidelity members (CCF), national evaluator	
<i>Credibility:</i> Multi-level approach, national evaluator, team of national authorities in personalized learning (CCF), experience of GRREC/OVEC	



Activities	Rationale
<p>Analysis of trends and cross-project similarities</p> <p><i>Timeline:</i> Feb-May 2013+, ongoing analysis of data as collected, including comparisons by school, school level, LEA, region and specific indicators within each (poverty, school size, etc.)</p> <p><i>Deliverables:</i> An initial report for each school based on the current status regarding the effective use of personalized learning strategies for all students, including subgroup analysis by academic and demographic indicators</p> <p><i>Responsible:</i> Project staff, evaluator</p> <p><i>Credibility:</i> Multi-level approach, national evaluator, team of national authorities in personalized learning (CCF), experience of GRREC/OVEC</p>	p. 49

C. Preparing Students for College and Careers (40 total points)

Susie arrives at school, still thinking about that dumb assignment last night. She shakes it off as she slowly makes her way to homeroom, then realizes: it's Thursday. Ugh. Mr. (b)(6) will be there, talking about how to become a doctor or a lawyer or an engineer or a nurse. "Whatever," she thinks, "more stupid talk." She checks her backpack to make sure that magazine he gave them is still in there – the one that talks about careers in things like computers and graphics and video editing and web design. "Why doesn't he ever talk about fun stuff like that?" she mumbles, and begins to flip through the pages.

Susie is not alone. Students arrive at the schoolhouse every day wondering why they are there, wondering why they must listen to adults talk about things that don't seem to matter. Often they come from homes where living-in-the-present is the norm (generational poverty) and are unable to integrate the middle class norms of the schoolhouse – including the norms of college-going and goal-setting. Students of poverty often disengage from school entirely; the dropout rate for students from low-income families is nearly 10 times greater than the rate of peers from high-income families (Cataldi, 2009; Smink, 2004).

(C)(1) Learning (10 points)

While kid•FRIENDLY is not strictly a dropout prevention program, we cannot help students succeed in learning if they are not active participants in the learning. Therefore, we must affect

Kids Focused, Responsible, Imaginative, Engaged and Determined to Learn

kid•FRIENDLY

(b)(6)

both the way **teachers work to engage students** in the content and the way **students accept responsibility** for their own participation in that learning. Dropping out, after all, is not a decision Susie will make on a random Thursday morning; her decision will be made over time. In their exceptional look at what they call *The Silent Epidemic*, Bridgeland et al consider the countless reasons from young dropouts themselves. In their analysis of the stories, reflections, focus groups and surveys of hundreds of dropouts aged 16-25, they uncover radical findings related to underlying causes. In brief, most dropouts are students who actually could have – and believe they could have – completed school. Most (> 70%) had a C average or above. While real-life events like pregnancy or death of a significant friend or family member impacted about a third of students, the remaining barriers are **clearly found at the schoolhouse** and can be remedied. The top five reasons for dropping out of school included, in brief:

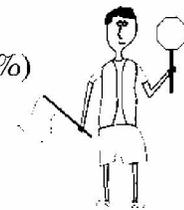
Reason #1: Classes were boring (47%)

Reason #2: Missed too many days to catch up (43%)

Reason #3: Spent time with people who weren't interested in school (42%)

Reason #4: Had too much freedom and not enough rules (38%)

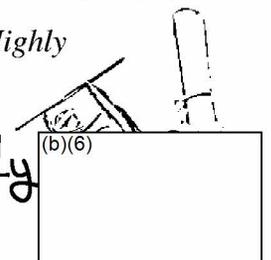
Reason #5: Was failing school (35%)



The study, funded by the Gates Foundation, also addressed possible solutions, again as seen through the eyes of dropouts. Eighty-one percent (81%) of the dropouts in the study pointed to improved teaching, curricula and support to make instruction more relevant, more engaging and better connected to the work place. More than 60 percent said more self-discipline and structure were needed to ensure attendance and participation in school, and two-thirds stressed the need for a strong student-adult relationship at the school. Improved communication with and involvement of parents also topped the list; nearly 60 percent said their parents only became involved in the latter days of the dropout process. The four kid•FRIENDLY design components – Students as Leaders, Leaders Developing Leadership, Competency-based Instruction, and Personalized Learning for Students – address each of the reasons, as noted on following pages.

(a)(i) Students understand that what they are learning is key to accomplishing their goals

kid•FRIENDLY design element #1 – Students as Leaders – will build a culture of student leadership and responsibility in each K-12 school. We will use a research-based process to create whole-building transformation. Based in the work of Stephen Covey (*7 Habits of Highly*



Successful People), the training and implementation process are focused on individual school needs, leadership and resources. However, the targeted outcomes for kids are the same:

- ▶ Increased student attendance through an improved culture of engagement. School becomes a fun, safe, friendly place where students want to be each day.
- ▶ Relevance of student learning. Students in each classroom will develop a mission statement for the classroom which focuses on motivating reasons for working hard in school (broader life and career goals).
- ▶ Leadership opportunities for more and more students in the school. Students will accept leadership roles as they first identify and then pursue areas about which they are interested and/or passionate. Students are given and accept increased responsibility, choice, and recognition for their contributions.
- ▶ Improved career skills and college/career readiness. Children as young as five will learn and practice the skills of goal-setting, teamwork, critical thinking, communication, creativity, and problem-solving – the tenets of Covey’s work.

The habits will become just that: the everyday language and routine for kids across the entire LEA and, through kid•FRIENDLY, the region. In early observations and studies, this appears to be disproportionately beneficial in schools with large numbers of students in poverty. In addition, a third-party case study by John Hopkins University found the culture of the schools studied was positively improved with student behavior seen as the key driver of that improvement. The strategies and language used by teachers and leaders in the building are easily learned and internalized, and it ensured that all children participated as leaders across the school. Students have reported an increased sense of order and security at the school building (Ross, 2010). Other impacts included reduced fear of failure when trying new things, the ability of students to resolve conflicts as reported by teachers, parents and principals, and a consensus that learning is improving. While this approach has only been formalized in the past decade or so, early studies indicate student achievement has improved over time.

We will also support teachers as they learn about the influences of poverty – particularly generational poverty – on student learning. As noted above, 16 of 22 participating district are also rural; each of the 64 schools in those districts is in a small town or county where generational poverty is often the norm.

Students in these chronically low-performing, low-income, rural schools are a **key underserved population** that will be served (Darling-Hammond, 2003; Johnson, 2009). Their numbers make up more than half of the students within our participating schools.

Students living in generational poverty are not equipped with the tools necessary to escape (Jensen, 2009). Students must learn them directly and intentionally through a relationship that motivates and enables them to learn those very skills (Payne, 2005). We will provide additional resources to our community-based Family Resource/Youth Services Centers (FRYSC) to provide additional support for our students, including working with families and with the school-based College/Career Readiness Counselor (pp. 74-75, 77-79). FRYSCs are publicly funded agencies in each community that serve low-income students; they provide food, literacy support, school supplies, an alarm clock, clothing – just about anything students need to eliminate barriers to his/her school day. That includes the occasional prom dress for the senior dance or a suit to wear to a favorite uncle’s funeral. FRYSC staff members work tirelessly to ensure all students have the same opportunities as their more affluent classmates, regardless of the area of need.

Each CCR Counselor will work with the FRYSCs in those communities to establish school-based Career Centers where students and their families may work on students’ Personalized Learning Plans at any time. The Career Center will be the home of the CCR Counselor and will become a focus for students as our project moves forward. Training sessions for parents around the CIITS program, financial aid submissions, career assessment tools and more will be provided here and throughout the local community. The Center, however, will be the hub of CCR work, providing students a single source for the best and latest information on jobs in the region as well as college access information, one-on-one sessions regarding accelerating or support work and college prerequisites. Former students will be offered internships in the Center to provide them with service learning hours, to provide peer support for existing students, and to further support former graduates as they continue to work toward their college/career aspirations.

*When (school) staff members work with children raised in poverty, a common observation is “**Bless their hearts**, they come from such terrible circumstances.” The problem with that sentiment is that it leads to lowered expectations.*

Jensen, 2009

Our work around student leadership will begin in Year 1 with whole school professional learning in each schoolhouse (summer 2013). Follow-up work will occur in Years 2 and 3 through national trainers as well as the development of cohorts of trainers certified in the process to sustain this new culture of responsibility and purpose in each LEA and school building.

Other strategies within kid•FRIENDLY that compliment this approach include the use of career exploration software and systems aligned to the Kentucky employment outlook and content standards used every day in our classrooms. Beginning in the 6th

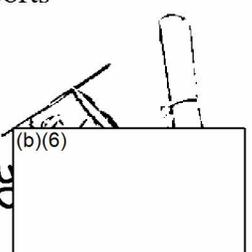
grade, students will align their aspirations, talents and skills to obtainable careers that better fit our rural communities. For example, history tells us most students will return to their home areas after college; we will work with them to identify career goals that match employment opportunities in their communities. This is further explained below. We should point out that we are not opposed to our young people moving on to bigger and better things; however, if we are to heed the research on successfully working with students of poverty and their families, we must provide more local/regional opportunities that are realistic, obtainable and close to home (Jensen, 2009; Payne, 2005).

Addresses dropout reasons #1, 2, 5



(a)(ii) Students identify and pursue learning and development that is linked to college/career-ready graduation requirements

As students learn to set their own goals and better understand the purpose of school, we will help them link those goals and their learning to those appropriate aspirations. Utilizing a nationally-developed software system in each middle and high school, we will help students explore careers that are realistically and practically available to them with the proper work and focus. For example, it doesn't help a student when we encourage him to become a veterinarian when his science scores over five years have been average; nor does it help that he has been determined to return to his small hometown after college – and there are already three successful veterinarian practices there. Rather, the role of educators is to help students determine the most critical factors within his/her goals and work persistently and purposefully toward them. It is unlikely every high school football star will make the pros; it is likely, however, that real jobs exist in our ever-expanding sports culture, including professional trainers, physical therapists, sports reporters, public announcers, etc.



The process will include an initial exploration of available careers, which have been determined for the nation, multi-state region, state and local area. The self-assessment also includes an initial skills review and the development of an individual profile for each student. As students proceed, they can match the occupations of interest to their skills and save those with greatest promise in a personal portfolio for further review, goal setting, etc. The skills assessed within the system include Applied Mathematics, Reading for Information, and Locating Information – the very skills needed in a technology-laden employment environment of this expanding century (Mirtra, 2011).

Addresses dropout reasons # 2, 4, 5

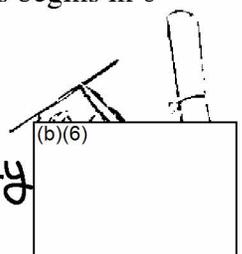


Over a number of sessions, students begin to narrow down their preferences; specific occupations begin to stand out while others are discarded. Students can compare the number of openings annually across a career area as well as the annual earnings anticipated. From there, the student can talk with teachers, counselors and his/her parents about the possibilities. S/He can also work within another areas of the software to determine specific postsecondary education requirements, prerequisites needed, area schools with certifying programs, etc.

Students may also continue in the software at home and at school to work on academic areas that need improvement, as the program includes courseware aligned both to Kentucky content standards and state/national career pathways. As students improve their core employability skills within the system, they will also improve their potential earnings and make themselves more attractive in the workforce. Working with a district-based College/Career Readiness Counselor, a student can work to develop off-campus learning experiences related to a chosen field, moving toward content mastery and a timely graduation.

In addition, the system includes a soft-skills curriculum to specifically model via video and other interactive models the sometimes intangible lessons learned at the workplace: Conveying Professionalism, Communicating Effectively, Promoting Teamwork and Collaboration, and Thinking Critically and Solving Problems.

This multi-layered learning system for career exploration and selection, academic skills development, and soft skills development also organizes the learning required and achieved by each student along his/her unique learning path. Clear benchmarks are set based on selected career paths and are updated with new data/assessments and new skills learned. This begins in 6th



grade or any time a student joins the middle or high school. A student who is new to the school, for example, would be assessed and considered at his/her own level.

We will provide access to the system for all middle and high schools within the project beginning in Spring 2013. Training for teachers and students will be provided through the project and supported continuously through the College/Career Readiness Counselor and the Career Center (p. 55). Students, parents and teachers will also receive training on the CIITS data system to monitor student learning related to his/her chosen career area.

(a)(iii) Students are able to be involved in deep learning experiences in areas of interest

Providing students a choice in the school or classroom helps cultivate a sense of belonging, increases trust, and, perhaps most important, helps clarify the purpose of the learning for the student (Erwin, 2004). This can and must begin in elementary schools, as teachers allow students to determine the methods they use to represent their understanding of a concept. For example, in a unit on the water cycle, students will be asked to create a representation of the cycle as they understand it and its impact on at least three types of living beings. The teacher, who is intentionally ambiguous, groups students together in small teams of three or four and provides them baskets of resources including markers and crayons, plastic cups and bowls, small dry erase boards, paper and scissors, a wireless tablet, drinking straws, science magazines, and more. Students may use anything they like to demonstrate to the teacher and classmates their understanding of the water cycle. Time is set aside each day to begin that work; students begin learning about the water cycle through classroom exercises, carefully poised questions by the teacher, video clips, and a walk outside to see a nearby farm. Student choice and all types of technologies are integrated throughout the process: forming his/her group, selecting the “living beings” that are impacted, determining the method for the presentation and discussing with teammates how to make that happen. In addition, all students will get the benefit of hearing, seeing, presenting or demonstrating the cycle multiple times in the safety of a his/her peer group, working around content that now has a personal connection (Strong, 2003).

As students move through the educational system, these types of experiences morph into authentic investigations and work experiences, where teachers merely provide a general area of work and students together determine the pathway and the tools to use. Other students may begin to learn off campus in co-op experiences related to a chosen career path, such as an office

assistance post in an accounting firm for a burgeoning CPA, a mechanic’s helper at a local auto shop, or an online proofreader for a graphics firm in another state. As these changes occur at the elementary, middle and high school, teachers will be faced with a different way of teaching, requiring professional training and ongoing principal support.

Our shift to Competency-based Instruction will further support students in pursuit of learning in specific areas, particularly in teams with teachers as activators of learning rather than teachers of subjects (Hattie, 2009a). By accelerating learning in areas of interest, students will be able to



Addresses dropout reasons #1, 3

more quickly satisfy or master standards by meeting key benchmarks set in each district. This will leave time and opportunity for students to utilize digital content and coursework, including online Advanced Placement courses and other courses that include college or vocational credit or certification. For example, students may work toward certifications in nursing, information systems, or other areas, or perhaps becomes a Journeyman in a trade area or begin an apprenticeship in welding.

(a)(iv) Students have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning

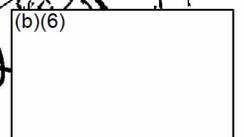
Kentucky is a predominantly “white” state; nearly 90 percent of residents are White/Caucasian. Pockets of ethnicity are found in various regions, however. For example, in Bowling Green, where the GRREC offices and training facilities are located, nearly 30 languages are spoken. This is due in large part to the presence of the International Refugee Center. Daviess County, Owensboro Independent, and Taylor County school systems also have higher levels of diversity due to the location of various industries in those locales. Race/Ethnicity data are included in the Appendix (District Statements of Success, pp. 242-250).

The majority of schools in our Race to kid•FRIENDLY Learning project are from rural farming communities where baling hay or cutting tobacco are tough but well-paying jobs – and are skills many kids acquire. Grabbing a burger is more likely to mean heading to a family-run drive-in than a McDonalds or Five Guys.

Also see:
Pages 242-250



Personalized learning structures and strategies give us an opportunity to connect school day content with other cultures through videos and online resources. For example, in Taylor County,



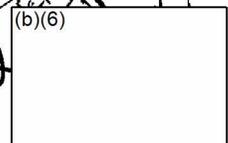
where this year a dozen or so teachers have “flipped” their classrooms, teachers are using videos from the Khan Academy and other sources as out-of-school viewing, with in-class time left to discuss and investigate the content further. This gives students more time to investigate the similarities and differences of his/her own thinking to that of classmates as well as with other sources online.

Student choice in how a learning standard or content mastery is demonstrated, as noted above, also allows for additional perspectives even within a single classroom. For example, in Daviess County Schools, a district that implemented a 1:1 laptop initiative more than four years ago, students were asked recently to select an Amendment to the U.S. Constitution to present to the class. Students were free to present the information in any manner – through PowerPoint, video, poster, report with oral summary, etc. But each student was also to align the presentation to his/her own perspective on that particular amendment, any personal connection to the amendment, and whether the Amendment has had the intended effect. In doing so, students were allowed to find news articles, videos, and the legislation or policies of other nations and states. They used informational literacy and research skills to think through their selected amendment; then they demonstrated their learning through their presentations to the class. The teacher worked with students individually and in small groups, and directed their inquiries online, in the school library and through other school- and community-based resources. At the end of the week, students were able to present much of the meat of the U.S. Constitution from a more personal perspective – and with information gathered through multiple sources and perspectives. This should be the norm, not the exception.

Addresses dropout reasons #1, 3



Replacing lecture with facilitated learning could also remedy an ongoing problem in our rural schools: the lack of certified teachers in world languages. Most schools do not have the numbers of students needed to justify classes in Mandarin or Arabic; even the traditional language courses such as Spanish and French have been eliminated in most of our districts. But what if we utilized a highly effective English or other content area teacher as a facilitator of learning and provide students their choice of languages to be learned through online sources, such as Rosetta Stone. In a class of 20 students, perhaps half would focus on Mandarin while others are learning German, Russian or Spanish. Three days each week, work would focus on the acquisition of language while the other two would include research and discussion around the culture of those countries.



The teacher would guide students in comparing specific aspects of their governments, norms and mores, foods, economies, etc. Students would not only acquire languages needed to succeed in today's business world, but they would have a better understanding of the world outside their small communities of Bugtussle or Lewisburg.

This is one of the benefits of personalized learning: the ability to expose students to other areas of the country and world, and to the ideas and achievements of individuals from all types of backgrounds. One of the tenets of personalized learning is, in fact, the leveraging of students' interests and experiences as a starting point or comparison.

As students move from elementary to middle to high school, the flexibility offered through existing, bring-your-own, and new technologies provided through this project will increase. In high school, expanded student responsibility will allow students to meet and solve issues together, either on campus or off. They will be able to take courses in multiple ways, including blended formats that include online learning with project- or performance-based demonstrations of learning. Individualism and mobility will not only be possible but expected – as it is in today's adult world. Preparing students for what they will face in their careers assumes not only the “what” that they will learn but the “how” of that learning; our methods must model the real world.

Therefore, each kid•FRIENDLY school will establish a Personalized Learning Team that annually will create a personalized learning implementation plan to create these opportunities for students (pp. 33, 60, 72). The Teams will work individually with support from project staff and in cross-project and regional meetings to network with others. They will begin to determine which courses must be face-to-face and which, as demonstrated above, could be presented through a blend of technology and facilitation, or through other means (teaming/grouping, off-campus learning, etc). Project staff will help Teams research strategies that will best fit existing and supplemented technology levels, including bring-your-own-device strategies and policies, making physical changes at the school building to provide students more flexible work and meeting spaces for group discussion and project development, or other strategies. Teachers will also receive one-on-one and small group training as they shift their teaching practices.

(a)(v) Students master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity...

A key component to ensure students master critical academic content is a move to Competency-based Instruction, which will support and honor student success as they master content standards. In today’s schoolhouse, students comply with traditional time requirements including grade bands and course completion. Utilizing the new state data system (CIITS), teachers, counselors, parents and students will be better able to monitor individual student readiness.

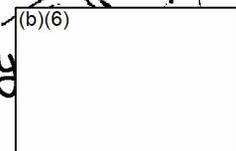
Each school district will establish requirements for demonstrating competency, working with the Kentucky Department of Education throughout the process; models will be developed around nationally and regionally available examples but may include interim assessments, individual performance measures (e.g., projects, experiential learning), teacher recommendation, and/or early exit testing. All students will show mastery of critical content in all required content areas; however, key benchmarked targets within kid•FRIENDLY include:

- ▶ **Kindergarten readiness.** Most five-year-olds who arrive in our kindergarten classrooms – more than 50 percent – have not participated in a school-based preschool program aligned to schoolhouse standards. Public preschools in Kentucky are limited in the number of students accepted annually¹⁰; some of our participating students attend Head Start Centers while others have only locally-run daycare centers or home-care operations, including what we call Nana Care Centers. Our participating communities have more than 12,000 children aged 3 to 5; we estimate as many as 40 percent of that number do not attend a formal preschool program where instruction (disguised as play) is an integral part of the learning day.¹¹

Through a team of highly-trained Preschool Specialists, we will create a band of itinerant teachers to support centers of all types as well as families with young children as they learn to deliberately support early literacy and numeracy skills through targeted play and research-based strategies. Our specialists will work with participating public schools to first identify Nana Care and Head Start Centers and then build relationships with the owner/operators. In addition to monthly training sessions in each community for center operators and families – held in the evenings and on Saturday mornings for their convenience – our specialists will

¹⁰ District-run preschools support three- and four-year-old students with disabilities and/or who are from low-income homes. Public preschools in Kentucky are half-day programs.

¹¹ Based on state population and private/public preschool attendance rates; parental or custodial care is not included



schedule nap-time visits to centers every other week or so to provide resources, books and strategies to be tried with these young students. Both GRREC and OVEC have successfully implemented Early Reading First initiatives that focused on intentional instruction developed around scientifically-based reading research. We will help center staff members better understand the skills and standards students need to be ready for the schoolhouse (aligning daycares and preschools to kindergarten). And we will work with families through public events, healthcare providers, area churches and other organizations to provide open and frequent sessions to learn how to play with, read to/with, and talk to/with young children. We will also leverage schoolhouse events that often draw young families.

Once created and structured, this work will easily be supported by local Family Resource and Youth Services Centers; we will gradually release the work to the FRYSCs as the project closes (2016). We will also admit that this is new territory for our partner LEAs; while they are eager to support young students, it remains unclear what types of change we will be able to create. It is our hope that daycare operators accept our challenge: to redesign their centers as mini charter preschools, of sorts, where they are empowered to let children learn how to learn.

- ▶ **Kids reading at grade level.** To be successful, all students must be able to read. But key benchmarks have also been noted in the research. For example, the 2010 report of the Annie E. Casey Foundation directly ties a lack of reading proficiency by the end of third grade to the **student dropout rate** (Fiester, 2010). Simply put, if a student cannot read proficiently as s/he enters the fourth grade, s/he is not on track to be college/career ready; s/he is on track to drop out. The report notes that the findings from the 2009 National Assessment of Educational Progress (NAEP) are particularly disheartening for students from families in poverty, where the schoolhouse is the only real hope “in the battle against intergenerational poverty.” (p. 7) Further, the report cites the seminal 1998 report from the National Research Council (Snow et al), noting, “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of third grade. A person who is not at least a moderately skilled reader by that time is unlikely to graduate high school.” As students move to 4th grade, reading complexity shifts: no longer do students read as a process of learning to read, for reading’s sake; rather, reading becomes a critical tool for gleaning information from text in its many forms. The stronger the PreK-3

literacy foundation, the more easily students will make the shift to the more complex literacy requirements in intermediate and secondary grades.

To better ensure students are reading proficiently by the end of the 3rd grade, we will implement ongoing learning for teachers in K-3 based on the five components the National Reading Panel deems predictors of reading success: Phonemic Awareness, Phonics, Vocabulary and Oral Language, Fluency, and Comprehension. (NICHD, 2000) Delivered by project staff, the training includes six days of training with follow-up coaching over two years; however, we will also break the training into more accessible units to embed the strategies in the school day. This includes training during half-day release and other set-aside learning time committed to by participating schools (up to 72 hours annually for teachers; MOU). The training also integrates formative assessment strategies and the new Common Core Standards for English/Language Arts, adopted in Kentucky in June 2010.

But what if a student isn't reading proficiently by the end of 3rd grade? As noted on pages 27-28, more than 17 percent of our students have not met that mark. Schools already provide various interventions for these students; however, kid•FRIENDLY will bring additional resources to bear. We will work with schools to identify existing school-level supports and supplement those with research-based software for individual students, training for teachers, and other materials the research says will support literacy, particularly comprehension (Wanzek, 2010). We will help school personnel design an Individual Literacy Plan for each student who fails to read at grade level by the end of the third grade and will monitor those plans through school-based interim assessments (e.g., MAP).

However, we cannot stop there. We must also address the literacy levels of students in upper grades. As additional project benchmarks, we will work to move all students to proficiency in reading by the end of 8th grade and the end of 10th grade. Indicators will include the Kentucky Performance Rating for Educational Progress (K-PREP) and the EXPLORE at 8th grade, and the PLAN assessment at 10th grade. Again, we will provide software, training and materials support based on school and student needs.

We will also launch an initiative around the **scientifically-based thinking or comprehension strategies**: using background knowledge or schema, determining importance in text, asking questions, making inferences, forming mental sensory images, monitoring for meaning, and synthesizing (Pearson, 1992; Keene, 2007). The Thinking

Strategies have been at the core of the work of both GRREC and OVEC since 2007; however, it has only been implemented in full and with high levels of fidelity in a few middle and high schools in the region. Co-designed through a partnership with the Denver-Based Public Business & Education Coalition (PEBC), we have helped transfer thinking/literacy strategies to classrooms to create demonstration labs, or classrooms where teachers demonstrate how to use metacognition across the content. Teachers integrate instructional technology and formative assessments seamlessly as students think through information text of all types and in all content areas. In fact, in successful content-area classrooms, teachers organize content so as to routinely provide for reinforcement of concepts and sense-making in reading (Lee, 2010). Teachers, regardless of the “subjects” they teach, must in fact include content-area literacy and thinking, as it is the “cornerstone of any movement to build high-quality secondary schools.” (Heller, 2007; p. 6). With the proper tools, time and strategy instruction, students can quickly learn to **hear the voice** within their own minds that speaks as they read (metacognition; Keene, 2007; Biancarosa, 2006), as demonstrated below.

8th-Grader: Kayla

Kayla hates word problems, but Mrs. (b)(6) her Algebra I teacher, sure loves them. Kayla looks up from her book, having read the 12-line problem on fuel consumption three times. Is it me or the book that’s stupid? she wonders. She grabs a soda and tries again, this time reading just the first sentence. She stops and thinks a bit, reading that last phrase again. Funny. She remembers the time her dad ran out of gas on the way to the gas station! She smiles, then jots down what she thinks the sentence means. Ok, got that one. Next sentence.

11th-Grader: Megan

The Civil War. Big yawn, Megan thinks. Thankfully, she’s finished reading the chapter Mr. (b)(6) assigned on the politics (Yuk!) of the New South. She pulls out her notes, hoping she got enough from the book so she won’t feel so useless during tomorrow’s class discussion. But, nope. She didn’t get it. In fact, the question doesn’t even seem to fit what she read. What did she read? Megan flips back through, glancing at the captions, hoping something will come to her. It doesn’t. Whatever. She read it. That was the assignment. She’s done.

Likely, we empathize with both students. As proficient readers ourselves, we often read and

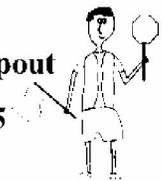
re-read a passage, encouraging ourselves until we “get it.” Kayla is self-learning that concept; she breaks down sentence structure into smaller pieces, connecting ideas to her own background knowledge (schema), inferring and annotating meaning along the way. Without much help, she will be a proficient reader. Megan, however, may not. Megan – and so many others like her – needs deliberate, explicit direction in finding the meaning. She can read it (decode); she just doesn’t get it (Tovani, 2000).

Our thinking/literacy strategies will address the needs of both learners (Kayla and Megan). Teachers will begin to model good reading for students; they will explicitly read and question aloud as students watch, struggling with words as students might. They will note material that is troublesome or challenging. And they will help students hear the voices inside their minds as they read – the voice that questions, infers, visualizes, synthesizes, etc. Along the way, students will not only learn to read; they will learn to be **deliberate about thinking**. In the appendix, we have included an article from author Ellin Keene, where she models the shift from reading to thinking with a student and discusses the impact.

We will provide school-wide professional learning in the summer and during the school year (24+ hours) followed by coaching and the development of demonstration classrooms, which are more fully explained beginning on page 31. Each school will have a common language in dealing with the increasingly challenging text of high school (Keene, 2007; Lee, 2010).

- ▶ **Kids mastering mathematics.** Math is a key gatekeeper, a barrier to postsecondary success. While more than 25 percent of students in our participating elementary and middle schools were not proficient or above on state testing in math last year, only **20 percent** of the students in our 24 high schools were deemed “ready” to attend and succeed in postsecondary; that’s the number of students who did not meet benchmark in math on the ACT in the 11th grade. That mark is more than just a number, though. It is a predictor of success in a first-year college math course. In addition, students in lower grades – 5 to 8, specifically – did not meet set standards either; nearly 40 percent of students in the 8th grade failed to meet Proficiency on state tests in math last year. The Kentucky Council for Postsecondary Education continues to indicate high rates of remediation in mathematics; that is, students with low ACT scores are more likely to be required to take a non-credit-bearing

Addresses dropout reasons #1, 3, 5



Kids FRIENDLY

Kids Focused, Responsible, Imaginative, Engaged and Determined to Learn

(b)(6)

math course during their freshman year. While intended to help freshmen, remediation often becomes predictive as well: most students who take a remedial math course do not receive a four-year degree (80 percent at WKU over the past three years).

kid•FRIENDLy builds on the foundations of professional development by GRREC, OVEC and our respective national partners to ensure **all students are at benchmark in mathematics at 8th and 10th grades** (EXPLORE and PLAN, respectively). Since 2006, GRREC has worked with small cohorts of teachers, implementing math learning for teachers centered in content and formative assessment. Teachers met in week-long summer trainings to learn math, utilizing targeted lessons from research-based texts and conceptually-based software programs. They worked in grade-level cadres (K-3; 4-5; 6-8), problem-solving within math as their students do and will in future years (vertical content; Ball, 1998; Ma, 1999). Teachers returned during the school year for additional work days, working to develop a framework in which to create Student Friendly Learning Targets that help students be part of the learning process. Teachers returned to classrooms, taking their work in problem-solving content with them. They drafted, refined and implemented learning targets with students. They created math conversation the research says connects the dots for students – and for teachers in professional learning communities.

Content and conversation support for teachers in K-5/6 is particularly critical as most lack strong teacher preparation in content, conceptual understanding and problem-based instruction (Hibpshman, 2007). Elementary teachers receive just six hours of course work in mathematics content. Much of the instruction is based in traditional math content that **works to solve problems rather than problem-solve** (Ball, 1997; Van de Walle, 2006). Teachers struggle to guide mathematical thinking within a classroom when they are insecure in their own knowledge (Ball, 1997), meaning students do not receive deep, impactful learning that would better prepare them for upper grades. Further, noted educator Liping Ma, in discussing the differences between the teaching of mathematics in the U.S. and China, points to the teacher's desire for students to master procedure (U.S.) versus student conversation focused on real-world problem solving or stories (China; Donovan, 2005; Ma, 1999).

In short, our teachers are taught content the way it's always been taught – by lecture rooted in step-by-step processes. Teachers teach their students the same way. The literature bears that out: Schools lack a culture of shared mathematics reasoning and problem solving

(Donovan, 2005; Van de Walle, 2006). The National Math Advisory Panel report finds K-8 students must have sufficient time and support to ensure conceptual **and** procedural knowledge. Teachers must “provide clear models for solving a problem” while allowing students the opportunity to **think aloud** (NMAP, 2008).

Therefore, teachers will intertwine conceptual understanding with procedure. They will focus on the “foundations of Algebra” espoused in the panel’s report as being essential to the continued learning and **success of students beyond primary**.

At the high school level, we will also build on our current work with teams of high school teachers. Here, we also treat teachers in grades 9-12 as we would treat their students – as learners in the classroom. With national and staff-based trainers, we will move teachers toward a deeper conceptual understanding of mathematics by demonstrating good instruction incorporating strategies they can quickly utilize with students. We focus on mathematics as a **continuum** by pairing high school trainers with university content faculty; as students arrive in our classrooms dependent upon their prior knowledge, we must help teachers extend student learning to the next level (Donovan, 2005). Through embedded and off-site training, we will help teachers move students to “**what comes next**,” regardless of whether the “next” is geometry, calculus, postsecondary or a post-high school job. This will increase teacher content knowledge and confidence, a key strategy for improving student learning (NMAP, 2008; Reeves, 2004a). Teachers will learn how to prepare students to think and reason mathematically; develop a deeper understanding of the mathematics; and apply the mathematics learned. Mathematical modeling and higher-level STEM content will be embedded each year to better serve students considering careers in math and science.

The thinking strategies, follow-on Cognitive Coaching, and the establishment of Demonstration Classrooms will also support the work in mathematics. Peers will be able to see critical strategies in use and will gain a common language around mathematics texts. In addition to teacher training and support, we will support individual students who are not yet mastering math standards; kid•FRIENDLY will provide student-friendly, flexible resources including age-appropriate tools with artificial intelligence that allows students to work at their own, personal pace (grades 3-12; multiple research-based software products). Students in middle school will dig deeper into content through collaborative experiences to prepare for higher level math and to encourage more for STEM courses in high school. Intermediate and

middle school teachers and CCR Counselors will observe, confer, and talk with students to determine their aptitude and interest for further studies in STEM – all aligned to their kid•FRIENDLY Personal Learning Plan.

Flexible student resources will include content specifically aligned to each student’s career path, as noted on pages 26 and 63. High school students will work through project-centered curriculum in their chosen occupational area. Math skills are developed through real life stories presented online, stories that will have some familiarity to students. Student achievement and persistence is promoted through that authenticity as well as through the experiential nature of the problems solved. Finally, Learning Trajectories keep the big ideas organized based on students’ benchmark and developing skills, even when the student is working in a group. And, by connecting math supports directly to students’ stated career aspirations, learning becomes relevant and purposeful (Bridgeland, 2006).

- ▶ **Other key strategies.** In addition, we will ensure mastery of content through the use of:
 - School-wide Data Teams. As noted on pages 31 and 32, we will replace and expand professional learning communities, helping teachers focus more clearly on the data as they make instructional decisions about their students.
 - Students as Leaders. As the 7 Habits become infused within the language and daily interaction of students and adults at the schoolhouse (pp. 52-54), students will develop skills that specifically support the development of goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving.

(b)(i) Each student has access to a personalized sequence of instructional content and skills development to enable him/her to meet individual learning goals ...

Moving to a competency-based system, away from seat-time, is an essential condition to getting personalized learning. So said Susan Patrick, President and CEO of the International Association for K-12 Learning (iNACOL) (Wolf, 2010) as part of the 2010 Personalized Learning Symposium, a gathering of national experts on personalized learning. Such a model, says Gene Wilhoit, the current Director of the Chief Counsel of State School Officers in a joint report by the Nellie Mae Foundation and iNACOL, provides teachers “authentic evidence of learning,” helping to unleash individual teacher ingenuity to provide interventions on a personalized basis (Sturgis, 2010; p. 11). The implementation of the new Common Core Standards in

English/Language Arts and Mathematics, which has been in place in Kentucky for two full school years, allows teachers the ability to measure progress toward specific goals – including, in Kentucky, college- and career-readiness. Competency-based learning, he said, provides a clear measure of what success means; further, success is not defined by time or place. As noted by Sturgis:

*There are two reasons why **continuous improvement suddenly takes root** in competency-based systems. **First**, competency-based approaches require a heavier emphasis on formative assessment and responsiveness when students are struggling. With a focus on whether or not students are mastering the skills, teachers become engaged in exploring new ways to help students. **Second**, by breaking courses into discrete learning objectives and monitoring student learning trajectories supported by a student information system, principals are able to gather indicators of progress in a much more granular and timely way than end-of-course grades or summative testing. This allows principals, as instructional leaders, to keep an eye on which areas teachers are having difficulty in supporting their students or identify any schoolwide patterns that are causing students to stumble.*

Sturgis, 2010, p.20 (emphasis added)

Therefore, we contend competency-based learning is **key to personalizing learning within a classroom**. To make that move, kid•FRIENDLY will help teachers, students and parents focus on student mastery of content that can be accomplished at each student’s individual pace. When students understand the expectations (common core) and their own responsibility to learn (Students as Leaders), there will be a clear understanding of where each student needs to be, what s/he needs to work on each day, and when each student needs to be supported through acceleration or intervention. Sturgis and Patrick (2010) define competency-based learning and instruction through a competency-based pathway, which includes the following three design principles (Sturgis, 2010; p. 8):

- **Students advance upon mastery, not age or seat time.** A student who may be receiving additional support for Algebra in 10th grade may also be earning dual college credit in history or science. Even in elementary, we should help the student who excels in reading beyond his traditional 5th-grade classroom move ahead while still receiving traditional 4th-grade support

in math, social studies and science. Providing appropriate challenges based on levels of competence rather than time motivates and engages students.

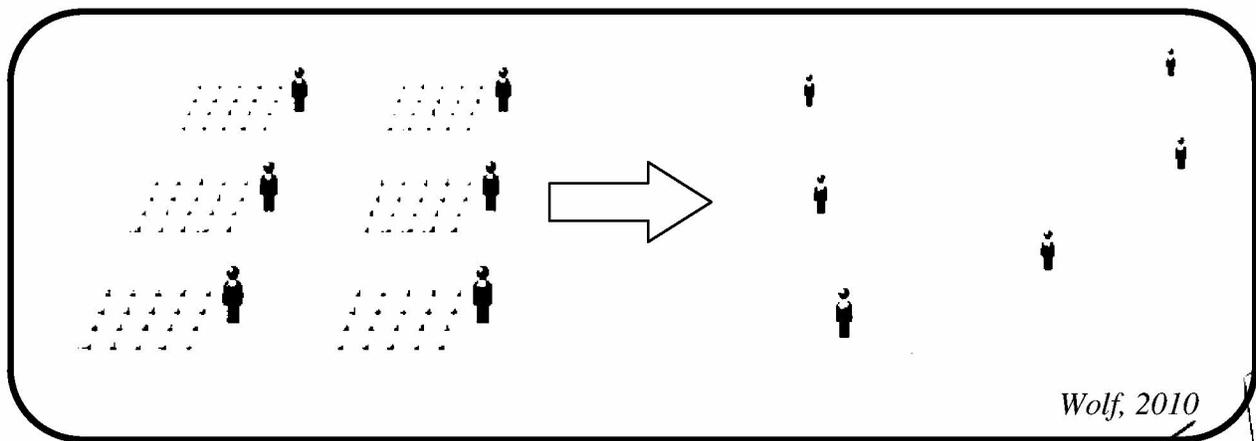
In addition, grading practices are changed to eliminate barriers. Behavior, attendance, and classroom participation have never been true indicators of whether a student has learned and will no longer be reflected in classroom grades. Rather, students will demonstrate their understanding in multiple ways of their own choosing (and with teacher support) (Sturgis, 2010). The “zero,” which penalizes students who do not quite grasp a specific assignment, will be eliminated to allow students an opportunity to learn through continuous improvement; students will have an opportunity to learn, assess, clarify, learn and re-assess to master each content standard (Reeves, 2004b). This layers the learning from standard to standard.

- ▶ **Explicit and measurable learning objectives empower students.** When students are clear on what’s expected of them in the classroom, they are free to become true learners with teachers facilitating the progress of individuals and small groups. The foundation of this move for teachers and students is the shift in learning created through Students as Leaders (pp. 52-54). Teachers can focus on supporting students individually through multiple types of strategies that meet their needs, also as an invisible response-to-intervention fashion. Students are able to see their accomplishments and have a sense of progress (Sturgis, 2010); much like progressing past the early levels of electronic games, competency-based instruction allows students to slay dragons of a different kind and move to the next level.
- ▶ **Assessment is meaningful and a positive learning experience for students.** Formative assessments – including almost daily learning checks, interim assessments, and common formative assessments shared by teacher teams – provides **teachers, students and parents** a clear picture of where students are on a clear learning continuum. The CIITS data system will allow all three groups to know and understand where students are struggling and provide specific, individual/small group supports. It can also quickly identify when it’s time to move on to the next concept, helping teachers avoid teaching/re-teaching content students have mastered. Through new school-based Data Teams, teachers are able to work together to develop a common understanding of what a demonstration of learning looks like. And students demonstrate their learning in multiple ways, including through formative assessments, presentations, and peer-to-peer instruction (Sturgis, 2010).

As outlined below, we will use Students as Leaders as well as online tools related to college/career readiness to create Personalized Learning Plans for each student. Student journals in early grades and online plans for middle grades and secondary students help align students' personal career goals within each learning area. Teachers can easily gear performance measures to career strands that interest small groups of students as well as individual students.

Finally, the Common Core State Standards in English/Language Arts and Mathematics as well as the Next Generation Science Standards (2013) and the existing state standards in social studies and other areas provide a clear map for what students should know and be able to do. Teachers in each kid•FRIENDLY school will work in school-based Data Teams to develop assessments and performance measures that follow a sequence of instruction that will allow students to move ahead in areas where they excel and receive more time and support when they need it (personalized learning). To parents, this concept sounds logical, even if it is not the way they were schooled. They understand that students should move on when they “get it” and receive support when they don't. That includes changes in grading practices – noted above – that are kid-friendly (i.e., allowing students to complete missed homework assignments after/before school rather than receive a zero; reworking sections of tests or performance assessments to better demonstrate competency, etc.).

We envision a way of thinking and teaching as the CCSSO and its partners in personalized learning envisioned it during their 2010 symposium to better define personalized learning: in a seamless system where teachers are able to group and regroup students around specific content areas, instructional approaches, projects and life experience, etc. (Wolf, 2010) We demonstrate this in the graphic below, a model that will be implemented as students take on more responsibility and teachers begin to release the power of learning to students.



(b)(6)

(b)(ii) Each student has a variety of high-quality instructional approaches and environments

If Students as Leaders serves as the umbrella for our Race to kid•FRIENDLY Learning project, teachers and leaders developing kid-friendly environments and instructional approaches is the enabling structure for implementation. Each of the 112 schools will work with the district College/Career-Readiness Counselor, FRYSC staff, school counselor and principal, and other project-level staff to develop a school-specific Personalized Learning Plan (School PLP). The annual plan will be monitored at least quarterly and shared by the school with others in the project twice a year – both as an accountability measure and to help schools learn from each other. The initial plan, which will be created through the School kid•FRIENDLY Team, will be in place at the beginning of the 2013-14 school year; it will allow schools to make gradual changes to the environment and structure of the school day that build upon the professional learning, leadership support, and student culture of the individual school.

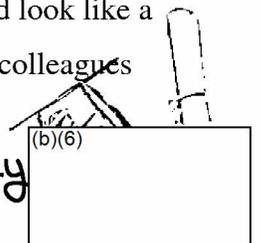
Project staff will work closely with each kid•FRIENDLY school as they design and implement their unique **Personalized Implementation Plan**. As noted on pages 33 and 60, each Personalized Learning Team will meet individually each month with staff and four times each year in cross-project sessions with other teams. Together and individually, teams and staff will research strategies that will best fit existing and supplemented technology levels (e.g., BYOD, coffee-house learning, co-ops for middle school, project-based learning, teaming, etc.). Our team of Cognitive Coaches will support teachers as they shift their classroom practice; and we will provide video and other resources to better help teachers “see” what personalized learning can and should look like every day. Teachers will support teachers as well, through a project-specific online community where questions are asked, answered, discussed and refined continuously. Project staff will monitor the site and use the portal as a tool to follow-up with teachers after training and support sessions.

Structures, environments

- ▶ PL Plan to guide each school
- ▶ Meeting spaces for students
- ▶ Wi-Fi on buses, in the community
- ▶ Accelerating learning off campus
- ▶ Academics and career aspirations aligned



Structural changes, in addition to the move toward Competency-based Instruction, will include modest but critical changes to each school building. The schoolhouse should look like a fast-paced 21st century office building or university campus – where meetings with colleagues



are ongoing and occur anywhere, any time. Physical space must be provided to allow students to work individually and in small groups. This will begin in upper elementary, where students may be given freedom to “meet” with students on projects in a corner of the library or cafeteria; by middle school, classrooms in our schools will be converted to meeting spaces where students can begin to gather to learn and work with each other; and by high school, coffee-house learning in various corners of the campus will be appearing, providing students with comfortable and practical learning environments that mirror post-high school reality. Technology tools will be available as well to help students continue their work; this will vary greatly based on existing and supplemented technologies on each campus.¹²

In our rural communities, where Wi-Fi is not the norm, we will create our own Internet hot spots for learning by arming each school bus with Wi-Fi capability. These devices will be purchased in Year 1 and will allow each school team to incorporate activities to promote the new service. More than 1,000 school buses will be involved and will enable students who are still unconnected or have dial-up or satellite Internet service to better connect. As teachers begin to use additional digital resources in their classrooms, we will also expand that coverage to community churches and businesses, opening up even greater avenues for each community. However, buses are parked at the homes of bus drivers each night and provide the quickest, most economical way to provide additional access time to the greatest number of students.

Students will also be able to move wherever their own acceleration takes them. For example, Taylor County Schools currently operates a shuttle from the elementary to middle school campus at each class change to ensure students with a foot on both campuses are able to get to their classes with minimal delay. Students at the middle school walk to the nearby high school. High school students take college level courses through dual credit and by traveling less than a mile to Campbellsville University, a private, accredited Christian institution with a wide range of majors. And students in almost all grade levels participate in digital courses – either for additional support or for acceleration. This year, Taylor County is accelerating nearly one-quarter of its students in one way or another (22 percent). This is a model many of our schools can implement as well.

¹² kid•FRIENDLY is not a technology initiative. As our budget indicates, we will supplement existing levels of technologies for participating schools to allow 1:4 computing by students, teaming, project work, etc.

Students will align their academic work with their career aspirations, utilizing a **nationally-recognized software system** that is aligned to Kentucky's adopted core content standards and the job market within the state. The system will include intensive work beginning in middle school; students, who each year will clarify their purpose for learning (aspirations), will design their own personalized plans for college and career readiness. Working with the CCR Counselor, they will have a clear understanding of the standards they must complete to continue on a timely path to their career goals. The nature of the software is such that it delineates between general health fields to specific careers like doctor, physical therapy, nursing, etc.; and it cuts across all known career areas. Each student will have an Individual Career Profile that aligns to the Kentucky Core Content Standards in English Language Arts and Math and to the Kentucky College/Career Readiness Standards. Specifically, students will:

- ▶ **Complete an initial self-assessment** to determine interests and work importance profilers. The software compiles a table of occupations that match each student's personality and his/her instinctual approach to work.
- ▶ **Assess their individual employability skills.** Students learn their current soft skills profile in Applied Mathematics; in Reading for Information; and in Locating Information.
- ▶ **Explore available occupations.** Students save occupations from their online profile and begin to explore the details associated with each. This includes video segments that describe a day in the life of this occupation; compares average wages and projected openings; and, compares needed educational attainment and required skills levels for each occupation.
- ▶ **Determine a pathway.** Students will begin to see patterns in their search and will be able to narrow down their choices of occupations within an area or two. Discussions with parents, teachers and the CCR Counselor will further narrow down students' individual choices.
- ▶ **Set a goal.** By understanding the skills, education and experience levels needed, students will be able to set strategic goals related to their daily work in school. Students can also begin looking for aligned work experiences or co-ops that can help them meet the needed standards.
- ▶ **Continue academic and skills development.** Through traditional classwork, experiential learning, off-campus studies, online courses, etc., students will work toward that goal.

- ▶ **Revisit/Revise Individual Career Profile.** Students may retarget their career goals at any time, pointing their skills in another direction. The CCR Counselor will always be available to further align the student's school path as well.

All students will also receive the support they need in literacy and math. Teachers will be trained in supporting the needs of all students, particularly those with difficulty in reading informational text. Software systems are available and will be supplemented as needed for students in participating schools for literacy and math; these include research-based programs with teacher support (training, license, coaching).

Specific environments and approaches, as seen throughout our narrative and in the graphic on page 19, will include the following areas. However, schools will have the **freedom to consider the strategies that best meet the needs of their students.** In addition, we will work with districts who have already begun to make shifts toward personalized and competency-based learning to help schools avoid any missteps other schools may have experienced.

- ▶ New student culture of leadership and responsibility *pp. 52-54*
- ▶ Competency-based instruction *pp. 68-71*
- ▶ kid•FRIENDLY grading practices *p. 70*
- ▶ CCR Counselors, Planning Centers, career-aligned resources *pp. 54, 74-75, 77+*
- ▶ Training for teachers and leaders *pp. 29-33, +*
- ▶ Grouping, regrouping in teams *pp.68-71*
- ▶ Student choice *pp. 57-58*
- ▶ Experiential learning through co-op, other experiences *pp. 49, 57-58*

(b)(iii) Each student has access to high-quality content, including digital learning content as appropriate, aligned with CCR standards / graduation requirements

In 2009-10, Kentucky adopted the national Common Core Standards in English/Language Arts and Mathematics as the standards for core content in K-12. For the past two years, GRREC and OVEC staff members have worked with the Kentucky Department of Education to support teachers as they implemented the new standards. We already are working with teachers in science and social studies around the literacy standards found within the Common Core. And we will provide ongoing support as the Next Generation Science Standards are released in 2013.

Kentucky content is aligned with the Kentucky College/Career Readiness Standards, which were implemented in 2010, and with requirements for high school graduation. Our implementation of Competency-based Instruction will allow students to demonstrate mastery in specific areas and advance as needed, rather than based on traditional seat time or Carnegie unit requirements; that will also free up time for students to participate in Advanced Placement courses, co-op experiences, online and/or campus-based college courses, etc. It will allow us to work with students outside the regular school day to ensure their needs for instruction are met. For example, pregnancy or a need to work due to family constraints are no longer reasons to leave school; rather, we can work with students to ensure school work aligns with students' needs, including online work, early mastery, work experiences aligned to the standards, etc.

GRREC and OVEC will work with districts to increase the types and numbers of secondary and postsecondary courses to which students have access through alternative means, including expanding dual credit offerings, on-campus access for students and online work. Teachers will also have an opportunity to receive training in Advanced Placement through the College Board. And we will work with schools to become part of AdvanceKentucky, a program that increases the number of students participating in AP math and science courses in the state.

Our work at the preschool level will focus on the scientifically research-based strategies for early literacy development (oral language skills, phonological and print awareness, and alphabet knowledge). Play will be the mode of implementation with children, as we share resources and strategies with preschool centers, daycare facilities and home-care environments (pp. 25, 61+). GRREC and OVEC have worked since 2007 in this arena and have qualified staff to ensure appropriate materials are utilized.

Software systems for math and reading will also support students as they continue to build skills. Teachers will also receive training in aligning their own courses to the state CCR standards. And we will create demonstration classrooms at all levels that include instructional technology and core content aligned to the CCR standards. Specifically, GRREC has worked for nearly a decade to help individual teacher integrate technology into their everyday teaching. Trainings have included various formats; however, we find the best "training" is not a training at all. Rather, teachers respond best when they observe others modeling real instruction with real students utilizing the real tools they have within their classrooms. By helping teachers create demonstration classrooms that integrate the types of tools they currently possess, we will build

capacity across all kid•FRIENDLY schools. Yes, this will include the “tricks” technology provides; but an (b)(4) white board or clicker system cannot engage students as they are just tools. It takes a teacher’s questioning and guidance to create the discussion and problem-solving that truly engages students.

(b)(iv)(A) Each student has ongoing, regular feedback including frequently updated student data that can be used to determine progress toward mastery of CCR standards

Hattie, in his landmark mega-analysis of teaching strategies, denotes student feedback with an effect size of 1.13 – more than double the .40 effect size needed to ensure a year’s growth in the content area (2009b). Student feedback, he notes, is “paramount” in any list of indicators for student impact. The effect size is higher than any other single factor. Hattie further notes that key considerations are not the words of the teacher but the understanding of the student related to three questions:

- ▶ Where am I going? (focusing on goals and intentions)
- ▶ How am I going? (focusing on progress)
- ▶ Where to next? (focusing on activities needed to close the gaps in learning)

This type of feedback – which is informative rather than evaluative – helps students learn what they are good at, what needs more work, and how to get to the standard that has been set (Hattie, 2007). However, it also assumes access to timely and accurate information. That’s where the CIITS data system will come in. Teachers will be able to quickly assess students (almost daily) with quick bell-ringers, quizzes and questions; enter the results into the CIITS system and instantly group/regroup students for small group work and feedback based on that assessment and the previous work of each student. CIITS will also provide students and parents information regarding progress toward the student’s stated purpose.

Middle and high school students will continue to work with a CCR Counselor to review his/her progress on their Individual Career Profiles which, as noted above, aligns with state CCR standards. Student achievement data will be reported in conjunction with work around employability skills and career pathway assessments. Students will work during the school day to assess their progress throughout the school year, working in existing advisor/advisee sessions and in related classes (math, English, business, vocational, etc.). Students and parents will meet

at least once a year with the CCR Counselor to train on the CIITS system and discuss student progress (student-led conference). And in early grades, the Student Leadership Journal will provide students and parents an ongoing, easy-to-use log of daily work toward the student's school-day purpose.

Finally, teachers will learn how to provide high-quality, descriptive feedback to students (Black, 2003; Stiggins, 2004). In establishing school- and district-level Data Teams, we will expand existing learning communities to teams of colleagues focused on providing specific feedback and instructional approaches to reach all students. In a two-phase process, Data Teams will learn how to focus on data and will then apply that within their classrooms. We will use our own staff members and national trainers to ensure feedback for all students is profitable.

(b)(iv)(B) Each student has ongoing, regular feedback including Personalized Learning recommendations based on the student's current knowledge and skills, CCR standards or CCR graduation requirements, and available content, instructional approaches and supports

As noted above, students in grades 6-12 will utilize software that will provide them time for reflection on their Individual Career Profiles and whether their aspirations align with student academic outcomes. The system will provide specific information to the CCR Counselor as well as the student and parent; they will work together to align academic supports to keep the student on pace toward his/her career goal.

The Personalized Learning Team in each school will develop a mechanism for improving student choice for demonstrating mastery of learning at the classroom and course level. Teachers, as noted above, will be armed with strategies for working with students around real-world topics that motivate them and around their career aspirations. Grouping and regrouping students will allow teachers and students to investigate additional learning methods.

We will also integrate Response to Intervention strategies throughout our work. Teachers, working in Data Teams, will be able to discuss each week with colleagues the appropriate personalized learning strategies to use with students at all levels. Teachers will share new strategies and their outcomes, improving those methods for the next time. Students that need additional support will get it through re-teaching, regrouping, peer-teaching, or perhaps through

software, tutoring or other personalized strategies. The CIITS data system will help us pinpoint specific areas of need for each student.

(b)(v) Each student has access to accommodations and high-quality strategies for high-need students to help ensure they are on track toward CCR

GRREC and OVEC employ more than 150 staff members, including instructional specialists in almost every content area and in special education, who work directly with our teachers and students. They have worked with us in the design of Race to kid•FRIENDLY Learning and will continue to provide support to teachers at the classroom level. Our staff members ensure teachers have the resources they need to accommodate high-need students, including assistive technologies, classroom management strategies, co-teaching and least restrictive environment supports, and more. All students will be assessed throughout the project and will receive appropriate levels of support toward their defined school-day purpose.

We will again point to our ongoing work in reading, math and the thinking strategies (pages 33 and 62). We will ensure all students are reading at grade level at the end of 3rd, 8th, and 10th grades; are meeting standards in math by 8th and 10th grades; and are able to think within all types of texts.

(c) Mechanisms are in place to provide training and supports to student that will ensure they understand how to use the tools and resources provided to them to track and manage their learning

Students will receive training on the CIITS data system and its student/parent portal (Infinite Campus) each year. Ongoing follow-up available year-round through the CCR Counselor and in existing advisor/advisee classrooms as Career Profiles are reviewed and adjusted (at least monthly). The CCR Counselor will provide ongoing access to training for parents as well; these sessions will be provided weekly in alternating locations and times within the district (mornings one week, evenings the next, etc.). Students will also receive training and will work frequently in the Career Profile system. Elementary students will work each week in their Leadership Notebooks and will be well-versed in the data that it includes and the relationship toward their goals. Elementary teachers will receive training early in our project, and certified support staff will be available to help throughout the project.

Finally, we note the evidence provided within this proposal outlining our high-quality plan for improving teaching and learning, including:

Project graphic	Page 19
Four-year training graphic	Page 85-88
Logic model	Page 36
Draft training timeline	Page 253-259
Goals, objective indicators	Page 111-123

(C)(2) Teaching and Leading (20 points)

Our plan for helping educators improve instruction and increase their capacity involves professional learning around the components proposed in (C)(1). The plan, graphically depicted on pages 85-88, includes PD each year in our four key areas: students as leaders, competency-based instruction, personalized learning, and leaders developing leadership.

(C)(2)(a) All participating educators engage in training, and in professional teams or communities, that supports their individual and collective capacity

We propose an intensive program of training to ensure educators have the capacity for implementing kid•FRIENDLY reforms. The training addresses the following focus areas; the expansion of professional learning communities to Data Teams and the support of school-based Cognitive Coaches will extend these training initiatives, ensuring full implementation (Costa, 1994).

Students as Leaders. We have identified responsibility as an essential skill and trait for students' achievement of college and career readiness. Through a program centered on Covey's *7 Habits of Highly Effective People*, we will teach students the emotional and social skills (often described as "soft skills") that regional employers have cited as lacking in recent graduates. Each participating school will develop a school-wide culture of student responsibility. We will prepare schools for this culture shift with initial and follow-up trainings, beginning in the spring of 2013 (1 day) and continuing in the summer (3 days) and fall 2013 (1 day). A contractor will provide initial trainings to schools and certify GRREC and OVEC staff for follow-up training. Each day of the 2013-2014 school year, staff certified

in the program will conduct site visits to participating schools. During these site visits, trained staff will observe the fidelity of implementation, report on implementation efforts to school leaders, and model program expectations in critical classrooms identified by school principals. Additional days of training will be included in Years 2 and 3. And each school will also select a small team to receive certification training to ensure sustainability (Year 3).

Competency-based Instruction. Essential to our plan for college and career readiness is ensuring that instruction fosters student competency (e.g., mastery of standards) and that assessments gauge student competency, rather than completion and compliance. We will support districts in realizing this vision by providing training on competency-based instructional strategies and on acquiring, managing, and using data on student competency. Supported instructional strategies include Thinking Strategies, Visible Learning, Reading to Learn / Learning to Read (K-3 reading), and student-centered math (all levels). Through the expertise of existing staff and contracted vendors, we will provide initial training on these strategies in the spring and summer of 2013 to district’s curriculum coordinators, school administrators, and teachers. These initial trainings expose all educators to proposed instructional strategies; we will then bring these strategies to scale through embedded sessions at the school level and the development of demonstration classrooms. At minimum, each district will establish one model classroom at the preschool, elementary, middle, and high school levels by the end of Year 1. Teachers responsible for these model classrooms (i.e., teacher-leaders) will receive intensive PD from staff and vendors, including site visits for technical assistance in model implementation. As we further scale up our work across each school, these initial teacher-leaders will mentor their colleagues as they, too, implement strategies; teacher-mentees will receive release time to observe model classrooms. Early release days (two hours per week at each school) will provide time for mentoring relationships and Data Team meetings to study, plan, monitor, adjust, and otherwise support strategy implementation.

We also will provide training and technical assistance to educators as they improve their process for acquiring, managing, and using data on student competency. The Kentucky Department of Education has developed the Continuous Instructional Improvement Technology System (CIITS) and is disseminating information across the state. CIITS is a “one-stop shop” that helps teachers build and use formative assessments. In addition, CIITS

(b)(6)

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hosts an array of data, including ACT-aligned measurements (PLAN, EXPLORE, ACT), end-of-course assessment data, and state annual testing data. The system also produces customized reports. In spring 2013, project staff will complete CIITS certification training. These staff will conduct regional CIITS trainings of teachers in fall 2013. The project's college and career readiness counselors (CCRCs) will support teachers and provide just-in-time technical assistance, during daily site visits. CCRCs will support professional learning communities in collating and analyzing data. We will also conduct annual data retreats for each participating district's leadership. These retreats will facilitate each district's analysis of data and development of improvement plans.

Personalized Learning. Each district has committed to developing and implementing an array of personalization options for students. Each participating school will form a personalized learning team. The project's CCRCs will provide direction and guidance to each PL team. The work of the CCRCs and PL teams will culminate in an annual plan for implementing and improving alternative learning environments and strategies. The plan will include accelerated college and career components.

The project will support these college and career components through training. Schools will increase their AP and dual-credit course offerings, and the project will ensure that teachers have appropriate certifications and credentials for offering on-site opportunities. A career readiness consulting vendor will provide expertise on expanding career readiness opportunities. This contractor will use market-analysis and student interest data to identify career readiness opportunities that appeal to students and position them for success.

Leaders Developing Leadership (LDL). Based on the work of Dr. Douglas Reeves and the Leadership & Learning Center, the LDL component will help principals drive their own improvement, professionally develop their own staff and create change in their school buildings. The three-year training plan will include regional seminars around the types of leadership available to leaders (instructional, reflective, coaching, etc.) and one-on-one mentoring support based on individual need. Each principal will develop a personal implementation plan for his/her own growth that will be monitored by project staff and reviewed at least monthly throughout the project. In addition, principals will work with national experts to implement the "visible learning" supported in the meta-analysis of Hattie (2010), to ensure adults in the building can see what works with kids.

(b)(6)

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In addition, we will provide training to principals and their leadership teams in the Instructional Rounds process. Based on the work of Dr. Richard Elmore and his Harvard-based team (City, Fiarman & Teitel, 2009), Instructional Rounds will help each school monitor a problem of practice identified through the Data Retreat process (p. 23) and/or the ongoing formative evaluation process. Rounds are built upon the medical model for observing and focusing upon a single concern.

Professional learning communities exist in each school but will be expanded to become **Data Teams**. Educators will assess what students know and what they are ready to learn, then work together to develop personalized, accelerated learning options for students. Teams will provide ongoing support and troubleshooting on the implementation of project instructional strategies, such as Thinking Strategies and Visible Learning techniques. Teams will use quantitative data (e.g., quarterly benchmark testing), ongoing formative assessments (e.g., almost daily classroom learning checks) and qualitative data (e.g., feedback from students) to improve practices. We will ensure that educators know how to use project resources: an important part of this plan is to raise educator awareness of CIITS, which will host and organize actionable information at the student, classroom and teacher levels.

In addition to these broader initiatives, teachers will have access to training in Advanced Placement, teaching and learning with students of poverty, early literacy, technology integration, and specific personalized learning strategies selected by each school (e.g., flipped classrooms, off-campus teaching and learning, BYOD strategies, teaming, etc.).

Beginning on page 85, we provide a draft graphic of our integrated strategies; a more developed timeline of sessions is found in our Appendix (pp. 253-259).

Also see:

Pages 253-259



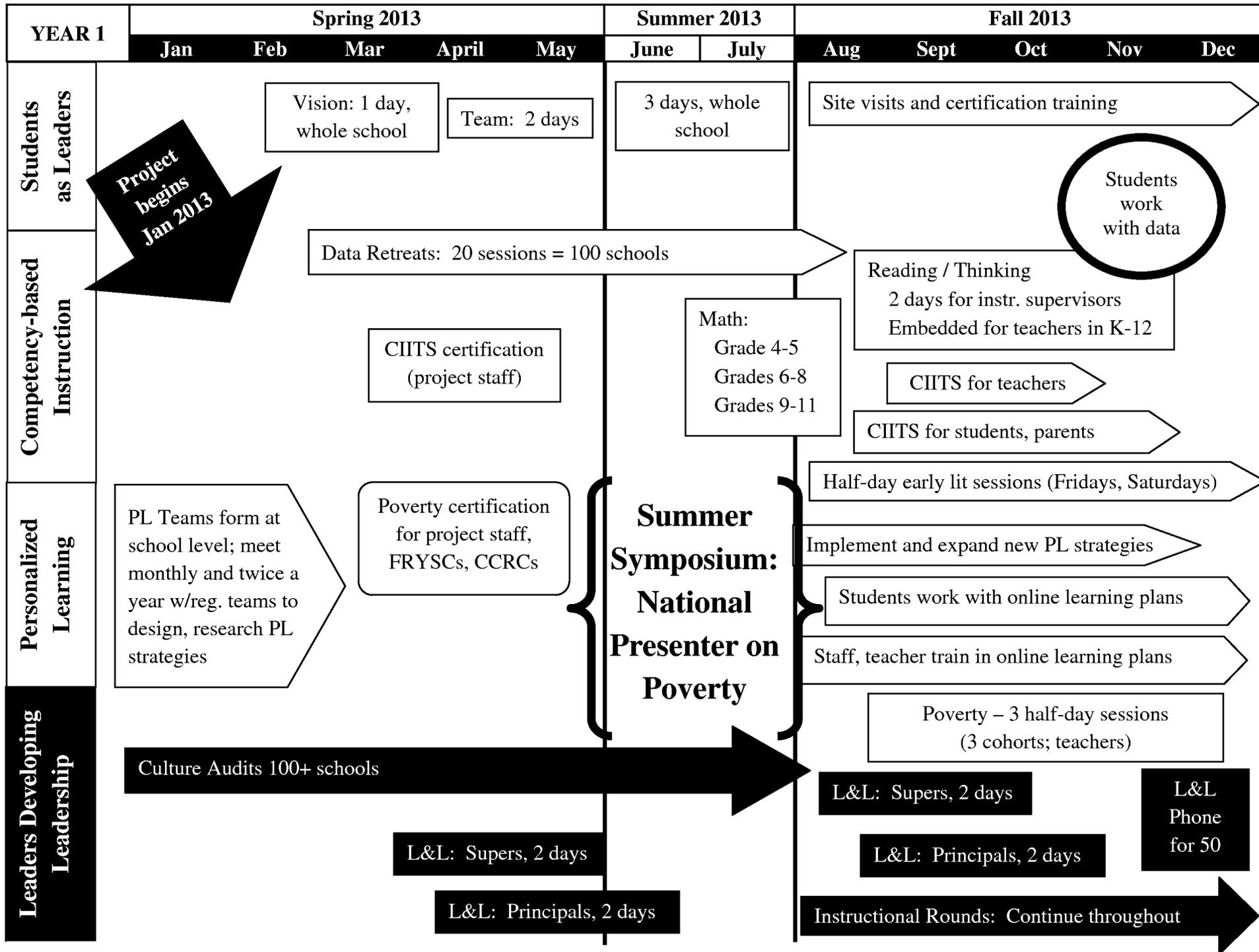
(C)(2)(b) All participating educators have access to, and know how to use tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements

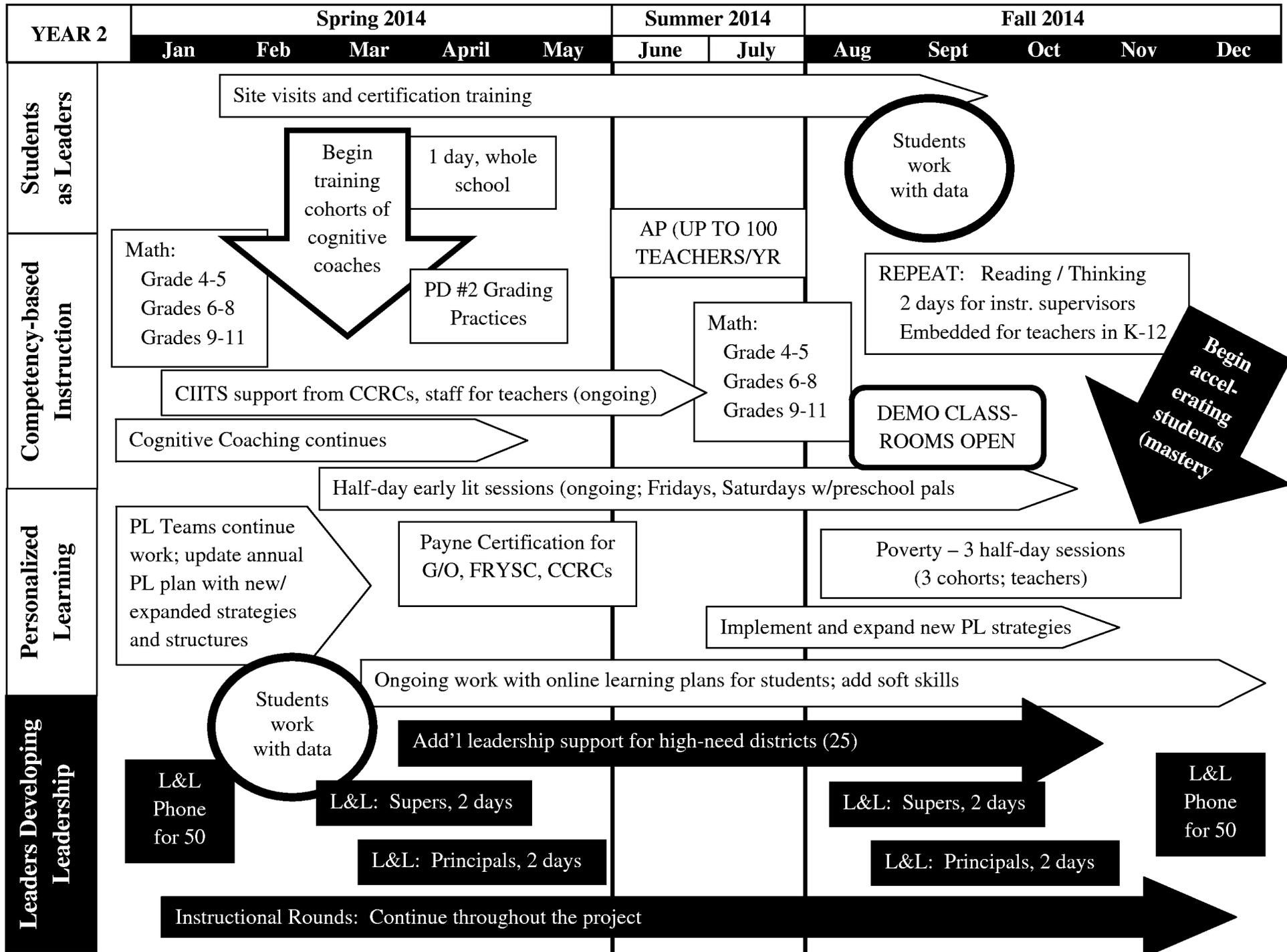
The plan for trainings and embedded professional learning described above ensures educators have access to project resources, including student responsibility protocols, instructional strategies (Thinking Strategies, Visible Learning, etc.), and CIITS. These project components provide and help educators develop tools such as formative assessments, and provide ongoing

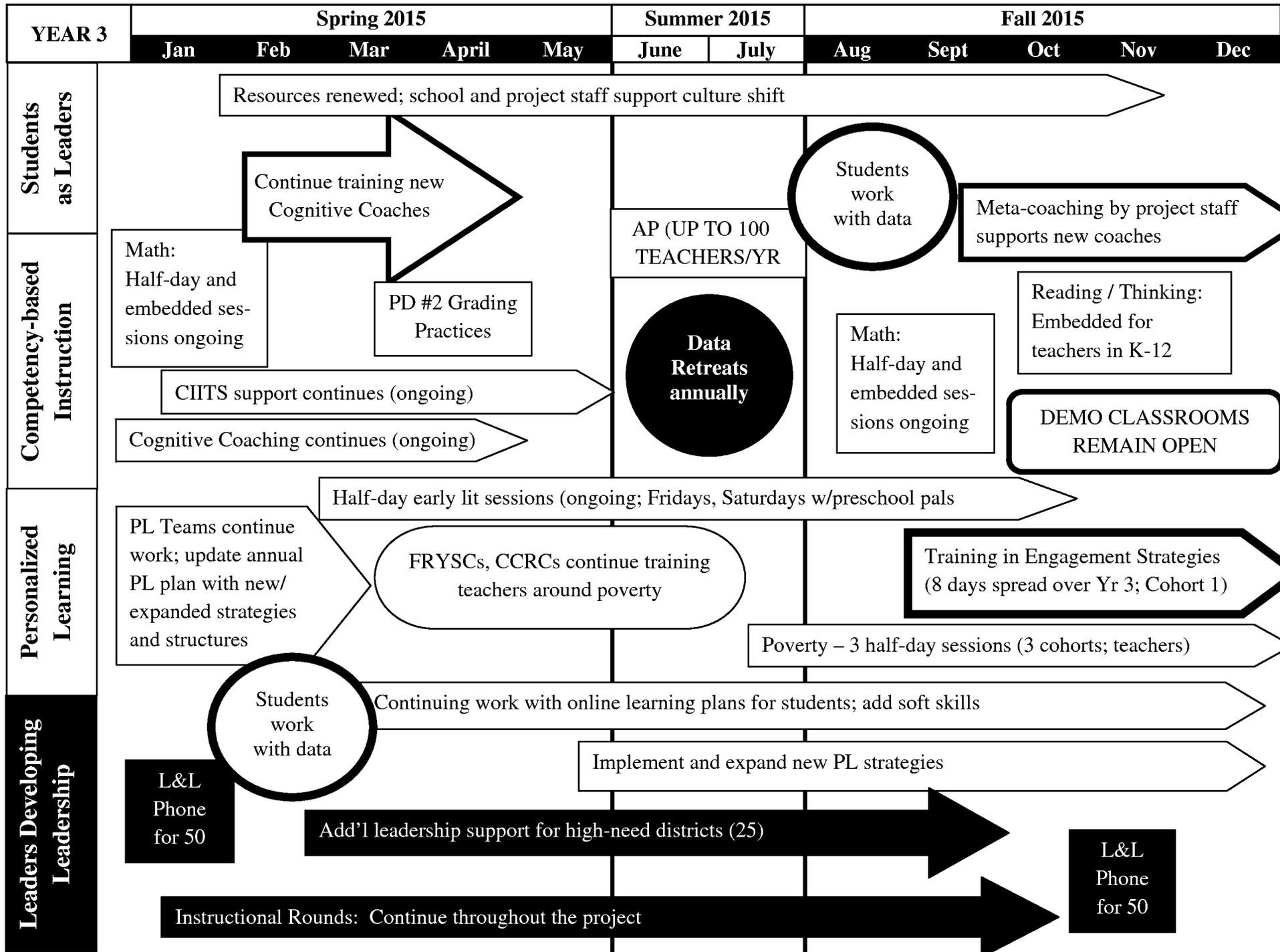
data for decision-making. Applicant staff, project staff, and contractual vendors will provide trainings of varying intensity and format (e.g., training, mentoring, technical assistance) to participating educators. These are layered over the first three years of the project to ensure teachers are not overwhelmed; rather, they will be supported at the school site by Cognitive Coaches and by their colleagues in Data Teams. Each school has agreed to provide time in and out of the school day for teachers to work on strategies specific to the project. As noted above, instructional technology will be embedded throughout all trainings as we model what teaching with technology looks like. Our project will include a full-time Instructional Technology Director to help us build capacity in our Coaches, Counselors and teachers at every opportunity.

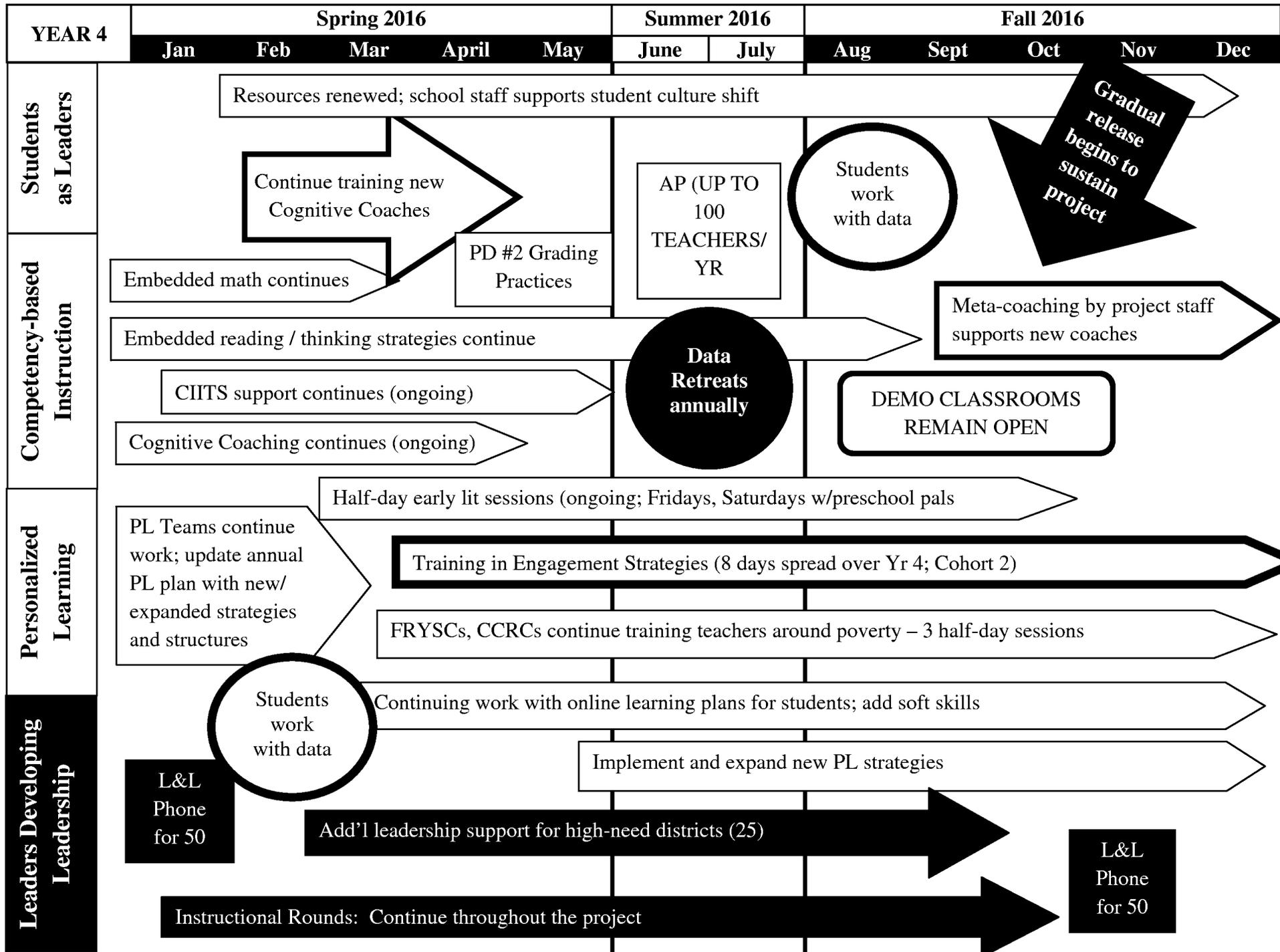
(C)(2)(c) All participating school leaders and school leadership teams have training, policies, tools, data, and resources that enable them to structure an effective learning environment

Through the Leaders Developing Leadership component described above, school leaders and school leadership teams will receive training to guide school policies, implement new tools, analyze and use data, and manage school resources. The project will provide **policy-level** support on teaching and learning issues. We will work with participating LEAs on a weekly early-release schedule where possible and will provide additional time for data teams and other local PD opportunities (embedded). We will also support districts in implementing the state's educator evaluation system, PGES (p. 45). The system includes a process for translating educator evaluation data into recommendations for professional growth. School-wide **tools** include the student responsibility program and the personalized learning plan. Actionable **data** sources include ACT-aligned measurements (PLAN, EXPLORE, ACT), end-of-course assessment data, state annual testing data, ongoing computer adaptive test, and classroom formative assessment—all of which are managed with CIITS. Available resources include instructional strategies, college readiness opportunities, and career readiness opportunities.









(C)(2)(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including hard-to-staff schools, subjects, and specialty areas

The professional learning outlined above indicates an aggressive, coach-supported and embedded approach to change the way teachers teach and leaders lead. Through new technologies and strategies, teachers will be able to share their areas of expertise in teaming with other teachers and by grouping students for collaborative work. In short, to be highly effective does not necessarily mean teachers are the experts in the room; rather, they are the activators of learning (Hattie, 2009), providing students guided, clearly focused opportunities to become the experts themselves and in the areas of students' choosing. Hard-to-staff positions – including language, physics, and advanced placement – can be provided through blended models utilizing technology, as demonstrated on page 59. In addition, by providing leaders the support they need to shift the culture of each school building, we will ensure sustainability for years to come.

D. LEA Policy and Infrastructure

The overall Race to kid•FRIENDLY Learning project will be directed through an Implementation Team that includes representation from each cooperative as well as educational experts who will guide the implementation of the project. GRREC Executive Director George Wilson will serve as the Authorized Representative; he will work with OVEC Executive Director Leon Mooneyhan to hire a Project Director and two Project Managers who will oversee the daily operations of the project. All staff positions will be prorated to serve similar numbers of student. For example, we will hire and support 10 Cognitive Coaches who will be residents of the GRREC and OVEC regions; they will continue to live and work near their homes as we will assign schools to them based on the school/coach locations. Coaches will travel to GRREC and/or OVEC twice each month for staff meetings, data analysis and sharing of what's working in each school. Each will report to their assigned Project Manager. We anticipate seven coaches will work in the 81 GRREC schools; three will work in the 31 OVEC schools. Other staff members will be similarly distributed.

(D)(1)(a) Applicant has practices, policies and rules that facilitate personalized learning by organizing the consortium governance structure to provide support for all services to all participating schools

To implement reforms and accomplish kid•FRIENDLY goals at the local level, a number of practices, policies, and rules will need revision, while other new practices, policies, and rules will be enacted. With project support, local boards of education and each School Based Decision Making (SBDM) council will be responsible for addressing many issues pertaining to this proposal, including

- ▶ Raising the drop-out age from 16 to 18 years of age.
- ▶ Applying for “District of Innovation” status under state regulation KRS 156.108, which provides districts the opportunity to apply to the Kentucky Board of Education for exemption from certain administrative regulations and statutory provisions in an effort to improve the learning of students.
- ▶ Transitioning away from “seat time” Carnegie Units for graduation to competency-based credit accrual through mastery of standards.
- ▶ Accommodating for additional transportation for students attending classes off campus to accelerate their learning.
- ▶ Revising grading policies to eliminate “zero” grades for incomplete assignments.
- ▶ Kid-friendly technology policies, including “Bring Your Own Device” policies.

We will support these boards and councils in addressing these policies through the project’s Implementation Team. The Implementation Team serves as the organizing governance structure for the project. The role of the Implementation Team is to make data-based decisions around policies and operations, methods and processes. In addition, the Implementation Team will implement protocols and norms by which the consortium will operate. Applicant staff, project staff, and the Implementation Team will collaborate to produce model policy language for boards and councils to consider in addressing the policy issues described above. Members of the Implementation Team are noted on pages 107-108.

(D)(1)(b) Applicant has practices, policies and rules that facilitate personalized learning by providing school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars...

Existing state regulations provide participating schools with significant flexibility and autonomy over crucial school decisions. State regulation, KRS 160.345, requires School Based Decision Making councils to serve as the governance structure of Kentucky schools. By including the parents, teachers and an administrator, councils promote shared leadership among those who are close to the schools' students. The council sets school policy and drives the instruction and infrastructure of the school. Issues under the council's authority include the number of persons to be employed in each job classification at the school, the filling of personnel vacancies, the allocation of budgetary resources for instructional materials, and policies on:

- ▶ Curriculum, including needs assessment and curriculum development;
- ▶ Assignment of all instructional and non-instructional staff time;
- ▶ Assignment of students to classes and programs within the school;
- ▶ Determination of the schedule of the school day and week;
- ▶ Determination of the use of school space during the school day;
- ▶ Planning and resolution of issues regarding instructional practices;
- ▶ Selection and implementation of discipline and classroom management techniques;
- ▶ Selection of extracurricular programs and determination of policies relating to student participation;
- ▶ Procedures for determining alignment with state standards, technology utilization, and program appraisal; and
- ▶ Procedures in the selection of personnel by the principal.

In addition, enabling legislation noted on page 20 will allow Councils to more easily make such changes. Council members have submitted letters of support for our kid•FRIENDLy project; these are found in the Appendix.

(D)(1)(c) Applicant has practices, policies and rules that facilitate personalized learning by giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic

By participating in kid•FRIENDLY, districts and schools have committed to a system of competency-based instruction. This and the methods used to revise policies accordingly have been referenced throughout the proposal. The implication for this system is that kids will be able to move fluidly from standard to standard rather than grade to grade. Students will advance to more challenging standards once they have demonstrated mastery of basic standards. Behavior, attendance, and classroom participation will no longer be true indicators of whether a student has learned and are not reflected in classroom grades. Rather, a student's demonstration of his/her understanding in multiple ways of their own choosing (and with teacher support) will be the norm. We will support boards and councils in these reforms by providing model policies for adoption; these will be developed through our legal counsel, a local firm that specializes in Kentucky school law. Enabling legislation is noted on page 20. We will work with the Kentucky Board of Education and the Department of Education to develop with our districts the appropriate plans to move to the personalized learning and competency-based instruction the Kentucky General Assembly envisioned.

(D)(1)(d) Applicant has practices, policies and rules that facilitate personalized learning by giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways

LEAs will provide students with multiple opportunities to demonstrate mastery of standards. Classroom-level formative assessments, computer adaptive testing, state-required end-of-course assessments, and state summative testing provide students opportunities to demonstrate mastery. As described earlier, CIITS will provide assistance to educators in developing formative assessment items of sufficient rigor and quality to assess student mastery. A significant policy adaptation for participating LEAs is the administration of end-of-course assessments—which are ACT-aligned and used in Algebra II, Biology, 10th grade English, and US History—when students are ready, instead of just at the end of a course. Anytime end-of-course assessments will allow students to accelerate their learning or obtain additional time for acquiring mastery of standards.

A particularly important project wide practice for students' demonstration of standards mastery is the "no zero" policy. Schools often encourage students to complete assignments with the negative reinforcement of no credit for incomplete assignments. This practice prevents students from demonstrating their mastery and is, in fact, a punitive measure. Schools will address this issue with new policies that allow for alternative assignments and other disciplinary measures not tied to classroom grades (Hattie, 2009; Reeves, 2004).

(D)(1)(e) Applicant has practices, policies and rules that facilitate personalized learning by providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners

Our proposed kid•Friendly instructional strategies are adaptable in a wide variety of educational contexts, including educating students with disabilities and English learners. For instance, Thinking Strategies is a set of pedagogical techniques that focus educators on how students comprehend. The strategies have application across all disciplines, grade levels and student subgroups. In addition, kid•FRIENDLY provides early intervention efforts to all students, including students with disabilities. Through our current work with preschool programs, which serve students with disabilities and students from families living in poverty, we are providing scientifically-based reading research instruction to students with a variety of developmental barriers. In addition, GRREC and OVEC currently employ cohorts of special education consultants who provide direct classroom support for teachers and students in assistive technology, classroom management, least restrictive environment cultures, co-teaching and more. We will also support English learners, as we do with all of our initiatives, by providing access to multi-lingual materials on a case-by-case basis. We also connect schools with resources from our partner universities, from other schools, and from national suppliers as needed.

(D)(2)(a) Supports personalized learning by ensuring all participating students, parents, educators, and other stakeholders, regardless of income, have access to necessary content, tools, and other resources both in and out of school

Many of our project's tools are digital resources, which require broadband Internet and the appropriate devices. However in our rural LEAs, technology (including Internet access) is

limited in schools and homes. We propose several supports to address this barrier. In the school building, we will increase technology holdings and raise the ratio of personal computing devices to a minimum of 1 device per 4 students, a configuration that researcher Sugata Mitra (2010) says creates engaging student-to-student conversation and problem solving that brings about learning. In addition, districts will implement a “bring your own device” policy to enable students to learn with the devices they prefer. To address community’s broadband access issues, we will incorporate Wi-Fi capability into school buses. This upgrade will allow students to capitalize on bus ride times, which in rural areas can be significant. Additionally, we will strategically position school buses throughout communities during non-school hours so that students can use these “hot spots” to access digital tools anytime. Finally, we will continue to work with schools as they expand to 1:1 and take-home initiatives that will more fully allow students of all backgrounds to benefit.

(D)(2)(b) Supports personalized learning by ensuring students, parents, educators, and other stakeholders have appropriate levels of technical support

Applicant staff, project staff, contractual vendors, and partners will provide supports to students, parents, educators, and other stakeholders. Students will receive direct support from school administrators, teachers, and the project’s CCR Counselors. This support will help students monitor their learning, access digital learning resources, and track college-and-career interests and opportunities. Local PTA/PTO groups have committed to assisting the project by disseminating information to parents and eliciting their participation in assessment literacy trainings and school culture assessments. Educators will receive intensive professional development as described in section (C)(2). In addition, CCR Counselors will provide weekly sessions for/with parents related to the CIITS data system to help them support their students along their career pathways. These sessions – small group and one-on-one sessions – will be held at varying days and times to allow more parents to participate.

(D)(2)(c) Supports personalized learning by using information technology systems that allow parents and students to export their information in an open data format and to use the data in other electronic learning systems

Through Infinite Campus, parents and students have access to an online portal (also accessible through smartphone application) that provides an array of educational data. Infinite Campus hosts the Kentucky Student Information System (KSIS), which hosts information such as student demographics, attendance, behavior, health, grades, GPA, graduates, courses, class rosters, program (e.g., special education, gifted and talented) participation, and staff information. Infinite Campus ties into the overall CIITS system that can be accessed by parents and students anywhere and anytime. As noted above, CCR Counselors, who will be certified as trainers in CIITS, will work with students and parents to help them understand how to use Infinite Campus and the broader CIITS data system.

(D)(2)(d) Supports personalized learning by ensuring that LEAs and schools use interoperable data systems (e.g., student information, budget data, etc.)

LEAs and schools will use three data systems in implementing kid•FRIENDLY: CIITS, Infinite Campus, and MUNIS. As described previously, CIITS is an educator tool for obtaining, managing, analyzing, and using data on student competency. As described previously, Infinite Campus hosts a broad array of information and provides information access to students and their families. Through MUNIS, LEAs and schools manage human resources data. Each of these systems includes interface operations (including import and export capabilities) that make them interoperable. An example of this interoperation is the ability to match teachers and students in Infinite Campus. LEA and school personnel import data from MUNIS into Infinite Campus and, then, can analyze teacher-student correlations. Applicant staff, project staff, and contractual vendors will support educators in understanding the interoperable capabilities of CIITS, especially its capability for importing data regarding student competency.

E. Continuous Improvement (30 total points)

GRREC will contract with a national evaluation firm as part of an overall evaluation of the implementation and ongoing improvement of our Race to kid•FRIENDLY Learning. On the following pages, we will address how a formative, summative and implementation evaluations will help guide the project; in addition, we will outline our use of a panel of education experts who will monitor and advise from a 30,000-foot level.

(E)(1) Continuous improvement process (15 points)

Our evaluation methods include a formative review related both to the intended outcomes and the implementation itself; a summative evaluation of the outcomes; and a separate implementation evaluation to determine the level of fidelity needed to achieve noted gains. We will contract with a national evaluator in early 2013, utilizing a public call and bids process that meets both the federal and state guidelines for service contracts. The final contract will be negotiated based on time, deliverables, site visits, level of analysis, and other tangible indicators.

Evaluation Questions. The overarching questions guiding the evaluation are aligned to project goals and to our established if / then statement, and will allow evaluators to document and explore the development of the partnership, investigate the implementation of the model, and measure project impact.



If / Then Statement

If we empower, enable and expect kids of all ages to accept responsibility for their own purposeful learning, ...

and provide teachers and leaders the tools, training and embedded support to shift instruction to a more kid-friendly, competency-based model focused on the mastery of standards rather than seat time,...

then we will see an increase in the number of students performing at/above benchmark on college/career and other readiness measures as well as accelerating their own learning and persisting toward a post-school purpose,...

which will result in increased numbers of college and/or career-ready graduates who will be successful in their chosen endeavors.

Evaluation questions also align to each phase of that statement and will allow evaluators and project staff members to gauge progress in the short and long term. Initial questions are noted here; we will also revise these questions with the contracted evaluator in January/February 2013.

1. What are participants' reactions to and perceptions of the RTT-D project?
2. To what extent is participants' knowledge of personalized learning influenced by the project?
3. To what extent are participants' beliefs related to student responsibility for learning influenced by the project?
4. To what extent are students' post-school purposes driving student learning?
5. To what extent are participants' instructional practices influenced by the project?
6. To what extent do stakeholders support implementation of and participation in the project and subsequent changes in institutional policies and practices?
7. What are the challenges and successes of kid•FRIENDLY (facilitating and impeding factors)?
8. To what extent is student achievement impacted by participants' involvement in the project?
9. To what extent is student learning accelerated by kid•FRIENDLY approaches and structures?
10. To what extent are students' achievement levels on CCR indicators impacted by participants' project involvement?
11. To what extent are students' attitudes toward their own learning influenced by the project?
12. To what extent are teacher and student outcomes differentiated by student-, teacher-, and school-level characteristics?

Formative: Though “outside” the GRREC organization, we will work with two groups to monitor, advise, and improve kid•FRIENDLY. Each group will serve as informed reformists, a model espoused by Dr. Huey-Tsyh Chen (*Theory-Driven Evaluations*, 1990).

- ▶ **National evaluator.** Working with a national evaluator, we will collect data for analysis throughout the project, including observation data, student achievement data, teacher/principal effectiveness data, etc. A list of anticipated qualitative and quantitative follows; this is not all-inclusive. GRREC and OVEC staff, including project coaches and CCR Counselors, will collect data at the direction of the evaluator throughout the project. CIITS system data will be utilized to link individual teacher and classroom data to outcomes and to allow for cross-project measures of impact for comparison of strategy and implementation effectiveness.

- ▶ **Council of experts.** We will put in place a Chief Council on Fidelity, a group of educational experts who are authorities in the areas of personalized learning, competency-based instruction, leadership and college/career readiness. Gene Wilhoit, the current Executive Director of the Council of Chief State School Officers (CCSSO), will provide ongoing guidance to GRREC Executive Director George Wilson; Mr. Wilhoit, the former Commissioner of the Kentucky Department of Education, has announced his retirement and will be returning to Kentucky in 2013. The leader of the move to the new national common core content, he has been a champion for integrating personalized strategies into classroom instruction, aligning all learning with college/career readiness standards, and the use of student-centered leadership. He has served the CCSSO since 2006. Council members will include regional and national partners, such as state Teacher(s) of the Year and university partners (content, education). For example, Dr. Fred Carter, Director of Teacher Services and School Relations at Western Kentucky University, is a former teacher, principal and superintendent, and was recently received the Kentucky Association of School Administrators Distinguished Service Award. He is also coordinator of Kentucky's Superintendent Mentoring program through the KASA and the Kentucky Department of Education.

The role of the Council will be to view the overall project implementation, activities, and data analysis from a 30,000-foot level, then provide informed guidance on next steps, new research to consider, model locations to visit, possible solutions to implementation barriers, etc. The Council will meet electronically and/or face-to-face at least quarterly with meetings held at participating schools (site visits); monthly updates will be provided to Council members by project staff to ensure they are involved throughout the process.

Again, both groups will inform our work throughout the four years, providing a third-party view of our progress. The evaluator will review data collected by trained project staff using carefully selected and/or purchased collection instruments and observation rubrics. For example, we will observe implementation through our Instruction Rounds process (pp. 22, 83) utilizing a rubric developed for that purpose and purchase the Vanderbilt Assessment of Leadership in Education (VAL-ED) to measure principal growth; the VAL-ED is a 360-degree, research-based instrument

from Discovery Education that measures the effect of student-centered leadership on teachers, staff and student achievement.

Early in the project, the kid•FRIENDLY Implementation Team will work with the evaluator and council to establish clear benchmarks to ensure continuous improvement as prescribed by the Oxley Model of Continuous Improvement (2007). That includes continual monitoring of each indicator by the Implementation Team via monthly meetings and the conversion of ongoing findings to specific, school- and project-level action steps (updated quarterly). This process will also be followed by each school through the Personalized Learning Team, outlined on pages 33, 60, and 72. Data will also be available through the CIITS system for site-based project staff working in each school to provide coaches and counselors the data they need to support Data Teams as well as individual classroom teachers.

Continuous Improvement (Oxley, 2007)

- 1 Take stock of existing practice
- 2 Identify gaps between existing, desired practice
- 3 Generate and study potential new strategies to adopt
- 4 Develop consensus for adopting strategies
- 5 Devise implementation plan
- 6 Develop plan to monitor implementation
- 7 Implement plan for improvement

Summative (quasi-experimental): We will monitor student growth along the state and nationally normed measures within the Kentucky state assessment system (Next Generation Accountability Model, K-PREP). The system is anchored in college and career readiness for all students and includes annual public reporting of disaggregated student outcome measures in math, reading and science to assess school performance as well as achievement in writing and social studies. In addition, it includes:

- ▶ student achievement growth measures by student, teacher, classroom and subgroup at all levels and through multiple assessments (state and nationally normed)
- ▶ state college and career readiness standards (nationally normed)
- ▶ high school graduation rates (Average Freshman Graduation Rate)

- increased focus on the lowest-performing schools (persistently lowest performing [NCLB] and Kentucky Focus Schools)¹³

Specific measures include interim assessments in elementary (e.g., Measures of Academic Progress [MAP] testing); content assessments in elementary and middle school; end of course assessments in middle and high school for all content areas (using normed items from ACT's *QualityCore* Program); and the EPAS battery of assessments for 8th, 10th, and 11th grades (EXPLORE, PLAN, and ACT). Each measure is included in the CIITS data system by individual teacher identifier and includes a teacher-student match; data can also be sorted by student subgroup, content, school, district, and more. kid•FRIENDLY will include cross project analysis through ongoing work with SchoolNet/Pearson (CIITS developers); and our project staff will be certified as trainers on the system to further support schools, teachers, parents and students. The robust system provides secure data based on user roles, allowing us to analyze the impact of kid•FRIENDLY implementation without violating student confidentiality.

In addition to classroom, district, and cross-project analysis, we will use **carefully matched comparison groups** (multivariate matching process) to determine whether kid•FRIENDLY schools outperform non-participant schools. Match characteristics will include similarities in rates of achievement, free/reduced lunch rates, school size, ongoing academic trends in content areas, ethnic diversity, community type (e.g., farming vs. commuter), and other factors as appropriate. This quasi-experimental approach is a constant within our consortium projects as it provides us a broader view of the impact for participating schools.

Implementation: kid•FRIENDLY layers implementation by cohorts of teachers and leaders, creating demonstration classrooms and teams of trained coaches and trainers over four years. Each phase will be evaluated to ensure professional learning is acquired and implemented in classrooms. Measures will include the benchmarking indicated above as well as process outcomes related to PD and training events, observations of classroom implementation through coaching and teacher logs/journals as well as Data Team agendas related to personalized learning strategies; CCR Counselor reports; school-level Personalized Learning Team agendas and reports; and data collected at all levels. Classroom instructional change will be a key indicator and will be seen through the Instructional Rounds process; based on the work of Dr. Richard

¹³ Kentucky Focus Schools are provided through the 2011 waiver to NCLB regulations regarding Persistently Low Performing and include schools that have identified gaps in student subgroup performance.

Elmore and his Harvard-based team (City, Fiarman & Teitel, 2009), Instructional Rounds will help each school monitor a focused problem of practice identified through the Data Retreat process (p. 23) and/or the ongoing formative evaluation process. In addition, all professional learning will be reviewed through the lenses of Guskey's five-level model for evaluating professional learning (Guskey, 1999, 2000, 2002, 2003).

Our project evaluator will monitor timelines developed here and refined during early implementation (February 2013). Work with project staff, the evaluator will determine whether schools are meeting specific timelines related to training events, development of Personalized Learning Plans (school level), expansion of the existing school-level PLCs to Data teams, etc. This will allow us to fine-tune the work of our schools and school-level staff members and provide additional support as needed.

Data types: On the following page, we include a list of data types that will likely be collected during our third-party evaluation. Additional measures will also be added or substituted as appropriate to the final design of the contracted national evaluator (Jan/Feb 2013).

Analyses: In working with national evaluators, we have learned to include descriptive statistics and appropriate comparative analytic techniques for quantitative data secured from tests, surveys, existing achievement data, and observations. Effect sizes will be generated to determine the magnitude of statistically significant differences between groups. To examine predictive relationships between activities and outcomes, three-level hierarchical linear models will be used to predict teacher and student outcomes by taking within- and between-school variations and within- and between-teacher variations into consideration. Qualitative data from interviews and open-ended survey items will be analyzed thematically using both a priori and emergent coding. Narrative exploration of themes and their relationships to quantitative findings will provide depth and context to findings. The Implementation Team and Chief Council on Fidelity will conduct their own informal analyses as data is collected.

Compliance: Again, as working with a national evaluator, we will ensure evaluation procedures and processes adhere to industry standards for high-quality research and ethical conduct, e.g., Guiding Principles for Evaluators (American Evaluation Association, 2005) and the Program Evaluation Standards (Joint Committee on Standards for Educational Evaluation, 2010).

Quantitative	Qualitative
<ul style="list-style-type: none"> ✓ MAP interim assessments by individual, teachers, content, grade, school (elementary) ✓ K-PREP (page 21), including end of course assessments ✓ EXPLORE, PLAN, and ACT ✓ Early college participation rates via dual credit, online, and on-campus course-taking ✓ Student course selection aimed at coll. Prep ✓ Student course selection aligned to individual student purpose (career aspirations) ✓ Career Profile reports and coursework alignment ✓ StudentTracker data related to college-going and persistence 	<ul style="list-style-type: none"> ✓ Classroom observations by the Coaches, CCR Counselors, PLTeams, other staff ✓ Evaluator site visits, observations ✓ Formative assessments (creation, quality) ✓ Data Team expansion and participation levels (Leader reports) ✓ Performance based growth plans for teachers (reviewed annually by principals) ✓ Annual state teacher and principal evaluations (PGES; p. 43) ✓ Ongoing leadership interviews by Project Managers (one-on-one; focus groups) ✓ PD attendees' evaluations (event forms)
<ul style="list-style-type: none"> ✓ Student acceleration data (number, type) ✓ Student intervention data (number, type) ✓ Demonstration sites created (number) ✓ Teacher/Leader training attendance (event evaluation forms) ✓ Structural changes to campuses ✓ Benchmarks met monthly by school ✓ Attendance rates for improvement meetings (Implementation Team; Chief Council on Fidelity; local PL Teams) ✓ Data Team attendance and participation ✓ PD attendance 	<p style="text-align: center;">Qualitative &/or Quantitative</p> <ul style="list-style-type: none"> ✓ Instructional Rounds observations ✓ Surveys of teacher instructional practices ✓ VAL-ED principal assessment ✓ Surveys of students re: classroom activities ✓ Weekly logs of PLC activities, results ✓ Lesson Plan review aligned to Obj. #3 ✓ Observation of posted learning targets aligned to standards <p><i>Note: Additional measures will be added as we work with a national evaluator (Jan/Feb 2013)</i></p>

Reporting and Information Facilitation: Evaluators will regularly provide project staff with data and findings through a rapid-response feedback loop (in person and/or regularly-scheduled conference calls) so that formative information regarding progress toward performance goals will be timely enough to support any subsequent changes that may be warranted to improve implementation. Formal data analyses and interpretations will be shared with stakeholders via annual evaluation reports. At the close of the project, evaluators will share summative findings regarding project implementation and sustainability via a final evaluation report. Evaluators will convene annual and summative debriefing meetings with project staff to discuss the evaluation findings and interpretations, facilitate a discussion on recommendations, and finalize options for dissemination of findings and lessons learned. We also anticipate the national evaluator will be located within easy travel distance to provide opportunities for ongoing sessions to review findings; the metropolitan areas of Nashville and Louisville are within two hours driving distance while Memphis, Indianapolis and St. Louis are four hours away.

Public sharing of information: Findings will be shared with all stakeholders (existing and new) as well as the GRREC and OVEC boards of directors, the Kentucky Department of Education, the Kentucky Association of School Administrators, the Kentucky Association of School Boards, the Kentucky Association of School Superintendents, and contracted partners that will be selected in early 2013 (vendors, service providers). As noted above, reports will comply with confidentiality guidelines of the Kentucky Department of Education. The impacts of the project in each school district will be reported by program component and, therefore, by levels of expenditure. Representatives from each of these organizations regularly attend meetings and work sessions in our facilities – and we attend sessions in theirs. Our relationships are authentic and supportive.

GRREC and OVEC often report this type of information to districts and their school boards, as they focus on the effectiveness of resources. That includes total dollars allotted for projects as well as individual training areas. Our school districts are members of our respective cooperatives by choice, not state assignment; their membership is based on the services they anticipate receiving in a school year. Therefore, providing this information publicly will merely be an extension of processes already in place. (Also see Communication, below)

(E)(2) Ongoing communication and engagement (5 points)

GRREC and OVEC are educational service agencies, providing services to 50 school districts in central Kentucky. As such, we utilize a number of communication and engagement strategies to market training opportunities to schools, districts and regions throughout Kentucky.

To ensure we engage both internal and external stakeholders, we will employ a kid-FRIENDLY Communication/Marketing Specialist. S/He will be a fulltime member of the project staff, working with local schools and districts as well as project staff to ensure consistency of messages to parents and community stakeholders and to teacher participants. S/He will work with closely with each College/Career-Readiness Counselor and the FRYSC Directors in each community to provide weekly and monthly updates, news items for local papers and radio stations (primary modes of communication in our rural districts), and templates for back-pack and grocery store flyers for each school community. Other notices will be crafted each month for updates in church bulletins and doctors' and health department offices. The Communication/Marketing Specialist will also work with area Wal-Mart retail outlets, which are located in most of our communities, to create local marketing opportunities around college/career readiness, preschool staff training events, parent workshops, etc. Wal-Mart allows nonprofits and schools to set up tables at the entrance or just inside the doors to publicize events in the community.

The Communication/Marketing Specialist will also attend joint, regional meetings of PL Teams to find specific ways to help each district; this might include website expansion, joint television spots on area access channels, etc. Key participants in the marketing and engagement activities will include the CCR Counselor in each district, each school's counselor(s) and principal(s), and each district's FRYSC director and staff. Together, they reach all parents, teachers, students and community members. The CCR Counselor will work with the Communication/Marketing Specialist to coordinate the efforts of these and other partner groups, such as local churches, Cooperative Extension Agencies, women's and business groups, and Chambers of Commerce.

In addition, we will work with external groups – including the Kentucky Department of Education and other educational partners – to update our ongoing results each quarter.

Representatives from a dozen or more state agencies attend the monthly board meetings of GRREC and OVEC, providing a natural outlet for communication on our Race to

kid•FRIENDLY Learning. The teacher preparation programs of Western Kentucky University and the University of Louisville will also be apprised through our ongoing work. GRREC and OVEC have authentic, ongoing relationships with dozens of faculty and leadership members of both universities; they attend our training events, serve as content trainers, support our new preservice teachers, and provide data collection and evaluation on some projects. We have worked with WKU and U of L for more than four decades.

(E)(3) Performance measures (5 points)

Working with our initial planning team as well as existing staff members of both organizations, we have conducted initial data reviews aligned to the 12 performance measures included in the RTT-D invitation (tables following). Here, we briefly outline our rationale, how information will respond to our areas of concern, and how we will review measures over time.

(E)(3)(a) Applicant's rationale for selecting each measure

The rationale behind our Race to kid•FRIENDLY Learning project is evident in our program design. Specifically, learning reforms cannot be fully implemented without first supporting students as the leaders of their own purpose-driven learning, and that leaders must have the tools and techniques to work effectively with teachers to change instructional practices in each classroom. On page 19, we provided an initial graphic of our program implementation; page 36 includes a logic model that further explains the components.

In addition, we believe, and the research bears out, that the specific connections between early learning and student graduation rates. Preschool and elementary literacy levels play a key role in ongoing success from elementary to middle to high school; eliminating one area would lessen the impact **and** negate sustainability of the efforts. Our specific performance measures for the consortium begin on page 109; measures include qualitative and quantitative data, evaluator-developed measures and state assessments, surveys and logs/journals, etc.

Each of the 12 specific performance measures are included in the tables beginning on page 111; and we propose additional measures, based on the following:

- ▶ **Kentucky's Unbridled Learning Assessment and Accountability System.** In 2009, the Kentucky General Assembly passed sweeping legislation to replace the existing content standards and assessment systems based on a number of indicators, including the new

common core standards (math, English/language arts) and a move to college/career readiness standards. The new system includes the first gap-to-growth measures available in our state on a comprehensive level. That is, all students will be measured for their individual performance with longitudinal determinants for growth over years and as compared to performance of students state and district-wide and within/across subgroups. The measures include achievement in reading, mathematics, science, social studies and writing; student growth in reading and mathematics; and college readiness as measured by the percentage of students meeting benchmarks in three content areas on EXPLORE at middle school; College/Career-Readiness Rate as measured by ACT benchmarks, college placement tests and career measures (e.g., industry certifications); and Graduation Rate. We have included tables with individual school data in the Appendix.

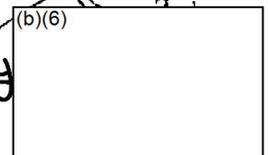
Critically, the new assessments were implemented for the first time last year (April-May 2012); scores are set to be released on November 2, 2012. Existing levels of proficiency on the old system – the Kentucky Core Content Test – are no longer comparable points, as they reflect a different set of standards. In addition, the KCCT was never intended to measure student growth; rather, it was a point-in-time assessment to determine school and district progress toward state and national goals.

Also see:
Pages 238-241



Upon the release, we will work with schools and districts on baseline indicators for each objective. Our national evaluator will also help establish baseline data related to other data sources. Data found in the Appendix and throughout this proposal are the **most current available** at the time of submission of this RTT-D proposal.

- ▶ **Regional reflection on key concerns.** Within our goals and objectives, we have also included key reflections of staff and stakeholders related to these goals. These are not exhaustive but certainly point to specific areas where solutions should be applied. kid•FRIENDLY addresses these through the four key design components addressed throughout this narrative.



(E)(3)(b) Describe how the measure will provide rigorous, timely and formative leading information tailored to the proposed plan and theory of action regarding implementation success or areas of concern

On pages 96-103, we provided an overview of our data collection process, which will be conducted through a contracted national evaluator. There, we outline the monthly and quarterly reviews of data related to implementation and the ongoing findings. We include in our charts the frequency of measures as we know them to this point; measures may be added or altered based on the recommendations of our project evaluator (Jan/Feb 2013). The Implementation Team will meet monthly to review data and revise action steps related to the project. Members of the kid•FRIENDLY Implementation Team, which come from both the GRREC and OVEC regions, include the following.

- ▶ Program Director (to be determined, Feb 2013)
- ▶ Project Manager-GRREC (to be determined, Feb 2013)
- ▶ Project Manager-OVEC (to be determined, Feb 2013)
- ▶ George Wilson, Executive Director, GRREC (project Authorized Representative)
- ▶ Tina B. Tipson, Director of District Support, OVEC
- ▶ Sandra Baker, Associate Executive Director of Learning Support Services, GRREC
- ▶ Dr. Antony Norman, Western Kentucky University, Director of the Educational Leadership Doctoral Studies Program
- ▶ Cognitive Coach (to be determined, Mar/April 2013)
- ▶ Student Leadership Coach (to be determined, Mar/April 2013)
- ▶ Leadership Director (to be determined, Mar/April 2013)
- ▶ Preschool Director (to be determined, Mar/April 2013)
- ▶ College/Career-Readiness Counselor (to be determined, Mar/April 2013)
- ▶ Director of Data and Financial Systems (to be determined, Mar/April 2013)
- ▶ Instructional Technology Director (to be determined, Mar/April 2013)
- ▶ Family Services Director (to be determined, Mar/April 2013)

- ▶ Communication & Marketing Director (to be determined, Mar/April 2013)
- ▶ Chief Council on Fidelity representative (to be determined, Jan 2013)

Job descriptions and/or resumes are attached as appropriate; open positions will be filled by a combination of existing staff members and through an open employment process. Staff members will live and work in the GRREC and OVEC region, working with cohorts of schools regionally. The Director and Manager positions will be filled early in 2013; they will be involved in the selection and employment of other key staff, under the guidance GRREC and OVEC leadership.

(E)(3)(c) Describe how the applicant will review and improve the measure over time if it is insufficient to gauge implementation progress

Some measures will be summative in nature. For example, the impact on our graduation rate likely will be incremental on an annual basis, revealing little change; by 2017, however, we would expect to see the full impact of strategies implemented. Similarly, improvements in teaching and learning will take time. For each of the five overall performance goals and performance measures (listed within each performance goal) noted below, we include objectives, indicators and specific measures toward those objectives.

(E)(4) Evaluating effectiveness of investments (5 points)

As noted above, GRREC and OVEC often report effectiveness data within large state and federal projects. We will do this again for kid•FRIENDLY. Professional learning events are evaluated individually and as new strategies are implemented, then sustained through the development of demonstration classrooms where strategies can be viewed by other teachers in project schools. Technologies purchased will be limited to supplemental devices to boost the existing devices available in each school; each school-based Personalized Learning Team will determine the uses and track the full impact as part of the overall project evaluation. Similarly, our support for families in poverty will include ongoing staff support to impact the culture of college-going as well as efforts to eliminate barriers to learning at K-12; we will examine these expenses by the number of students served and the potential economic gains for improvements in their long-term outcomes.

		Performance Measure (All Applicants – a)			Applicable Population: All participating students								
		Current # of Teachers & Leaders			SY 2014-15			Target SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher or Principal	# of teachers and principals	Total # of Participating Students	% of students to teachers and principals (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
		#	#	%									
All participating students	Teacher												
	Principal												
Rural students	Teacher												
	Principal												
Free/Red Lunch	Teacher												
	Principal												
African American	Teacher												
	Principal												
Other races, ethnicities	Teacher												
	Principal												
Students w/ disabilities	Teacher												
	Principal												

Baseline data will be collected in August 2014 as Kentucky implements the new Professional Growth Evaluation System for teachers and principals. We will reassess in May 2015 and annually thereafter.

(b)(6)

		Performance Measure (All Applicants – b)											
		b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).											
		Applicable Population: All participating students											
		Current # of Teachers & Leaders			Target								
					SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
Subgroup	Effective Teacher or Principal	A	B	C	J	K	L	M	N	O	P	Q	R
		# of teachers and principals	Total # of Participating Students	% of students to teachers and principals (A/B)*100									
		#	#	%									
All participating students	Teacher												
	Principal												
Rural students	Teacher												
	Principal												
Free/Red Lunch	Teacher												
	Principal												
African American	Teacher												
	Principal												
Other races, ethnicities	Teacher												
	Principal												
Students w/ disabilities	Teacher												
	Principal												

Baseline data will be collected in August 2014 as Kentucky implements the new Professional Growth Evaluation System for teachers and principals. We will reassess in May 2015 and annually thereafter.

(b)(6)

- No training in the use of data to improve teaching / student outcomes
- Limited practice in teaching to the standard rather than from the textbook
- Limited exposure to alternative grading practices (elimination of the zero)
- Lack of belief that all kids can learn at high levels

Areas of concern (leaders): Why are principals not effective or highly effective?

- Leadership skills, knowledge limited; few understand when to use different leadership modes
- Lack of authentic practicum experiences and limited demonstration of preparedness for job
- Lack of interpersonal skills; many have alternative reasons for becoming principals (\$\$)
- Lack of knowledge regarding high-quality instruction and student engagement
- No training in the use of data to improve teaching / student outcomes; leaders struggle to re-direct instruction based on data
- Lack of understanding of school culture and its power within the school building
- Lack of skill in engaging other building-level educators in leadership roles
- Lack of training in family/parent involvement
- Many struggle to balance management and instructional concerns in the building

Goal 3: Improve the academic and non-cognitive outcomes for students in PreK-3

Objective indicators of performance: PreK-3 Academic

- Increase by 8% annually the number of participating students who are kindergarten-ready
 - ✓ Measure: Kentucky's Common Kindergarten Entry Screener (annual)
August 2013 baseline, annual thereafter
 - The new KY screener includes approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge. It will be implemented in Fall 2013.*
- Increase by at least 4% annually the number of students reading at standard by the end of 3rd grade, ensuring 100% are reading at standard by the project's end (2017)
 - ✓ Measures: K-PREP at 3rd grade
MAP assessment as benchmarking measure, K-3 (3 times/year)
November 2012 (K-PREP) and August 2013 (MAP)

Objective indicators of performance: PreK-3 Non-cognitive

- Increase by at least 15% annually the number of students who arrive at kindergarten with the prerequisite indicators for social and emotional development
 - ✓ Measure: Kentucky's Common Kindergarten Entry Screener (annual)
August 2013 baseline, annual thereafter
- Increase by at least 15% annually the number of students who arrive at the elementary school building with an understood purpose for schooling
 - ✓ Measure: Students as Leaders assessments, surveys, leadership journals
August 2013 baseline, annual thereafter
- Decrease by at least 15% annually the number of discipline referrals in grades K-3
- Decrease by 10% annually the number of reports of bullying
 - ✓ Measure: School-level disciplinary data
May 2013 baseline (year-end data), annual thereafter
- Increase by 15% annually students' feelings of belonging, sense of school as community, and sense of autonomy and influence

- Increase by 75% the number of teachers in grades K-3 reporting increased positive behaviors in students, including increased levels of confidence, collaboration, problem-solving, and self-esteem by 2016-17 school year

✓ Measures: Evaluator selected/developed instrument (survey, observation; e.g., the My Class Index from Seattle Pacific University) • Annual teacher survey
Pre/Post measures beginning August 2013, annual thereafter

Aligned Activities (not all inclusive)

Students as Leaders • Professional learning around early literacy and literacy (research-based) • Preschool Pals program • Training for families, caregivers • Demonstration classrooms for K-3 • Common Formative Assessment training (leaders, teachers)

Data (not all inclusive)

Evaluator measures for student efficacy, confidence, etc. • Teacher surveys • K-PREP • MAP assessment • School-level discipline data • KY Common Kindergarten Entry Screener • Students as Leaders assessments, journals • Attendance data

Regional Reflections – Areas of Concern

Areas of concern, PreK: Why do young children arrive unprepared for kindergarten?

- Lack of cognitive and motor skills (including language, social-emotional factors)
- Lack of household culture of reading (no adult reading to them daily)
- Limited knowledge of research-based practices among teachers, staff, families, caregivers
- Lack of explicit “play” that incorporates the early literacy strategies
- Lack of parental education on how to support the learning of 3- and 4-year-olds
- Lack of value in the family for education (generational poverty)
- Lack of equity between low-income preschools and other, more affluent care centers

Areas of concern, K-3: Why do students fail to read by the end of 3rd grade?

- Culture of reading not established in early years, grades
- Knowledge of research-based practices limited for teachers, assistants, families
- Lack of household culture of reading (no adult reading to them daily)
- Lack of kid•FRIENDLY classroom organization (looping, standards-based learning)
- Students feel no responsibility for their own learning
- Students lack the ability, opportunity and support to monitor their own learning (assmts)
- Assessment data is inappropriate, inadequate or not used to drive reading instruction
- Lack of value in the family for education (generational poverty)
- Arrived at kindergarten without appropriate early literacy supports



Goal 4: Ensure all students are on track to be college- and career-ready**Objective indicators of performance: Grades 4-8 CCR Standards**

- Increase by 7% annually the number of students who are on track for CCR as seen by an increase in the number of students meeting benchmark in reading and math on the EXPLORE
- Increase the number of 8th grade students who have in place a Career Profile and are able to identify and work to improve gaps in reading, math and employability skills related to a specific career pathway (100% of 8th-graders by 2016-17)
 - ✓ Measure: EXPLORE (annual assessment; all 8th-graders)
 - Career Profile and standards-aligned support system data (all 7th, 8th-graders)
 - Ongoing assessments in 7th-8th grades (all students)
 - Other academic indicators (below; grades 4-8)

Objective indicators of performance: Grades 4-8 Academics

- An increase of 7% and 10% annually in the number of students in grades 4-8 meeting proficiency indicators on the K-PREP assessment in reading and math, respectively
- An increase in the number of students completing Algebra I and/or Geometry at the 8th grade as compared to the 2011-12 school year (annual measure)
- Summative outcome: All students will be at mastery in math and reading by the end of 8th grade (K-PREP, EXPLORE; by 2016-17)
 - ✓ Measure: K-PREP math and reading
 - EXPLORE math and reading
 - Algebra I pass rate @ 8th grade
- Over the life of the project, increase by 25% the number of students in grades 4-8 who are accelerated in their coursework (i.e., coursework at a higher level than traditional to his/her age group)
- All students in 8th grade can identify gaps in their learning related to specific career pathways and their chosen purpose for learning (2016-17)
 - ✓ Measures: School competency-based indicators (collected twice per year)
 - Career Profile and standards-aligned support system data

Objective indicators of performance: Grades 4-8 Non-cognitive

- Increase by at least 15% annually the number of students who arrive at 9th grade with the prerequisite indicators for social and emotional development required for self-regulated learning (student responsibility)
 - ✓ Measure: Students as Leaders assessments, surveys
 Evaluator developed/purchased assessment (e.g., Emotional Regulation Checklist [Shields,1998])
 August 2013 baseline, annual thereafter
- Increase by at least 15% annually the number of students who arrive at the school building with an understood purpose for schooling
 - ✓ Measure: Students as Leaders assessments, surveys, leadership journals, Career Profiles
 August 2013 baseline, annual thereafter
- Decrease by at least 15% annually the number of discipline referrals in grades 4-8
- Decrease by 15% annually the number of reports of bullying
 - ✓ Measure: School-level disciplinary data
 May 2013 baseline (year-end data), annual thereafter
- Increase by 75% the number of teachers in grades 4-8 reporting increased positive behaviors in students, including increased levels of confidence, collaboration, problem-solving, and self-esteem by 2016-17 school year
- Increase by 15% annually students' feelings of belonging, sense of school as community, and sense of autonomy and influence
 - ✓ Measures: Evaluator selected/developed instrument (survey, observation; e.g., the My Class Index from Seattle Pacific University)
 Annual teacher survey
 Pre/Post measure beginning August 2013, annual thereafter
- Decrease by 15% annually the number of students in grades 4-8 who have 3 or more indicators for dropping out of school
 - ✓ Measure: School-level academic, non-cognitive data; rubric established by evaluator
 May 2013 baseline (year-end data), annual thereafter

(b)(6)

Aligned Activities (not all inclusive)

Students as Leaders • Professional learning in thinking strategies, math • Implementation of thinking strategies across all content areas • Career Profiles established and maintained • Site visits to demonstration classrooms • Modeling strategies with colleagues • Family CCR events, meetings • CIITS training for teachers, families, students • CFA training for teachers, leaders • PLCs expanded (Data Teams) • Shift to standards-based instruction • CCR Center established in each school • Annual Data Retreats • Leaders mentoring, training • Shift to standards-based instruction

Data (not all inclusive)

EXPLORE • Career Profile • K-PREP • Algebra I pass rate • School-based indicators • Content gaps along career pathways • Students as Leaders indicators • Assessment for self-regulated learning • Disciplinary data (school) • Teacher surveys • Student surveys • Classroom observations • Number/Type of CCR Center visits • Training event data (teachers, leaders) • Number of demonstration sites established, visited by teachers • Student leadership journals

Regional Reflections – Areas of Concern

Areas of concern, 4-8: Why are students not on track for CCR?

- Inconsistent and disconnected use of available learning plan systems
- No connection between school and what comes after graduation
- Lack of appropriate parental involvement in career/college readiness
- No vision of possible career opportunities
- Lack of expectation and planning for career or college
- Lack of student responsibility for their own learning; lack of teacher-led empowerment
- No understanding of academic requirements for college/career paths
- Lack of a college-going culture in our rural communities
- Lack of emphasis or support on career exploration, particularly for careers in trade areas
- No connection between school and what comes after graduation

Areas of concern, 4-8: Why are students less than proficient in math and reading?

- Lack of highly-effective teachers, particularly in elementary math
- Lack of connection between math and the real world

- Students arriving at 4th grade unable to read and comprehend informational text at standard
- Limited standards-based instruction and learning activities
- No clear student understanding of daily expectations (standards for learning; teacher expectations)
- Lack of goal-setting expectations and fulfillment; lack of data to drive their decisions
- No clear student purpose for learning
- Whole group learning rather than individualized/personalized learning methods
- Learning not tailored to student interests and learning needs/styles
- Limited opportunity to work and learn with other students
- Limited opportunity to exercise choice in assignments

Areas of concern, 4-8: Why do students lack the soft skills needed to accept responsibility for their own learning?

- Ongoing teacher control of instruction, not student control of learning
- Students lack prerequisite skills to accept responsibility, lack models to observe
- Schools lack leadership support to establish a culture of student leadership
- Lack of college/career oriented culture to promote self-regulation of learning
- Teachers lack training in releasing responsibility to students

Goal 5: All students are capable and prepared for postsecondary careers, college and/or technical school

Objective indicators of performance: Grades 9-12 Meeting CCR Standards

- Increase by 15% annually the number of students meeting Kentucky College/Career Readiness Standards, which includes ACT, WorkKeys, and industry certification indicators
- ✓ Measure: Kentucky CCR Standards Indicators (annual)

Objective indicators of performance: Grades 9-12 Indicators of CCR

- Increase by 10% annually in the number of students who submit FAFSA forms
- Increase by 10% annually in the number of students who participate in internships and co-op agreements related to their career pathways
- Increase by 12% annually the number of students who are on track for college/career-readiness as seen by an increase in the number of students meeting benchmark in reading and math on the PLAN (10th grade) and ACT (11th grade)
- Increase the number of students in grades 9-12 taking Advanced Placement, dual credit and/or online/on-campus college courses as part of their high school experience (20% of all 11-12th-graders taking at least one course by 2016-17)
- Increase the number students in grades 9-12 who have in place a Career Profile and are able to identify and work to improve gaps in reading, math and employability skills related to a specific career pathway (100% of high school students by 2016-17)
- Increase by 20% the number of high school students who are accelerated in their coursework by 2016-17 (i.e., coursework advanced beyond that traditional to his/her age group)
- All students in grades 9-12 can identify gaps in their learning related to specific career pathways and their chosen purpose for learning (2016-17)
- ✓ Measure: FAFSAs submitted (annual)
 School data on internships, co-op agreements (annual)
 Course-taking data (by semester)
 PLAN, ACT (all students in grades 10 and 11; annual)
 Career Profile and standards-aligned support system data (by semester)
 School competency-based indicators (collected twice per year)

(b)(6)

Objective indicators of performance: Grades 9-12 academic indicators

- An increase of at least 7% annually in the number of students meeting Proficiency indicators or the End of Course Assessments in English I and Algebra II (Baseline, November 2012)
- An increase of at least 9% annually in the percentage of students at benchmark on the PLAN (10th grade) and ACT (11th grade) in reading and math (annual measure)
- An increase of 15% in the number of Advanced Placement students taking and receiving a qualifying score (college credit earned)
 - ✓ Measure: Kentucky End of Course Assessments (English I, Algebra II)
PLAN, ACT
AP test taking patterns, qualifying scores

Objective indicators of performance: Grades 9-12 non-cognitive

- Increase by at least 15% annually the number of high school students who arrive at the school building with an understood purpose for schooling
 - ✓ Measure: Students as Leaders assessments, surveys
August 2013 baseline, annual thereafter
- Increase by at least 15% annually the number of students who exit 12th grade with the prerequisite indicators for social and emotional development required for self-regulated learning
 - ✓ Measure: Students as Leaders assessments, surveys
Evaluator developed/purchased assessment (e.g., Emotional Regulation Checklist [Shields,1998])
May 2013 baseline, annual thereafter
- Decrease by at least 10% annually the number of discipline referrals in grades 9-12
- Decrease by 15% annually the number of reports of bullying
 - ✓ Measure: School-level disciplinary data
May 2013 baseline (year-end data), annual thereafter

(b)(6)

KIDS FRIENDLY

- Increase by 75% the number of teachers in grades 9-12 reporting increased positive behaviors in students, including increased levels of confidence, collaboration, problem-solving, and self-esteem by 2016-17 school year
- Increase by 15% annually students' feelings of belonging, sense of school as community, and sense of autonomy and influence
 - ✓ Measures: Evaluator selected/developed instrument (survey, observation; e.g., the My Class Index from Seattle Pacific University)
 - Annual teacher survey
 - Pre/Post measure beginning August 2013, annual thereafter
- Decrease by 15% annually the number of students in grades 9-12 who have 3 or more indicators for dropping out of school
- Decrease by 8% annually the number of students in our schools who fail to graduate, eliminating dropouts by 2016 (no dropouts)
 - ✓ Measure: School-level academic, non-cognitive data; rubric established by evaluator
 - Graduation rates • May 2013 baseline (year-end data), annual thereafter

Aligned Activities (not all inclusive)

Students as Leaders • Professional learning in thinking strategies, math • Implementation of thinking strategies (all content areas) • Career Profiles established, maintained • Site visits to demonstration classrooms • Modeling strategies w/colleagues • Family CCR events, meetings • New learning structures, spaces established • CIITS training for teachers, families, students • CFA training for teachers, leaders • PLCs expanded (Data Teams) • Shift to standards-based instruction • CCR Centers in place • Annual Data Retreats • Leader mentoring, training

Data (not all inclusive)

PLAN • ACT • Career Profile • Industry Certificates • K-PREP End of Course Assessments • School-based indicators • Content gaps along career pathway • Students as Leaders indicators • Assessment for self-regulated learning • Disciplinary data (school) • Teacher surveys • Student surveys • Classroom observations • Number/Type of CCR Center visits • Training event data (teachers, leaders) • Number of demonstration sites established • Student leadership journals

(b)(6)

Areas of concern, 9-12: Why don't high school students and their parents submit FAFSAs?

- Lack of awareness of the process
- Limited support from school, others in filing out and submitting forms
- Ongoing expectations of school personnel that parents are able to complete the forms
- Lack of college-going culture, including a limited understanding of vocational education
- Limited lines of communication open with parents

Areas of concern, 9-12: Why are students not on track to meet CCR benchmarks?

- No connection between school and what comes after graduation
- Lack of appropriate parental involvement in career/college readiness
- Inconsistent and disconnected use of available learning plan systems
- No vision of possible career opportunities
- Lack of expectation and planning for career or college
- Lack of student responsibility for their own learning; lack of teacher empowerment
- No understanding of academic requirements for college/career paths
- Lack of a college-going culture in our rural communities
- Lack of emphasis or support on career exploration, particularly for careers in trade areas
- No connection between school and what comes after graduation
- High school job placements random, unconnected to career aspirations
- Student beliefs related to college-going (money, away from home)
- Limited number of meaningful internships and co-op experiences

Areas of concern, 9-12: Why aren't students already at benchmark?

- Lack of understanding of the differences between a job, a career, and college
- Lack of information on realistic, attainable careers
- Limited opportunity to learn applied skills, including soft skills
- No access to or use of technical literature in school
- Lack of workplace technology skills

Areas of concern, 9-12: Why are students less than proficient in math and reading?

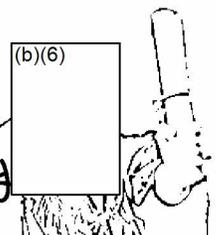
- Lack of highly-effective teachers
- Students arrive at high school already behind in math and reading (off track for years)
- Lack of connection of math to the real world

(b)(6)

- Limited standards-based instruction and learning activities
- No clear student understanding of daily expectations (standards for learning)
- Lack of goal-setting expectations and fulfillment; lack of data to drive their decisions
- No clear student purpose for learning
- Lack of exposure to real-world reading materials (high interest; workplace-based)
- Lack of engaging environments, methods
- Presence of grading policies that discourage students (the “zero”)
- Whole group learning rather than individualize/personalized learning methods
- Learning not tailored to student interests, learning needs/styles, needs
- Limited opportunity to work and learn with other students
- Limited opportunity to exercise choice in assignments

Areas of concern, 9-12: Why are students at risk of dropping out?

- Lack of early identification systems and personnel to monitor, support students
- Graduation linked too closely to time, not to standards mastered
- Students bored with classes that have no point or purpose
- Lack of adult models in areas of interest (non-teacher college graduates)
- Unable/Unprepared to take responsibility for their own learning and career path
- Lack of goal-setting culture; students cannot see the future
- Generational culture of dropping out
- One-size-fits-all school day and classroom structures
- No interest in school activities (classroom or extracurricular)



F. Budget and Sustainability (20 points)

(F)(1)(a) The budget identifies all funds that will support the project

The kid•FRIENDLY budget is organized around the four major components and supported by a management and evaluation plan. Each of the five project budgets is outlined here; the budget summaries in total and by project are found beginning on page 176.

This consortium project will reach 59,311 students by supporting cohorts of coaches and specialists to work directly with teachers in their schools. Because of the magnitude of this RTT-D project, we have opted to include only the program costs in our proposal. However, we anticipate at least **15-20 percent additional funding** will be provided through the following sources, and have included that as a line item in our budget, below. These in-kind and donated amounts are based on other state, federal and regionally-funded initiatives operated through GRREC and OVEC in the past decade, including GEAR UP, Early Reading First, Smaller Learning Communities, Transition to Teaching, Teaching American History, state Math/Science Partnership projects, and others.

- ▶ **Partners.** We consider vendors and consultants true partners to our work, in that we only work with those who understand and serve our rural districts well. We have worked with national providers of professional learning to help them better serve teachers in their classrooms and have developed with them modules and practices that now are available as part of their repertoire. We negotiate contracts with them to include input from our content and leadership specialists as well as the input and learning of our university partners. This builds capacity at multiple levels – in our schools, in our cooperatives, and in our preservice programs. Because of this work, we are able to receive in almost all contracts significant in-kind contributions that would normally be included in a proposal such as this.
- ▶ **University support.** Faculty from the teacher and principal preparation programs at Western Kentucky University and the University of Louisville will also contribute their time as part of their own learning. Other faculty will likely serve as consultants for content support in classrooms. We also work with faculty to determine publication routes for our ongoing findings. Assessing that in-kind contribution at this early stage is not practical, as the full role of the universities has not been established.

- ▶ **Schools and districts.** While we will provide training and resources to each school regionally and locally, some sessions for leaders and small groups will be held at the GRREC or OVEC training facilities; travel to these facilities by participating teachers and leaders will be an in-kind expense to the district, and is a substantial contribution to each school/district. In addition, teacher and leader time and effort will be contributed to the project as well as space in each building for the establishment of the local Career Centers. And Family Resource and Youth Services Centers (FRYSCs) will donate facilities and staff time as well. Other in-kind resources from our participating schools will include materials for family events and communication pieces, classroom materials, planning time, existing technologies, and more.
- ▶ **Cooperatives.** Both GRREC and OVEC will provide in-kind support from leadership staff members as well as content specialists throughout the four-year project. This will include the time and effort of executive leadership, finance, technology staff, etc. GRREC and OVEC have positive relationships with national and state organizations that will impact the work of kid•FRIENDLY, including the Kentucky Association of School Superintendents (KASS); the Kentucky Association of School Administrators (KASA); the Kentucky Department of Education (KDE); and the Kentucky Council on Postsecondary Education (CPE), to name a few.

Finally, we provide here the five project budgets in narrative form. Each aligns to the project summaries and overall budget summary found beginning on page 176.



Project Budget #1: Students as Leaders

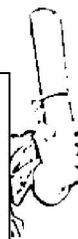
We will contract with a national organization to provide training related to the *7 Habits of Highly Successful People* in each of our 112 schools. Training will include up to 30 days of professional development as well as materials for all teachers, leaders, staff members and students in each school in Year 1 as well as materials. Follow-up training will be conducted continued through project staff members certified in the training process. A core group of teachers and leaders in each school we will trained and certified in order to sustain the work for many years (Year 2). In all, the training over three years will include annual feels for each school by school level.

Students as Leaders			
Cost Description	Cost Assumption	Total	
1. Personnel			
<ul style="list-style-type: none"> Title: Student Leadership Coach Description: Staff to support schools as they implement the student leadership culture Duties: Site visits to the 100+ schools, regional support meetings with school staff charged with implementing it Purpose: The staff will ensure fidelity of implementation as well as sustainability 	<ul style="list-style-type: none"> \$45-60,000/person 	Yr 1	127,212
	<ul style="list-style-type: none"> Up to 3 staff (2 in GRREC, 1 in OVEC) 	Yr 2	157,500
	<ul style="list-style-type: none"> Full-time staff on a school-year calendar (210 days); hired March 2013 	Yr 3	157,500
	<ul style="list-style-type: none"> Salary is based on level of experience, salary schedules 	Yr 4	157,500
	<i>Capacity-building investment</i>		
	Total Personnel	\$	599,712
2. Fringe Benefits			
<ul style="list-style-type: none"> Student Leadership Coach (6) 	<ul style="list-style-type: none"> 17% on average 	Yr 1	21,626
	<ul style="list-style-type: none"> Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare 	Yr 2	26,775
		Yr 3	26,775
		Yr 4	26,775
	<i>Capacity-building investment</i>		
	Total Fringe	\$	599,715

3. Travel			
<ul style="list-style-type: none"> Description: Monthly site visits and regional meetings by the Student Leadership Coaches Purpose: To monitor implementation and share ideas within the region 	<ul style="list-style-type: none"> 6 staff x 85 miles round trip (avg) x .55/mile x 15 trips/month for 11 months <p><i>Capacity-building investment</i></p>	Yr 1	46,283
		Yr 2	46,283
		Yr 3	46,283
		Yr 4	46,283
<ul style="list-style-type: none"> Description: Travel for national trainers, more in Year 1 Purpose: To train local school staffs in the student leadership model 	<ul style="list-style-type: none"> Average of \$1500 per trip for trainers with 3-7 trips/year <p><i>Capacity-building investment</i></p>	Yr 1	10,500
		Yr 2	10,500
		Yr 3	7,500
		Yr 4	0
		Total Travel	\$ 213,632
4. Equipment			
			\$ 0
5. Supplies			
<ul style="list-style-type: none"> Description: Books, student guides and notebooks 	<ul style="list-style-type: none"> Teacher/Principal materials Posters Student Notebooks, guides, other materials Based on initial bids received Total estimated at \$20,000/school x 110 schools <p><i>One-time and ongoing investment (consumables)</i></p>	Yr 1	1,187,500
		Yr 2	427,500
		Yr 3	237,500
		Yr 4	0
<ul style="list-style-type: none"> Operating material: We will include staff supplies for Student Leadership Coaches 	<ul style="list-style-type: none"> \$60/month x 6 staff x 11 months/year <p><i>Capacity-building investment</i></p>	Yr 1	3,960
		Yr 2	3,960
		Yr 3	3,960
		Yr 4	3,960

<ul style="list-style-type: none"> • Staff laptops: Laptop computers with appropriate peripherals and software for each of the 6 staff members 	<ul style="list-style-type: none"> • \$2500 x 6 staff <p><i>One-time investment</i></p>	Yr 1	12,000
		Yr 2	0
		Yr 3	0
		Yr 4	0
		Total Supplies	
		\$	1,880,340
6. Contractual			
<ul style="list-style-type: none"> • Description: National trainers in the student leadership model • Purpose: To work directly with teachers, principals, and parents to implement and sustain the culture. Training includes certification of building-level staff to continue the model post-funding. 	<ul style="list-style-type: none"> • Basis: Costs are based on a \$2500 consulting day; days vary by year and school type (elementary, middle or high) • Average days: Schools will receive up to 37 training days over 3 years • Bids process: This is a single-source provider and as such will be quickly determined through state procurement process (34 CFR Parts 74.40 - 74.48 and Part 80.36). • Location: At each school <p><i>Capacity-building investment</i></p>	Yr 1	2,655,000
		Yr 2	1,364,040
		Yr 3	675,000
		Yr 4	0
		Total Contractual	
		\$	4,694,040
7. Training Stipends			
		\$	0
8. Other			
<ul style="list-style-type: none"> • Rental space: Additional office space to support staff @ \$1000/month (Student Leadership Coaches) 	<ul style="list-style-type: none"> • \$1000 x 12 months, likely beginning in June 2013 <p><i>Capacity-building investment</i></p>	Yr 1	6,000
		Yr 2	12,000
		Yr 3	12,000
		Yr 4	12,000
		Total Other	
		\$	42,000

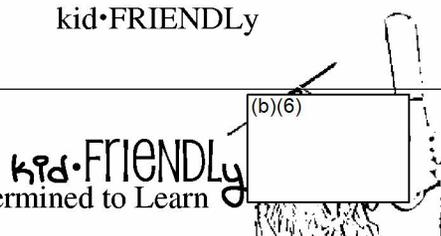
9. Total Direct Costs		
		\$ 7,561,675
10. Total Indirect Costs		
• Federally negotiated rate: 13%	<i>Total Indirect</i>	\$ 979,116
11. Total Grant Funds Requested		
		<u>\$ 8,510,791</u>
12. Funds from other sources used to support the project		
Described above (p. 111-112)		\$ 1,276,618
13. Total Budget		
Sum lines 11-12.		
		\$ 9,787,409



Project Budget #2: Leaders developing Leadership

We will contract with a national organization to provide leadership and teacher support in implementing a new school culture that includes the use of competency-based instruction as well as personalized learning. Training includes large and small group work with principals on specific types of leadership; training for school-based teams in Common Formative Assessment and the building of data teams; annual Data Retreats; and online and telephone mentoring of principals. To ensure fidelity of implementation, we will also provide regional mentoring and support through a small cadre of strong leaders.

Leaders Developing Leadership			
Cost Description	Cost Assumption	Total	
1. Personnel			
<ul style="list-style-type: none"> Title: Leadership Director Description: The director will work with trainers and schools to ensure the appropriate work is assigned and completed, then monitor the ongoing work Duties: Site visits to the 100+ school principals, implementation of training events, contracts with providers, etc. Purpose: The staff will ensure fidelity of implementation and work with each school to build in sustainability 	<ul style="list-style-type: none"> \$75,000/year for 240 days (full time) Hired March 2013 <p><i>Capacity-building investment</i></p>	Yr 1	63,346
		Yr 2	75,000
		Yr 3	75,000
		Yr 4	75,000
<ul style="list-style-type: none"> Title: Leadership Mentors Description: Staff to support principals as they implement kid•FRIENDLy Duties: Site visits to the 100+ school principals including mostly one-on-one sessions Purpose: The staff will ensure fidelity of implementation as well as sustainability 	<ul style="list-style-type: none"> 3 x 100 days/year x \$300/day Up to 3 staff (2 in GRREC, 1 in OVEC); each will cover approximately 35 principals in a specific region, allowing two visits in a single day. Mentors will work directly with school principals as they implement kid•FRIENDLy 	Yr 1	90,000
		Yr 2	90,000
		Yr 3	90,000
		Yr 4	90,000

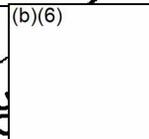


	<ul style="list-style-type: none"> Daily rate is based on senior staff levels; we use this when hiring part or half-time staff members who likely are required from successful leadership careers <p><i>Capacity-building investment</i></p>		
		Total Personnel	\$ 651,346
2. Fringe Benefits			
<ul style="list-style-type: none"> Leadership Director 	<ul style="list-style-type: none"> 17% on average Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p><i>Capacity-building investment</i></p>	Yr 1	11,279
		Yr 2	12,750
		Yr 3	12,750
		Yr 4	12,750
<ul style="list-style-type: none"> Leadership Mentors (part-time positions) 	<ul style="list-style-type: none"> Limited to Workers' Comp, Medicare (4%) <p><i>Capacity-building investment</i></p>	Yr 1	3,600
		Yr 2	3,600
		Yr 3	3,600
		Yr 4	3,600
		Total Fringe	\$ 63,929
3. Travel			
<ul style="list-style-type: none"> Description: Mileage for site visits and regional networking sessions; each Mentor will be assigned to about 35 principals that will be grouped regionally Purpose: To mentor and support principals year-round as they implement kid•FRIENDLY 	<ul style="list-style-type: none"> 3 staff x 85 miles round trip (avg) x .55/mile x 7 trips each year x 35 schools <p><i>Capacity-building investment</i></p>	Yr 1	34,361
		Yr 2	34,361
		Yr 3	34,361
		Yr 4	34,361
		Total Travel	\$ 139,445
4. Equipment			
			\$ 0

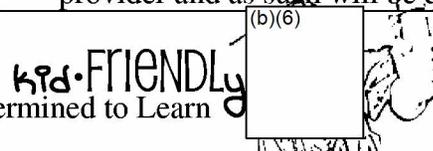
5. Supplies			
<ul style="list-style-type: none"> • Description: We will include staff supplies for the Mentors to include office supplies as well as books and presenting materials • Purpose: To ensure staff have materials they need to work with schools and leaders 	<ul style="list-style-type: none"> • \$520 x 3 staff per year <p><i>Capacity-building investment</i></p>	Yr 1	1,560
		Yr 2	1,560
		Yr 3	1,560
		Yr 4	1,560
<ul style="list-style-type: none"> • Staff laptops: Laptop computers with appropriate peripherals and software for each of the 3 staff members 	<ul style="list-style-type: none"> • \$2000 x 3 staff <p><i>One-time investment</i></p>	Yr 1	6,000
		Yr 2	0
		Yr 3	0
		Yr 4	0
<ul style="list-style-type: none"> • Leadership materials: Leadership, Visible Learning and Data Team materials for participants (Years 1-3; \$70,000/year) 	<ul style="list-style-type: none"> • Books, articles, training manuals <p><i>One-time investment</i></p>	Yr 1	70,000
		Yr 2	70,000
		Yr 3	70,000
		Yr 4	0
		Total Supplies	\$ 222,240
6. Contractual			
<ul style="list-style-type: none"> • Description: Addressing the culture of teaching and learning • Purpose: To create a plan to address the needs of teachers and students <ul style="list-style-type: none"> – \$1,000/school – Expense is in Year 1 only 	<ul style="list-style-type: none"> • Basis: Costs are based on discussions with training providers related to our efforts • Average days: The initial assessment will take 5-7 days in each school • Bids process: This is a process provided through GRREC trainers. No procurement is required. • Location: Trainings to be held regionally and at schools <p><i>Capacity-building investment</i></p>	Yr 1	112,000
		Yr 2	0
		Yr 3	0
		Yr 4	0

(b)(6)

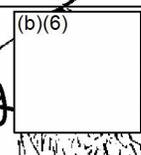
<ul style="list-style-type: none"> • Description: Training seminars and support by national trainers who will support learning for principals in various types of leadership, common formative assessment, Visible Learning, and data teams. • Purpose: To work directly with principals and their leadership teams to transform traditional PLCs to functioning district and school-level data teams that will be ready to implement new strategies found in kid•FRIENDLY • Detail: Training dates in Years 1-3 will include seminars, phone conferencing, and web discussions, support (\$180,000/yr) <ul style="list-style-type: none"> – 4 days for Principals, Years 1-3 – 4 days for Superintendents, Years 1-3 – 4 days support for project staff – Phone conferencing – Web discussions and support 	<ul style="list-style-type: none"> • Basis: Costs are based on discussions with training providers related to our efforts • Average days: Principals will work in small and large groups to participate in seminars; follow-up will occur at the school with national and regional trainers • Bids process: This is a single-source provider and as such will be quickly determined through state procurement process (34 CFR Parts 74.40 - 74.48 and Part 80.36) • Location: Trainings to be held regionally and at schools <p><i>Capacity-building investment</i></p>	<table border="1"> <tr><td>Yr 1</td><td>170,000</td></tr> <tr><td>Yr 2</td><td>170,000</td></tr> <tr><td>Yr 3</td><td>170,000</td></tr> <tr><td>Yr 4</td><td>0</td></tr> </table>	Yr 1	170,000	Yr 2	170,000	Yr 3	170,000	Yr 4	0
Yr 1	170,000									
Yr 2	170,000									
Yr 3	170,000									
Yr 4	0									
<ul style="list-style-type: none"> • Description: Data Retreats for each school annually in Years 1-3 • Purpose: To develop sustainable Data Teams that will work in districts and schools to better focus instructional change 	<ul style="list-style-type: none"> • Basis: The contractual rate is \$2,000 for each school team with schools anticipated to retreat each year; five teams participate in each retreat to provide schools groups of peers to work with and around. • Average days: Teams work two days in advance of the 3-day retreat and have up to 6 days of monitoring visits each year. • Bids process: This is a process provided through GRREC trainers. No procurement is required. • Location: Pre-retreat work and monitoring in the schools; Data Retreats held regionally. <p><i>Capacity-building investment</i></p>	<table border="1"> <tr><td>Yr 1</td><td>40,000</td></tr> <tr><td>Yr 2</td><td>40,000</td></tr> <tr><td>Yr 3</td><td>40,000</td></tr> <tr><td>Yr 4</td><td>0</td></tr> </table>	Yr 1	40,000	Yr 2	40,000	Yr 3	40,000	Yr 4	0
Yr 1	40,000									
Yr 2	40,000									
Yr 3	40,000									
Yr 4	0									



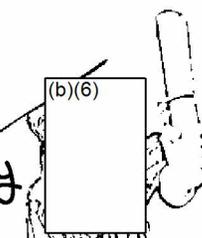
<ul style="list-style-type: none"> Description: Leadership Performance Coaching; 1-on-1 remote coaching for targeted groups of leaders, including 6 months of phone conferencing and email coaching. 	<ul style="list-style-type: none"> Basis: The contract is inclusive of time and of multiple national mentors who will work with small groups of principals and superintendents over 6 months; each year we will support a new set of leaders Bids process: This is a single-source provider and as such will be quickly determined through state procurement process (34 CFR Parts 74.40 - 74.48 and Part 80.36) Location: Schools <p><i>Capacity-building investment</i></p>	<table border="1"> <tr><td>Yr 1</td><td>95,000</td></tr> <tr><td>Yr 2</td><td>95,000</td></tr> <tr><td>Yr 3</td><td>95,000</td></tr> <tr><td>Yr 4</td><td>95,000</td></tr> </table>	Yr 1	95,000	Yr 2	95,000	Yr 3	95,000	Yr 4	95,000
Yr 1	95,000									
Yr 2	95,000									
Yr 3	95,000									
Yr 4	95,000									
<ul style="list-style-type: none"> Description: Regional planning and implementation support, including certification of data team trainers to sustain the work Purpose: To build capacity for implementation and sustainability, including planning and implementation support as well as Data Team Certification 	<ul style="list-style-type: none"> Basis: The contract is inclusive of time and of multiple national mentors who will work one-on-one with principals over a year; each year we will support a new set of leaders Bids process: This is a single-source provider and as such will be quickly determined through state procurement process (34 CFR Parts 74.40 - 74.48 and Part 80.36) Location: Schools <p><i>Capacity-building investment</i></p>	<table border="1"> <tr><td>Yr 1</td><td>75,000</td></tr> <tr><td>Yr 2</td><td>75,000</td></tr> <tr><td>Yr 3</td><td>75,000</td></tr> <tr><td>Yr 4</td><td>75,000</td></tr> </table>	Yr 1	75,000	Yr 2	75,000	Yr 3	75,000	Yr 4	75,000
Yr 1	75,000									
Yr 2	75,000									
Yr 3	75,000									
Yr 4	75,000									
<ul style="list-style-type: none"> Description: Technology support for the operation of collaborative websites Purpose: To enable leaders across the project to collaborate, post ideas, ask questions 	<ul style="list-style-type: none"> Basis: The contract is inclusive of time to develop and support electronic websites for superintendents and principals within the project Bids process: This is a single-source provider and as such will be quickly... 	<table border="1"> <tr><td>Yr 1</td><td>55,000</td></tr> <tr><td>Yr 2</td><td>55,000</td></tr> <tr><td>Yr 3</td><td>55,000</td></tr> <tr><td>Yr 4</td><td>55,000</td></tr> </table>	Yr 1	55,000	Yr 2	55,000	Yr 3	55,000	Yr 4	55,000
Yr 1	55,000									
Yr 2	55,000									
Yr 3	55,000									
Yr 4	55,000									



	<p>determined through state procurement process (34 CFR Parts 74.40 - 74.48 and Part 80.36)</p> <ul style="list-style-type: none"> • Location: Anywhere <p><i>Capacity-building investment</i></p>		
<ul style="list-style-type: none"> • Description: Intense implementation support for high-need districts by national leadership authorities • Purpose: To build internal capacity to help leaders and schools implement, provide feedback and monitor effective leadership strategies for principals <ul style="list-style-type: none"> – \$280,000/year 	<ul style="list-style-type: none"> • Basis: Up to 100 half-day site visits to 25 schools; includes all fees and travel • Bids process: This is a single-source provider and as such will be quickly determined through state procurement process (34 CFR Parts 74.40 - 74.48 and Part 80.36) • Location: Anywhere <p><i>Capacity-building investment</i></p>	<p>Yr 1 225,000</p> <p>Yr 2 225,000</p> <p>Yr 3 225,000</p> <p>Yr 4 225,000</p>	
			Total Contractual \$ 2,542,000
7. Training Stipends			
			\$ 0
8. Other			
<ul style="list-style-type: none"> • Description: Facility rental and meeting expense for training events, Data Retreats, anticipated at \$15,000/year in Years 1-3 	<ul style="list-style-type: none"> • Basis: Rental fees of \$800-1000/day for large group facilities • Bids process: This is a single-source provider (regional) and as such will be quickly determined through state procurement process (34 CFR Parts 74.40 - 74.48 and Part 80.36) • Location: Regional <p><i>Capacity-building investment</i></p>	<p>Yr 1 15,000</p> <p>Yr 2 15,000</p> <p>Yr 3 15,000</p> <p>Yr 4 15,000</p>	
			Total Other \$ 60,000



9. Total Direct Costs		
		\$ 3,678,960
10. Total Indirect Costs		
• Federally negotiated rate: 13%		\$ 478,265
11. Total Grant Funds Requested		
		<u>\$ 4,157,225</u>
12. Funds from other sources used to support the project		
Described above (p. 111-112)		\$ 623,583
13. Total Budget Sum lines 11-12.		
		\$ 4,780,807



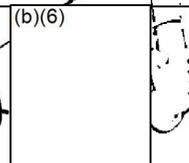
Project Budget #3: Competency-based Instruction

To help students be responsible for their own learning, they must first understand what standards need to be met and where they are on the continuum for mastery. Moving to Competency-based Instruction will help achieve that goal. We will contract with a national and regional trainers and utilize our own educational specialists to provide teachers ongoing support of new instructional strategies.

Because of the size of the region and the importance of creating sustainability in each school and district, we will employ a cohort of coaches and support staff to work directly in our communities. The coaches and preschool specialists noted here will be trained to support specific regions; the work will be coordinated by a lead coach and a preschool director, as noted here.

Competency-based Instruction			
Cost Description	Cost Assumption	Total	
1. Personnel			
<ul style="list-style-type: none"> Title: Preschool Director (1) Description: The Preschool Director will work with Preschool Pals to identify caregivers and facilities in our region Duties: Coordinate and manage the activities of the Preschool Pals Purpose: To provide Preschool staff members the support needed to work in these rural schools 	<ul style="list-style-type: none"> \$65,000/year for 240 days (full time) Hired March 2013 <p><i>Capacity-building investment</i></p>	Yr 1	50,000
		Yr 2	65,000
		Yr 3	65,000
		Yr 4	65,000
<ul style="list-style-type: none"> Title: Preschool Pals (up to 10) Description: Preschool specialists to train and support local day care, preschool centers, and families in their work with 3- and 4-year-olds Duties: Work with preschool managers/owners to provide research-based resources and strategies to getter prepare young students for school Purpose: To help increase the number of students who are kindergarten ready 	<ul style="list-style-type: none"> Full-time (210-240 days/year) Hired April/May 2013 Up to 6-7 in the GRREC region; 3-4 in the OVEC region Daily rate is \$225-275 based on experience (avg. \$40,000/year) Pals will provide “naptime” and community support for Nana Care centers, families <p><i>Capacity-building investment</i></p>	Yr 1	307,692
		Yr 2	400,000
		Yr 3	400,000
		Yr 4	400,000

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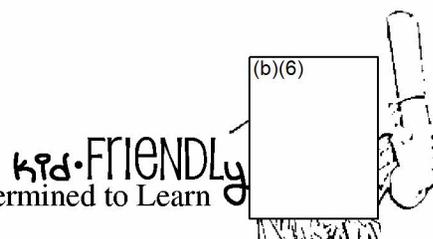
<ul style="list-style-type: none"> • Title: Cognitive Coaches (up to 10) • Description: Cognitive Coaches will support teachers as the implement and commit new strategies to their repertoires • Duties: Site support to teachers; expansion of strategies to other teachers through demonstration classrooms • Purpose: To ensure full implementation of personalized learning strategies and competency-based instruction • Note: A lead coach will work with existing GRREC management to direct the work of the coaching team 	<ul style="list-style-type: none"> • \$60,000/year • Hired April/May 2013 • Experienced educators from different content areas • Each CC will work with 10-12 schools each semester, establishing at least two demonstration classrooms/yr <p>Capacity-building investment</p>	Yr 1 438,462 Yr 2 600,000 Yr 3 600,000 Yr 4 600,000
Personnel Total		\$ 3,991,154
2. Fringe Benefits		
<ul style="list-style-type: none"> • Preschool Director (1) 	<ul style="list-style-type: none"> • 17% on average • Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p>Capacity-building investment</p>	Yr 1 8,500 Yr 2 11,050 Yr 3 11,050 Yr 4 11,050
<ul style="list-style-type: none"> • Preschool Pals (10) 	<ul style="list-style-type: none"> • 17% on average • Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p>Capacity-building investment</p>	Yr 1 52,308 Yr 2 68,000 Yr 3 68,000 Yr 4 68,000
<ul style="list-style-type: none"> • Cognitive Coaches (10) 	<ul style="list-style-type: none"> • 17% on average • Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p>Capacity-building investment</p>	Yr 1 74,538 Yr 2 102,000 Yr 3 102,000 Yr 4 102,000
Fringe Total		\$ 678,496

3. Travel			
<ul style="list-style-type: none"> • Description: Mileage for site visits and regional networking sessions. Pals and Coaches will work from regional offices to limit mileage needed • Purpose: To mentor and support teachers, center operators, and families year-round as they implement kid•FRIENDLy 	<ul style="list-style-type: none"> • 20 staff x 60 miles round trip (avg) x .55/mile x 20 trips per month x 11 months/year <p><i>Capacity-building investment</i></p>	Yr 1	88,000
		Yr 2	88,000
		Yr 3	88,000
		Yr 4	88,000
<ul style="list-style-type: none"> • Descriptions: Staff meetings for Coaches and Pals (2 days/month), held at GRREC and/or OVEC alternatively • Purpose: To network with peers to share what's working in the districts and problem-solve as needed 	<ul style="list-style-type: none"> • 20 staff x avg of 80 miles round trip x .55/mile x 2 trips per month x 11 months/year <p><i>Capacity-building investment</i></p>	Yr 1	19,360
		Yr 2	19,360
		Yr 3	19,360
		Yr 4	19,360
<ul style="list-style-type: none"> • Descriptions: Consultant travel for national trainers traveling to and in our districts • Purpose: To provide initial training to district teams and teachers, which will be further embedded through our teams of Cognitive Coaches 	<ul style="list-style-type: none"> • Estimated at \$20,000/year based on historical rates from other initiatives <p><i>Capacity-building investment</i></p>	Yr 1	12,500
		Yr 2	12,500
		Yr 3	12,500
		Yr 4	12,500
		Total Travel	\$ 479,440
4. Equipment			
			\$ 0
5. Supplies			
<ul style="list-style-type: none"> • Description: We will include staff supplies for the Coaches and Pals to include office supplies as well as books and presenting materials • Purpose: To ensure staff have materials they need to work with schools and leaders 	<ul style="list-style-type: none"> • \$520 x 21 staff per year <p><i>Capacity-building investment</i></p>	Yr 1	10,920
		Yr 2	10,920
		Yr 3	10,920
		Yr 4	10,920



<ul style="list-style-type: none"> Staff laptops: Laptop computers with appropriate peripherals and software for each of the 21 staff members 	<ul style="list-style-type: none"> \$2000 x 21 staff <p><i>One-time investment</i></p>	Yr 1 42,000 Yr 2 0 Yr 3 0 Yr 4 0
<ul style="list-style-type: none"> Printers: For regional office locations; likely up to 5 printers @ \$500 each 	<ul style="list-style-type: none"> \$500 x 5 staff <p><i>One-time investment</i></p>	Yr 1 2,500 Yr 2 0 Yr 3 0 Yr 4 0
<ul style="list-style-type: none"> Preschool materials: Estimated at \$5,000/year for each Pal, to include books, printed materials, copies of strategies, etc. 	<ul style="list-style-type: none"> \$5,000/yr x 10 Pals <p><i>One-time investment</i></p>	Yr 1 50,000 Yr 2 50,000 Yr 3 50,000 Yr 4 50,000
<ul style="list-style-type: none"> Instructional software: To support students who are not meeting standard, we will supplement instructional software already available in schools and target those to specific students, particularly those who are 2-3 grades below level 	<ul style="list-style-type: none"> Prorated based on the number of students in each schools <p><i>One-time investment</i></p>	Yr 1 475,000 Yr 2 475,000 Yr 3 475,000 Yr 4 475,000
<ul style="list-style-type: none"> Training materials: As we move forward, our regional trainers will purchase training supplies 	<ul style="list-style-type: none"> An average of \$2,500/district x 22 districts <p><i>Capacity-building investment</i></p>	Yr 1 55,000 Yr 2 55,000 Yr 3 55,000 Yr 4 55,000
<ul style="list-style-type: none"> Preschool assessments: For Nana Care Centers to introduce center operators to the impact of research-based approaches 	<ul style="list-style-type: none"> Up to \$1,400/Pal each year <p><i>Capacity-building investment</i></p>	Yr 1 14,000 Yr 2 14,000 Yr 3 14,000 Yr 4 14,000
Total Supplies		\$ 2,464,180

6. Contractual			
<ul style="list-style-type: none"> • Description: Professional development through national and regional trainers • Purpose: To implement the Thinking Strategies, embed math strategies, and develop district-level teams of Cognitive Coaches • Detail: <ul style="list-style-type: none"> – Thinking Strategies: 5 sessions in Years 1 for district teams (regional); Coaches will expand that to reach all teachers (5 x \$15,000 + travel, listed above) – Math: Sessions for teams of teachers in grades 4-12 in teaching from a career-focused perspective (regional by grade cluster; \$5,000/day x 10 days total) – Advanced Placement: Up to 2 teachers in each high school annually beginning in Year 2 (\$600/teacher) – Cognitive Coaching for up to 3 teams of coaches in each district; \$20,000 x 10 sessions in Years 2-4 – Integrated engagement and technology strategies: Each year, offering specific offerings based on school/district need and supporting all through coaching (\$5,000/day x up to 15 days/year) 	<ul style="list-style-type: none"> • Basis: Costs are based on discussions with training providers related to our efforts • Average days: The initial assessment will take 5-7 days in each school • Bids process: This is a process provided through GRREC trainers. No procurement is required. • Location: Trainings to be held regionally and at schools <p><i>Capacity-building investment</i></p>	Yr 1	112,500
		Yr 2	286,900
		Yr 3	286,900
		Yr 4	245,000
		Total Contractual	
7. Training Stipends			
		\$	0



8. Other			
<ul style="list-style-type: none"> Office Space: Rental of additional office space to support staff @ \$800/month (Student Leadership Coaches) 	<ul style="list-style-type: none"> \$800 x 12 months x 2 regional spaces (Coaches, Pals) <p><i>Capacity-building investment</i></p>	Yr 1	9,600
		Yr 2	19,200
		Yr 3	19,200
		Yr 4	19,200
<ul style="list-style-type: none"> Description: Facility rental and meeting expense for training events Detail: Anticipated at \$20,000/year in Years 1-3; \$15,000 in Year 4 	<ul style="list-style-type: none"> Basis: Rental fees of \$800-1000/day for large group facilities Bids process: This is a single-source provider (regional) and as such will be quickly determined through state procurement process (34 CFR Parts 74.40 - 74.48 and Part 80.36) Location: Regional <p><i>Capacity-building investment</i></p>	Yr 1	20,000
		Yr 2	20,000
		Yr 3	20,000
		Yr 4	15,000
		Total Other	\$ 142,200
9. Total Direct Costs			
			\$ 8,686,770
10. Total Indirect Costs			
<ul style="list-style-type: none"> Federally negotiated rate: 13% 			\$ 1,129,280
11. Total Grant Funds Requested			
			<u>\$ 9,816,050</u>
12. Funds from other sources used to support the project			
Described above (p. 111-112)			\$ 1,472,047
13. Total Budget Sum lines 11-12.			
			\$ 11,288,457

Project Budget #4: Personalized Learning

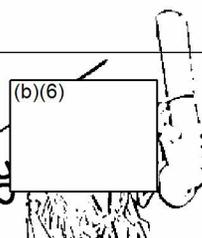
Each school will develop (with guidance and support) its own Personalized Learning Plan to be implemented beginning in August 2013 (2013-14 school year). Strategies will include the use of college/career ready software (all) as well as work in soft skills, new technologies, wireless support in the region, etc. Our budget here reflects some flexibility to allow for personalization in each region. Many of the family supports will be provided through existing Family Resource and Youth Services Center staff members (FRYSC) as well as the College/Career Readiness Counselors noted here. Other strategies may include new space/structures for learning, scheduling changes, co-op learning, etc., which require time for planning but no outlay of direct cost.

Personalized Learning		
Cost Description	Cost Assumption	Total
1. Personnel		
<ul style="list-style-type: none"> Title: College/Career Ready Counselors (22; one for each high school and its feeder elementary and middle schools) Description: To provide student and teacher support Duties: Coordinating school activities around college/career readiness, personalized learning and dropout prevention Purpose: To ensure students understand what they need to achieve their personal goals and work purposefully toward it 	<ul style="list-style-type: none"> \$55,000/year for 200 days x 22 (full time counselor schedule) Hired April/May 2013 <p><i>Ongoing investment for districts to be supplemented by state funding by 2017 (legislated)</i></p>	Yr 1 930,769 Yr 2 1,210,000 Yr 3 1,210,000 Yr 4 1,210,000
<ul style="list-style-type: none"> Title: Information Technology Director Description: To provide training to coaches and support for new systems Duties: Coordinate and manage the activities of expanding wireless services (buses, communities) and to ensure Cognitive Coaches integrate instructional technology into instruction; support classrooms as they apply specific uses of BYOD and other technologies (e.g., “flipped” classrooms, etc 	<ul style="list-style-type: none"> \$60,000/year for 240 days (full time) Hired March 2013 <p><i>Capacity-building investment</i></p>	Yr 1 50,769 Yr 2 60,000 Yr 3 60,000 Yr 4 60,000

<ul style="list-style-type: none"> • Purpose: To embed technology support and integration across the project 										
<ul style="list-style-type: none"> • Title: Family Services Director • Description: Likely a former FRYSC director who has experience working with schools, districts, and rural communities; s/he will implement family and community strategies related to personalized learning • Duties: Work with existing FRYSC staff members and teachers in each district, providing support, hosting networking sessions, sharing what works • Purpose: To build capacity in each district to eliminate the barriers that prevent college/career readiness for students, particularly high-need students 	<ul style="list-style-type: none"> • Full-time (210-240 days/year) • Hired March 2013 • \$50,000 <p><i>Capacity-building investment</i></p>	<table border="0"> <tr><td>Yr 1</td><td>42,308</td></tr> <tr><td>Yr 2</td><td>50,000</td></tr> <tr><td>Yr 3</td><td>50,000</td></tr> <tr><td>Yr 4</td><td>50,000</td></tr> </table>	Yr 1	42,308	Yr 2	50,000	Yr 3	50,000	Yr 4	50,000
Yr 1	42,308									
Yr 2	50,000									
Yr 3	50,000									
Yr 4	50,000									
		<p>Personnel Total \$ 4,983,846</p>								
<p>2. Fringe Benefits</p>										
<ul style="list-style-type: none"> • College/Career Ready Counselors (22) 	<ul style="list-style-type: none"> • 17% on average • Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p><i>Ongoing expense for districts to be supplemented by state funding by 2017 (legislated)</i></p>	<table border="0"> <tr><td>Yr 1</td><td>158,231</td></tr> <tr><td>Yr 2</td><td>205,700</td></tr> <tr><td>Yr 3</td><td>205,700</td></tr> <tr><td>Yr 4</td><td>205,700</td></tr> </table>	Yr 1	158,231	Yr 2	205,700	Yr 3	205,700	Yr 4	205,700
Yr 1	158,231									
Yr 2	205,700									
Yr 3	205,700									
Yr 4	205,700									
<ul style="list-style-type: none"> • Information Technology Director (1) 	<ul style="list-style-type: none"> • 17% on average • Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p><i>Capacity-building investment</i></p>	<table border="0"> <tr><td>Yr 1</td><td>8,631</td></tr> <tr><td>Yr 2</td><td>10,200</td></tr> <tr><td>Yr 3</td><td>10,200</td></tr> <tr><td>Yr 4</td><td>10,200</td></tr> </table>	Yr 1	8,631	Yr 2	10,200	Yr 3	10,200	Yr 4	10,200
Yr 1	8,631									
Yr 2	10,200									
Yr 3	10,200									
Yr 4	10,200									

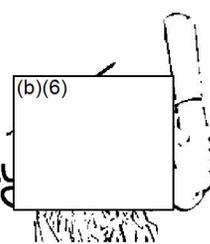


<ul style="list-style-type: none"> Family Services Director (1) 	<ul style="list-style-type: none"> 17% on average Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p><i>Capacity-building investment</i></p>	Yr 1 Yr 2 Yr 3 Yr 4	7,192 8,500 8,500 8,500
		Fringe Total	\$ 847,251
3. Travel			
<ul style="list-style-type: none"> Description: Director site visits each month to districts (at least four sites/month) Purpose: To support CCR Counselors, local technology staff (school-based), and FRYSC staff (school-based) as they implement kid•FRIENDLy 	<ul style="list-style-type: none"> 2 staff x 85 miles round trip (avg) x .55/mile x 4 trips per month x 11 months/year <p><i>Capacity-building investment</i></p>	Yr 1 Yr 2 Yr 3 Yr 4	4,114 4,114 4,114 4,114
<ul style="list-style-type: none"> Descriptions: Staff meetings for CCR Counselors (2 days/month), held at GRREC and/or OVEC alternatively Purpose: To network with peers to share what's working in the districts and problem-solve as needed 	<ul style="list-style-type: none"> 22 staff x avg of 85 miles round trip x .55/mile x 2 trips per month x 11 months/year <p><i>Capacity-building investment</i></p>	Yr 1 Yr 2 Yr 3 Yr 4	20,570 20,570 20,570 20,570
<ul style="list-style-type: none"> Descriptions: Consultant travel for national trainers traveling to and in our districts Purpose: To provide initial training to district teams and teachers, which will be further embedded through our teams of Cognitive Coaches and CCR Counselors 	<ul style="list-style-type: none"> Estimated at \$15,000/year based on historical rates from other initiatives <p><i>Capacity-building investment</i></p>	Yr 1 Yr 2 Yr 3 Yr 4	12,500 12,500 12,500 12,500
		Total Travel	\$ 148,736
4. Equipment			
		Total	\$ 0



5. Supplies			
<ul style="list-style-type: none"> • Description: We will include staff supplies for the CCR Counselors to include office supplies as well as books and presenting materials • Purpose: To ensure staff have materials they need to work with schools and leaders • Note: CCRs will be GRREC/OVEC staff members but will be assigned exclusively to their individual high school/feeder schools 	<ul style="list-style-type: none"> • \$520 x 22 staff per year <p><i>Capacity-building investment</i></p>	Yr 1	11,440
		Yr 2	11,440
		Yr 3	11,440
		Yr 4	11,440
<ul style="list-style-type: none"> • Staff laptops: Laptop computers with appropriate peripherals and software for each of the 22 CCR Counselors, 1 Family Services Director and 1 Instructional Technology Director 	<ul style="list-style-type: none"> • \$2500 x 24 staff <p><i>One-time investment</i></p>	Yr 1	48,000
		Yr 2	0
		Yr 3	0
		Yr 4	0
<ul style="list-style-type: none"> • CCR software: To provide softskills and career-focused support for all students, helping them create a personal plan for college/career readiness 	<ul style="list-style-type: none"> • Prorated based on the number of students in each schools <p><i>One-time investment (license)</i></p>	Yr 1	380,000
		Yr 2	380,000
		Yr 3	380,000
		Yr 4	380,000
<ul style="list-style-type: none"> • WiFi receivers: Hardware for school buses to enable them to be community hotspots in our rural communities 	<ul style="list-style-type: none"> • Estimates of expense vary; we anticipate \$250/bus x 1,000 buses; schools will cover service requirements <p><i>One-time investment</i></p>	Yr 1	250,000
		Yr 2	0
		Yr 3	0
		Yr 4	0
<ul style="list-style-type: none"> • Devices in schools: To expand school capacity, we will supplement existing technologies at the school level. Schools vary in their existing levels of technology and technology use 	<ul style="list-style-type: none"> • This will be prorated by the number of students/district; we estimate that at \$9,500/district x 22 districts <p><i>One-time investment</i></p>	Yr 1	209,000
		Yr 2	209,000
		Yr 3	209,000
		Yr 4	209,000

<ul style="list-style-type: none"> Training materials: As we move forward, our regional trainers will purchase training supplies 	<ul style="list-style-type: none"> An average of \$2,000/district x 22 districts <p><i>Capacity-building investment</i></p>	Yr 1	44,000
		Yr 2	44,000
		Yr 3	44,000
		Yr 4	44,000
		Total Supplies	\$ 2,875,760
6. Contractual			
<ul style="list-style-type: none"> Family/Student support materials: Estimated at \$5/student for each school, to include services and materials that eliminate barriers to learning (eyeglasses, literacy support for parents, GED services for parents, transportation to health dept., home visits, etc.) 	<ul style="list-style-type: none"> \$5 x 60,000 students <p><i>Ongoing cost/investment</i></p>	Yr 1	296,500
		Yr 2	296,500
		Yr 3	296,500
		Yr 4	296,500
<ul style="list-style-type: none"> Description: Training in the culture of poverty (Yr 1-2), including one-day (national) trainings for district teams and capacity-building/certification training for staff Purpose: To help middle-class teachers better understand the impact of poverty on students and families, particularly regarding student/family culture of college-going and education in general 	<ul style="list-style-type: none"> \$35,000/year for national trainers (3 days/year) \$45,000 for capacity-building training for CCR Counselors and FRYSC staff members <p><i>Capacity-building investment</i></p>	Yr 1	80,000
		Yr 2	80,000
		Yr 3	0
		Yr 4	0
		Total Contractual	\$ 1,346,000
7. Training Stipends			
		Total	\$ 0



8. Other			
<ul style="list-style-type: none"> • Description: Facility rental and meeting expense for training events • Detail: Anticipated at \$15,000/year in Years 1-2 	<ul style="list-style-type: none"> • Basis: Rental fees of \$800-1000/day for large group facilities • Bids process: This is a single-source provider (regional) and as such will be quickly determined through state procurement process (34 CFR Parts 74.40 - 74.48 and Part 80.36) • Location: Regional <p><i>One-time investment</i></p>	Yr 1	15,000
		Yr 2	15,000
		Yr 3	0
		Yr 4	0
		Total Other	
9. Total Direct Costs			
		\$	10,231,596
10. Total Indirect Costs			
<ul style="list-style-type: none"> • Federally negotiated rate: 13% 		\$	1,330,107
11. Total Grant Funds Requested			
		\$	<u>11,561,703</u>
12. Funds from other sources used to support the project			
Described above (p. 111-112)		\$	1,764,255
13. Total Budget			
Sum lines 11-12.			
		\$	13,295,959



Project Budget #5: Management and Evaluation

Each component includes management staff; however, the overall project will include upper-level leadership to ensure each component is working with the other. Managers will work closely with each other and with their assigned teams/staff members to ensure performance goals are met and individual school and student needs are met. They will be able to share what is working across the project. In addition, we will work with a Chief Council on Fidelity, a group of national and regional experts who will do nothing but observe our implementation and advise the management team of the exceptional and not-so-exceptional implementation practices. We will also utilize a national evaluator, who will call upon project staff to collect appropriate data throughout the project (pp. 96+).

Management & Evaluation			
Cost Description	Cost Assumption	Total	
1. Personnel			
<ul style="list-style-type: none"> Title: Project Director Description: To supervise implementation of kid•FRIENDLY. The Director will be a highly-effective superintendent or principal Duties: To work with Project Managers to guide the overall implementation, evaluation, communication and expansion of the project. The Director will be the lead researcher of best practices and will share those with project staff year-round. S/He will also be directly responsible for the leadership component of the project Purpose: To maintain the big-picture view of implementation and provide ongoing support to principals and superintendents. 	<ul style="list-style-type: none"> \$80,000/year for 240 days (full time) Hired March 2013 <p><i>Capacity-building investment</i></p>	Yr 1	70,769
		Yr 2	80,000
		Yr 3	80,000
		Yr 4	80,000

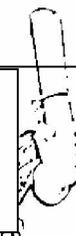


<ul style="list-style-type: none"> • Title: Project Manager (2) • Description: Former highly-qualified teacher or leader who will provide daily guidance and supervision of all staff in the project • Duties: Coordinate and manage the daily activities, conduct cross-project staff meetings and communications activities, schedule trainings, support budget management, etc. • Purpose: To embed enable full implementation of kid•FRIENDLY 	<ul style="list-style-type: none"> • \$70,000/year for 240 days (full time) • Hired March 2013 <p><i>Capacity-building investment</i></p>	<table> <tr><td>Yr 1</td><td>124,008</td></tr> <tr><td>Yr 2</td><td>140,000</td></tr> <tr><td>Yr 3</td><td>140,000</td></tr> <tr><td>Yr 4</td><td>140,000</td></tr> </table>	Yr 1	124,008	Yr 2	140,000	Yr 3	140,000	Yr 4	140,000
Yr 1	124,008									
Yr 2	140,000									
Yr 3	140,000									
Yr 4	140,000									
<ul style="list-style-type: none"> • Title: Director of Data/Financial Systems • Description: A senior-level manager for data and accounting functions • Duties: Will manage the data systems and support the GRREC Finance Director in allocating funds within the system; will ensure each participating school has appropriate reports and back-up. • Purpose: Administrative support for the overall financial implementation of the project 	<ul style="list-style-type: none"> • Full-time (210-240 days/year) • Hired March 2013 • \$60,000 <p><i>Capacity-building investment</i></p>	<table> <tr><td>Yr 1</td><td>53,077</td></tr> <tr><td>Yr 2</td><td>60,000</td></tr> <tr><td>Yr 3</td><td>60,000</td></tr> <tr><td>Yr 4</td><td>60,000</td></tr> </table>	Yr 1	53,077	Yr 2	60,000	Yr 3	60,000	Yr 4	60,000
Yr 1	53,077									
Yr 2	60,000									
Yr 3	60,000									
Yr 4	60,000									
<ul style="list-style-type: none"> • Title: Marketing/Communication Director • Description: A senior-level PR/communications/marketing staff members • Duties: Will create communication tools for schools, districts, and family/community partners; support policy development for school boards, KDE Innovation District applications • Purpose: To increase the reach of the preschool component (reaching families) 	<ul style="list-style-type: none"> • Full-time (210-240 days/year) • Hired March 2013 • \$50,000 <p><i>Capacity-building investment</i></p>	<table> <tr><td>Yr 1</td><td>44,231</td></tr> <tr><td>Yr 2</td><td>50,000</td></tr> <tr><td>Yr 3</td><td>50,000</td></tr> <tr><td>Yr 4</td><td>50,000</td></tr> </table>	Yr 1	44,231	Yr 2	50,000	Yr 3	50,000	Yr 4	50,000
Yr 1	44,231									
Yr 2	50,000									
Yr 3	50,000									
Yr 4	50,000									



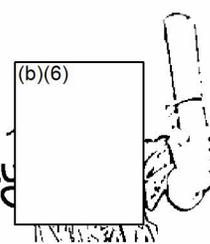
<ul style="list-style-type: none"> • Title: Program Assistants (3; clerical) • Description: Two administrative assistants and one finance assistant • Duties: To support the administrative functions of the project • Purpose: To support the administrative functions of the project, including correspondence, travel, event coordination and finance 	<ul style="list-style-type: none"> • Full-time (210-240 days/year) • Hired March 2013 • \$35,000 x 3 <p><i>Capacity-building investment</i></p>	<table border="1"> <tr><td>Yr 1</td><td>92,885</td></tr> <tr><td>Yr 2</td><td>105,000</td></tr> <tr><td>Yr 3</td><td>105,000</td></tr> <tr><td>Yr 4</td><td>105,000</td></tr> </table>	Yr 1	92,885	Yr 2	105,000	Yr 3	105,000	Yr 4	105,000
Yr 1	92,885									
Yr 2	105,000									
Yr 3	105,000									
Yr 4	105,000									
		<p style="text-align: right;"><i>Personnel Total</i> \$ 1,689,970</p>								
2. Fringe Benefits										
<ul style="list-style-type: none"> • Director 	<ul style="list-style-type: none"> • 17% on average • Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p><i>Capacity-building investment</i></p>	<table border="1"> <tr><td>Yr 1</td><td>12,030</td></tr> <tr><td>Yr 2</td><td>13,600</td></tr> <tr><td>Yr 3</td><td>13,600</td></tr> <tr><td>Yr 4</td><td>13,600</td></tr> </table>	Yr 1	12,030	Yr 2	13,600	Yr 3	13,600	Yr 4	13,600
Yr 1	12,030									
Yr 2	13,600									
Yr 3	13,600									
Yr 4	13,600									
<ul style="list-style-type: none"> • Managers (2) 	<ul style="list-style-type: none"> • 17% on average • Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p><i>Capacity-building investment</i></p>	<table border="1"> <tr><td>Yr 1</td><td>21,081</td></tr> <tr><td>Yr 2</td><td>23,800</td></tr> <tr><td>Yr 3</td><td>23,800</td></tr> <tr><td>Yr 4</td><td>23,800</td></tr> </table>	Yr 1	21,081	Yr 2	23,800	Yr 3	23,800	Yr 4	23,800
Yr 1	21,081									
Yr 2	23,800									
Yr 3	23,800									
Yr 4	23,800									
<ul style="list-style-type: none"> • Data/Finance (1) 	<ul style="list-style-type: none"> • 17% on average • Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p><i>Capacity-building investment</i></p>	<table border="1"> <tr><td>Yr 1</td><td>9,023</td></tr> <tr><td>Yr 2</td><td>10,200</td></tr> <tr><td>Yr 3</td><td>10,200</td></tr> <tr><td>Yr 4</td><td>10,200</td></tr> </table>	Yr 1	9,023	Yr 2	10,200	Yr 3	10,200	Yr 4	10,200
Yr 1	9,023									
Yr 2	10,200									
Yr 3	10,200									
Yr 4	10,200									

<ul style="list-style-type: none"> Marketing/Communication 	<ul style="list-style-type: none"> 17% on average Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p><i>Capacity-building investment</i></p>	Yr 1	7,519
<ul style="list-style-type: none"> Project Assistants 	<ul style="list-style-type: none"> 17% on average Health insurance (\$9950); workers comp (\$400); Life (varies); KY Teacher Retirement (varies); Medicare <p><i>Capacity-building investment</i></p>	Yr 1	15,790
	Fringe Total	\$	287,294
3. Travel			
<ul style="list-style-type: none"> Description: Site visits and regional meetings each month by management staff (excluding clerical) Purpose: To support project implementation 	<ul style="list-style-type: none"> 2 staff x 85 miles round trip (avg) x .55/mile x 4 trips per month x 11 months/year <p><i>Capacity-building investment</i></p>	Yr 1	4,114
	Total Travel	\$	16,456
4. Equipment			
		\$	0
5. Supplies			
<ul style="list-style-type: none"> Description: We will include staff supplies for management staff to include office supplies as well as books and presenting materials Purpose: To ensure staff have materials they need to work with schools and leaders <p><i>Note: CCRs will be GRREC/OVEC staff members assigned exclusively to their individual high school/feeder schools</i></p>	<ul style="list-style-type: none"> \$520 x 8 staff per year <p><i>Capacity-building investment</i></p>	Yr 1	4,160
		Yr 2	4,160
		Yr 3	4,160
		Yr 4	4,160



<ul style="list-style-type: none"> • Staff laptops: Laptop or desktop computers with appropriate peripherals and software for each of the 8 management staff (\$2,000/ea) 	<ul style="list-style-type: none"> • \$2000 x 8 staff <p><i>One-time investment</i></p>	Yr 1	16,000
		Yr 2	0
		Yr 3	0
		Yr 4	0
<ul style="list-style-type: none"> • Printers: For management staff; likely up to 3 printers @ \$500 each 	<ul style="list-style-type: none"> • \$500 x 3 printers <p><i>One-time investment</i></p>	Yr 1	1,500
		Yr 2	0
		Yr 3	0
		Yr 4	0
<ul style="list-style-type: none"> • Server: Additional support for data collection and analysis as well as support for staff members, estimated \$25,000 	<ul style="list-style-type: none"> • \$25,000 • Will be purchased from the state/national approved AEPA bids list <p><i>One-time investment</i></p>	Yr 1	25,000
		Yr 2	0
		Yr 3	0
		Yr 4	0
<ul style="list-style-type: none"> • Training materials: Reading and research materials for all staff, including subscriptions, books, online resources 	<ul style="list-style-type: none"> • \$8,000 annually <p><i>Capacity-building investment</i></p>	Yr 1	8,000
		Yr 2	8,000
		Yr 3	8,000
		Yr 4	8,000
<ul style="list-style-type: none"> • Assessments/Measurement: For the evaluation, we anticipate the purchase of a number of pre/post and annual assessment instruments 	<ul style="list-style-type: none"> • Estimate of \$1500/district <p><i>One-time investment</i></p>	Yr 1	33,000
		Yr 2	33,000
		Yr 3	33,000
		Yr 4	33,000
		Total Supplies	\$ 223,140
6. Contractual			
<ul style="list-style-type: none"> • Description: Project Evaluation • Detail: We will contract with a national evaluator for the formative and summative evaluations 	<ul style="list-style-type: none"> • Basis: Grant amount and the availability of staff to collect data (cost savings) <p><i>One-time investment</i></p>	Yr 1	750,000
		Yr 2	750,000
		Yr 3	750,000
		Yr 4	750,000

<ul style="list-style-type: none"> • Description: Data Management System • Detail: To bridge CIITS data across the project and create an analysis tool for the evaluation process (continuous improvement) 	<ul style="list-style-type: none"> • Basis: Anticipate cost of multiple consultants to build and operate a custom system to bridge to the CIITS system 	Yr 1	50,000
		Yr 2	50,000
		Yr 3	50,000
		Yr 4	50,000
<ul style="list-style-type: none"> • Description: Professional development for project staff • Detail: To include capacity building not specifically noted above. We will bring trainers to GRREC/OVEC rather than travel with staff 	<ul style="list-style-type: none"> • \$15,000/year <p><i>Capacity-building investment</i></p>	Yr 1	15,000
		Yr 2	15,000
		Yr 3	15,000
		Yr 4	15,000
<ul style="list-style-type: none"> • Description: Honorariums for Chief Council members, university faculty • Detail: Up to \$1500 annually to members in recognition of their support to the project 	<ul style="list-style-type: none"> • \$1,500/year for national/regional experts (up to 6) and university faculty (up to 8); anticipate quarterly review of program <p><i>Capacity-building investment</i></p>	Yr 1	21,000
		Yr 2	21,000
		Yr 3	21,000
		Yr 4	21,000
		Total Contractual	
		\$	3,344,000
7. Training Stipends			
		\$	0
8. Other			
<ul style="list-style-type: none"> • Rental space: Additional office space to support staff @ \$1000/month (8 staff members) 	<ul style="list-style-type: none"> • \$1000 x 12 months <p><i>Capacity-building investment</i></p>	Yr 1	6,000
		Yr 2	12,000
		Yr 3	12,000
		Yr 4	12,000
		Total Other	
		\$	42,000



9. Total Direct Costs		
		\$ 5,602,860
10. Total Indirect Costs		
• Federally negotiated rate: 13%	Applies \$25,000 contract rule to Evaluation	\$ 351,372
11. Total Grant Funds Requested		
		<u>\$ 5,954,231</u>
12. Funds from other sources used to support the project		
		\$ 893,135
13. Total Budget Sum lines 11-12.		
		\$ 6,847,366



(F)(1)(b) The budget is reasonable and sufficient to support development, implementation

kid•FRIENDLY is built upon a layered model of gradual release that creates capacity at the school and district. Among the capacity-building measures are the following:

- ▶ **Data Teams.** We will expand existing Professional Learning Communities, transforming them into Data Teams in each school – places where teams of teachers work each week to improve instruction based on data. Teams will receive training in the Common Formative Assessments process (national trainers) and be supported by certified trainers in the GRREC and OVEC region.
- ▶ **Cognitive Coaching for Teachers.** All professional learning for classroom teachers will be supported by a cohort of coaches. Coaches will work with teachers in their Data Teams and help them develop and present a model or lab lesson in their classrooms; colleagues will observe the lesson and repeat the process in their own classrooms, developing their own lessons. Our Cognitive Coaches will work with sets of schools, spending nearly all of their time in classrooms with teachers. While these coaches will be paid through the grant project, their efforts will be replaced in 2016-17 by local teams of coaches, described below.
- ▶ **Teams of Coaches.** Beginning late in Year 2, teams of Cognitive Coaches will be trained to work in their home districts and schools. These training sessions will be layered with other work to enable multiple sets of coaches to be developed. These will remain active resources for schools and districts.
- ▶ **Demonstration Sites.** Through the Cognitive Coaching process, teachers will develop Demonstration Sites where colleagues can observe technologies and instructional strategies in action. We anticipate more than 400 such classrooms will be developed by the project's end.
- ▶ **Certified Student Leadership Culture Teams.** In each school, we will train and certify teams of teachers and leaders in the Students as Leaders process to help support the new student culture implemented in Years 1-3. When the training ends in 2015-16, the capacity to continue within the *7 Habits of Highly Effective People* will live on.
- ▶ **Supplementing Technology.** kid•FRIENDLY does not add computer labs or 1:1 initiatives; it builds on the technologies already in place and funded within our 100+ schools. In



addition, we will provide training and support new district policies that will enable students to learn with their own devices (BYOD strategies).

Finally, we have included a **College/Career-Readiness Counselor** for each high school and its feeder schools – a total of 23 CCR Counselors. This is a large expenditure that we anticipate will be sustained through the enabling legislation referenced on page 20. Already, the Kentucky General Assembly has approved the designation of a counselor for each high school and its feeder schools to ensure a seamless continuum from elementary to college/career access. We anticipate funding will follow within the next 3-5 years, as is the general practice of our legislature. Therefore, we anticipate the sustainability of these positions in each of our schools.

(F)(1)(c)(i) The budget clearly provides a thoughtful rationale, including a description of all funds that the applicant will use

As noted above, the funding priorities in our Race to kid•FRIENDLY Learning relate to building capacity within each participating school and district. Project funds will be used for training; expansion of existing systems, supports, and technologies; and shifting the learning culture. As we have noted on page 29, culture trumps everything. By attacking the culture of learning with students and all schoolhouse personnel and the culture of instruction through CFA training, adult leadership support, and implementation support, we will build a systemic framework that will continue beyond funding. As we noted above, we anticipate contributing through the project more than 15 percent (likely much more) from local funding and partnerships.

(F)(1)(c)(ii) The budget clearly provides a thoughtful rationale, including identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during, after grant period, with a focus on sustainability

In our budget narrative outline (pages 124-155), we define for each item the type of funds that will be used. For example:

- ▶ **One-time investments.** Technologies to supplement school systems, WiFi devices for buses, and materials needed for personalized environments would be considered one-time investments as would the purchase of one-use software systems.
- ▶ **Capacity-building investments.** Consultants for trainings, meeting expense for those



trainings, and travel to trainings are deemed “capacity building.” These are costs that will go away as project activities are gradually released to teams of school and district personnel. Our cohort of Cognitive Coaches, for example, will not be needed by 2015-16 as we establish new cohorts of coaches within each district; they will be sustained with local funds as part of each school’s improvement process.

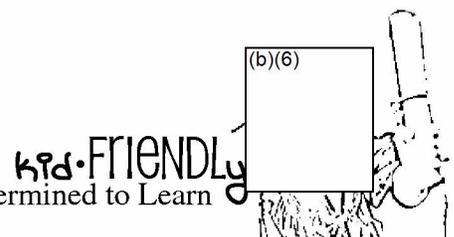
- ▶ **Ongoing costs.** These will include costs initiated through the RTT-D project and continued through GRREC, OVEC and our school districts. These are limited. For example, the CCR Counselors, as described above, will begin here and likely will be sustained through the Kentucky General Assembly, which has already enacted the enabling legislation.

(F)(2) Sustainability of project goals (10 points)

As noted above, kid•FRIENDLY is a sustainable project constructed through a gradual release of responsibility from project staff to districts and schools. Resources have focused on training and implementation support, not staffing; the exception is the use of CCR Counselors who will be sustained through state funding anticipated by 2016. The enabling legislation is already in place for that eventuality.

In addition, capacity is being built within GRREC and OVEC to enable ongoing support following. We already support Cognitive Coaches throughout our work; our existing coaches will supplement the work of new teams of coaches in the schools. We also will continue to support schools and districts with professional learning experiences after funding ceases, as that is the essential reason for our existence. Both GRREC and OVEC provide services to districts that they could not provide or acquire on their own.

Finally, as noted above, our care in purchases related to this project will ensure sustainability. Purchases of “stuff” is limited to supplemental technologies to enable personalized learning; instructional software for students and teachers around math and literacy; training materials for teachers, leaders and students around the culture of students as leaders and adults as leaders of learning; and supplies to ensure implementation.



Section X: Competitive Preference Priority (10 total points)

Our Race to kid•FRIENDLY Learning focuses on a continuum of learning and the elimination of barriers all along that continuum. Among the many strategies within our project, we point here to our emphasis on preschool improvement, helping students take responsibility for their own learning, and supporting Career Centers through a partnership with local Family Resource and Youth Services Centers. We summarize those activities below and reference the detail presented in our narrative.

(1) Coherent and sustainable partnership(s) formed with public or private organizations

As noted on pages 61-62, we will work with community daycare, preschool and family-care providers to frequently and conveniently provide training and support materials. Our schools already have relationships in their communities with these centers, which we will expand to include families of young children. We will provide trainings and one-on-one support through a cohort of Preschool Pals who will carry with them the research-based strategies to help young children learn.

On pages 54,62 and elsewhere, we discuss the role of our partner Family Resource and Youth Services Centers (FRYSC). FRYSCs are publicly funded agencies in each community and district that serve **low-income students**. FRYSC staff members provide food, literacy support, clothing – just about anything a student needs to eliminate barriers to a student’s school day. With the CCR Counselor, each FRYSC will coordinate efforts related to the creation of the CCR Center in each district. FRYSC personnel will also work directly with low-income students and their families to provide the necessities of learning: school supplies, medical check-ups, prescription glasses, shoes, and much more. FRYSCs are also the hub of the community; the FRYSC director in each community is a key fundraiser and community organizer who will help project staff communicate the ongoing work of the project.

Finally, one of the key elements of our RTT-D project is enabling students to be responsible for their own learning. This is a shift in thinking for our families in poverty. As noted on pages 53-54 and elsewhere, students from homes in generational poverty generally do not have the capacity for goal-setting or forward/future thinking that students from the middle class possess. Teachers must learn to empower these most underserved students, enabling them to break the cycle.



(2) Identify population-level results for student in the LEA or consortium

kid•FRIENDLY will work with and through our FRYSCs to support K-12, low-income students as they become college and career-ready; train and support preschool centers and families of young children, including families in poverty; and eliminate cultural barriers for students of poverty by empowering them to take responsibility for their own learning. Our performance indicators include measures related to these groups, as 6 in 10 of our students are students of poverty, that is, 36,000 students. In addition, Census and other community data indicate as many as 15,000 three- and four-year-old students live in our 22 school districts. Specific indicators from our Performance Measures (pp. 111-123) related to these targeted groups include:

- ▶ Increased kindergarten readiness
- ▶ Students being able to read at mastery level by the end of 3rd grade
- ▶ Students entering kindergarten with increased levels of social and emotional development
- ▶ Students moving from elementary to middle to high school and beyond will a clear purpose
- ▶ Decrease incidence of bullying and other disciplinary issues
- ▶ Increased numbers of students mastering mathematics and reading
- ▶ Increased numbers of students from K-12 who have the capacity to self-regulate their own learning
- ▶ Increased numbers of students with access to high-quality teachers and leaders
- ▶ Increasing supports for students who are at-risk of dropping out (3 or more factors)

Again, the full list of performance measures is found beginning on page 111.

(3)(a) Describes how the partnership will track indicators

Project and school personnel will work with a national evaluator (contracted) to collect and report data. An outline of our continuous improvement process begins on page 96.

(3)(b) Describes how the partnership will use data to target its resources

The kid•FRIENDLY Implementation Team (pp. 107-108) will monitor analysis from the evaluator (quarterly) as well as ongoing data collected by project staff and school personnel (monthly) to determine next steps in the project. Each school will establish a Personalized



Learning Team that annually will create a personalized learning implementation plan; this will drive the local work. Teams will also meet each semester to share ideas about what is working and problem-solve barriers or challenges that have arisen during implementation. The Teams will work with the Project Managers to determine how best to allocate resources based on each school's needs. For example, early in the project, we will begin holding Data Retreats with small groups of schools. The process allows teachers and leaders to determine one or two critical areas of focus. That focus or targeted area will drive the initial year of Data Team work in Year 1 as team members develop, use, and refine formative and common formative assessments in their classrooms. Student and teacher resources will be allocated as needed to meet student needs. Similarly, our training delivery for principals will include targeted mentoring and support in Years 2 and 3 for our high-poverty schools and those identified by the Kentucky Department of Education as Focus Schools.¹⁴

(3)(c) Describes how the partnership will develop a strategy to scale the model beyond the participating students in the consortium

All schools within the consortium are participating schools. The students in each of the 112 schools are participating students. Expansion of kid•FRIENDLY will involve the sharing of new strategies and project outcomes with non-participating districts in our region and state. This will be done as it has been for all other projects at GRREC and OVEC – through partnerships with various state stakeholders, including the Kentucky Department of Education. Regular reporting will occur to our respective boards of directors, which includes the Deans from the Colleges of Education at Western Kentucky University and the University of Louisville; together, we impact existing teachers within 50 school districts as well as preservice teachers and faculty administrators in those programs.

(3)(d) Describes how the partnership will improve results over time

Improvements over time are indicated within our Performance Measures. However, it is also important to consider the overall impact of our components along the **learning continuum**, beginning with the earliest of learners. Students who arrive at the elementary schoolhouse

¹⁴ Under Kentucky's NCLB Waiver, Focus Schools are those with specific gaps in achievement related to subgroup populations.



unprepared for kindergarten are at risk of failure, as described by the National Early Literacy Panel (2008) in its report, *Developing Early Literacy* as well as by Snow (1998) and West (2000), among others. Our high-poverty students are each at risk of arriving at kindergarten with “less prior knowledge and skill” and are therefore more likely to lag behind better-equipped peers (Snow, 1998). Many if not most of these young children attend daycare, preschools and family-care settings operated by staff or family members who have not been trained in the key components of early literacy; Fiester (2010) notes the discrepancy between the opportunities provided for learning for preschool-age children of poverty and their middle-class peers. Access to assessments, planning and interventions based on individual needs is limited. Classroom planning, for example, generally revolves around material preparation for the following day or week, not on formative, intentional grouping and re-grouping of students to meet individual needs (assessment for learning; Black, 2003; Hattie, 1992; Marzano, 2006; Stiggins, 2002).

As students enter kindergarten, the readiness gap becomes an achievement gap that often persists (Fiester, 2010). Without direct intervention in instructional quality, including support for literacy in primary, students who do not overcome learning gaps in PreK will be doomed to additional years of lagging achievement. This is particularly critical at 3rd grade, as students shift from learning how to read to the idea of reading to learn.

Similarly, benchmarks for mathematics may be found along our continuum and include varying levels of number sense (preschool) and students’ abilities to recall basic math facts (Hasselbring, 1988). Maintaining a balance between arithmetic and mathematical thinking and discussion becomes critical as students enter 4th grade; by middle school, students who are not mastering key standards will increasingly struggle. By 8th grade, Algebra I becomes a gatekeeper or a gateway for students. Students struggling in algebra – regardless of whether they take it in the 8th or 9th grade – may lack critical prerequisite skills, including “facility with and understanding of fractions and fluency with basic number operations.” (Hough, 2010) Other students may struggle with the gap between the arithmetic of elementary school and the more abstract thinking required in algebra. Students who are not meeting nationally-recognized standards in math by the end of the 8th grade likely will limit the number or types of math courses they take in high school, which also will limit access to many career pathways as students move through high school.



Therefore, improvements for the earliest learners will impact the outcomes for years to come. Each kid•FRIENDLY strategy supports the next level of learning while still supporting students where they are in the continuum. Learning for children will change at each level and continue from PreK through 12. In this manner, barriers can and will be removed for a generation of students.

(4) Describe how the partnership would integrate education and other services

Family Resource and Youth Services Centers (FRYSCs) provide ongoing support for families by leveraging both school and community resources for low-income students. kid•FRIENDLY learning will expand the role of FRYSC staff members to align those services to college/career-readiness strategies. FRYSC staff members will lead the work around poverty, helping teachers and leaders in each building better understand the perspectives of families, particularly those who are from generational poverty. FRYSCs provide physical and noncognitive services that directly impact education: students who cannot see, cannot learn (eyeglasses); students who are bullied because they smell a little different than other children will not learn (hygiene, clothing); and students whose parents cannot read, likely will not read themselves (resources for parents to share reading time, such as books on tape and smart phone Apps).

In addition, we will partner with daycare, preschool and family-care centers throughout our 22 districts to provide resources and training to these critical providers of learning. Nap-time visits by our Preschool Pals will be frequent and information-laden; Pals will provide and model strategies of “play” grounding in the scientifically-based research on early literacy. For example, in early August, the theme for Pals may be centered around the language of home. Pals will bring one-page activity scenarios and books to share with care providers, helping them connect play intentionally to language development. Soap, detergent, suds, powder, fabric, stains, cycle, load – vocabulary words for a potential laundry center, for example, are endless; and, they are words some children may not know. Later that month, the Pal may bring cut-outs related to the theme of restaurants. Center staff would work with parents to have a “date night” where children will create a special dinner (or lunch) for their parents and grandparents. The lesson would include intentional language around setting the table, providing the appropriate food, how the food is grown/prepared, etc. Students would prepare a menu using pictures from magazines or their own drawings, and they would create invitations to attend. In September, the focus may shift to

airplanes or big trucks or the doctor's office; whatever the focus, the Preschool Pals will provide inexpensive support and assistance to each center, helping center staff members provide purposeful, planned content to our youngest learners.

(5)(a) Describe how the partnership would assess the needs and assets

Both Preschool Pals and FRYSCs¹⁵ will have steps in place to assess the needs and capabilities of their targeted students. Pals will provide quick formative assessments for center staff members to use with their students to help differentiate the strategies used individually and in small groups; Saturday morning training sessions will explicitly support center staff members and families in understanding how to determine and build upon the existing capabilities of each young child. FRYSC staff members will work with the CCR Counselor as well as other school staff members to review the needs of students, including academic and non-cognitive needs. For older students, this will include the Career Profile (pp. 74-75, 77-79), which is aligned to students' aspirations and his/her academic growth to standards and stated goals.

(5)(b) Describes how the partnership will identify and inventory the needs and assets of the school and community

Each FRYSC is the primary bridge for the school and community in each district. Measures are already in place to ensure needs and assets are identified appropriately. FRYSCs will also work with school Parent Teacher Organizations (PTO) to expand their own partnerships.

(5)(c) Describes how the partnership will create a decision-making process

FRYSCs currently have in place internal mechanisms for determining the appropriate supports and evaluating those supports. Through kid•FRIENDLY, they will expand their reach, working with the CCR Counselor to provide specific learning and supports aligned to students' Career Profile. Our Preschool Pals will work with individual partnering preschools and home-care centers, providing resources and supports based on research in early literacy and available funding. Partners will have choice as to their level of involvement; Pals will also provide ongoing learning in multiple settings and locations to give center operators and families clear

¹⁵ By state statute, FRYSC staff members are allowed access to student and parent information.



opportunities for participation. Identified centers will be invited to participate beginning in spring 2013.

(5)(d) Describes how the partnership will engage parents and families in both decision-making about solutions to improve results over time and in addressing student, family and school needs

FRYSCs already support families through home visits, food, clothing, and more. Families in our communities are very familiar with our centers and are comfortable in working with FRYSC staff members to jointly make decisions about student learning and non-cognitive supports. Preschool Pals will provide ongoing opportunities for parents and families to learn about and try research-based early literacy strategies with their children. These will be held monthly in two-hour sessions held at convenient times and locations (Saturdays, weekday afternoons and mornings; churches, health department sites, Wal-Mart, community meeting rooms, etc.). Parents and families will be free to implement specific strategies as they deem appropriate for their children. In addition, parents and family members will have the opportunity to learn alongside other parents and with other children, observing modeled literacy strategies. (Note: Parents are a child's first teacher; however, parents with limited education or an indifference to the education system may be unaware of the small changes they can make to increase a child's early language skills.)

(5)(e) Describes how the partnership will routinely assess the applicant's progress in implementing its plan to resolve challenges and problems

Each FRYSC center has agreed to participate in our Race to kid•FRIENDLY Learning (Letters of Support attached). FRYSCs work with school staff members to provide data related to services provided. This will be expanded to include new college/career-ready activities and supports and will be guided by the CCR Counselor in each district.

Preschool Pals will build relationships with the centers in their region and begin collecting data from each in exchange for the resources of the project. In particular, we will work with schools to determine the improvements in kindergarten readiness, as measured by the new Kentucky Common Kindergarten Entry Screener, which includes indicators related to each child's approaches to learning, health and physical well-being, language and communication



development, social and emotional development, and cognitive and general knowledge. The screener is **not** used as an admissions indicator; that is, all children who are of appropriate age may attend a Kentucky kindergarten. Rather, the screener provides a baseline of skills and abilities already present in each child as s/he arrives at kindergarten; the screener will provide teachers an opportunity to better serve all students through individual and small group supports that intentionally address identified deficits.

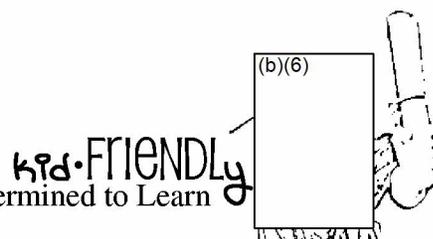
(6) Identifies its annual ambitious yet achievable performance measures for the proposed population

Beginning on page 111, we provide the Performance Measures for kid•FRIENDLY, including those related to kindergarten readiness and college/career-readiness. Our partnerships with preschool, daycare and family-care centers will have a direct bearing on our ability to increase the numbers of students who are kindergarten ready. Our work with FRYSCs in each district will have a similar impact on building a culture of college-going and college/career-readiness, as FRYSC staff members will remove barriers and expand opportunities for our low-income students. They will work closely with our CCR Counselors to understand and coordinate supports to each child's Career Profile. One anticipated service will include holding a series of Tax and FAFSA Filing sessions for parents: FRYSC staff members and the CCR Counselor will establish one-on-one and small group sessions to work with parents in late January and February of each year as they file their tax returns, bringing in community volunteers as needed to support the sessions. This will directly impact the number of FAFSA forms submitted in each district annually. This new and expanded role of the FRYSC in our district will be a sustained piece of our project.

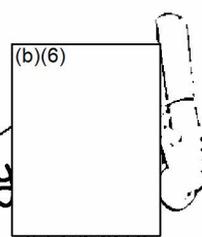


Competitive Preference Priority: Population-Level Desired Results

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
<p>Low-income students in K-12</p>	<p>Educational, family, community</p>	<p><i>Also see the Performance Measures related to CCR (pp. 115-123)</i></p> <ul style="list-style-type: none"> • Increase by 10% annually in the number of students who <u>submit</u> FAFSA forms • Increase by 10% annually in the number of students who participate in internships and co-op agreements related to their career pathways • Increase by 12% annually the number of students who are on track for college/career-readiness as seen by an increase in the number of students meeting benchmark in reading and math on the PLAN (10th grade) and ACT (11th grade) • Increase the number of 8th grade students who have in place a Career Profile and are able to identify and work to improve gaps in reading, math and employability skills related to a specific career pathway (100% of 8th-graders by 2016-17) • Increase by at least 30% annually the number of students who arrive at the school building with an understood purpose for schooling



Population Group	Type of Result (e.g., educational or family and community)	Desired Results
<p>Preschool-aged children (3- and 4-year-olds)</p>	<p>Educational, family, community</p>	<p><i>Also see the Performance Measures related to CCR (pp. 115-123)</i></p> <ul style="list-style-type: none"> • Increase by 8% annually the number of participating students who are kindergarten-ready • Increase by at least 4% annually the number of students reading at standard by the end of 3rd grade, ensuring 100% are reading at standard by the project’s end (2017) • Increase by at least 15% annually the number of students who arrive at kindergarten with the prerequisite indicators for social and emotional development • Increase by at least 30% annually the number of students who arrive at the elementary school building with an understood purpose for schooling

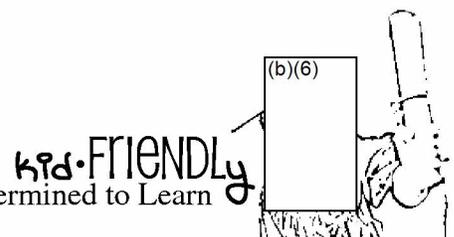


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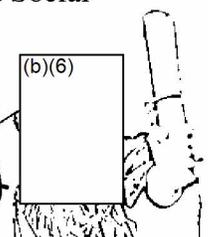
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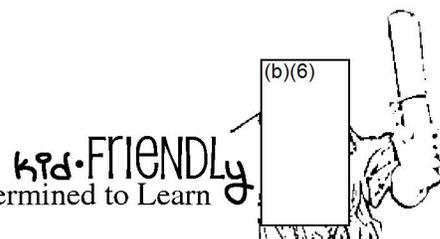
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Section XI: Budget (10 total points)**Worksheet for Table 1-1**

Budget Categories	A Race to kid•FRIENDLY Learning				
	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 2,488,528.00	\$ 3,142,500.00	\$ 3,142,500.00	\$ 3,142,500.00	\$ 11,916,028.00
2. Fringe Benefits	\$ 411,349.00	\$ 522,525.00	\$ 522,525.00	\$ 522,525.00	\$ 1,978,924.00
3. Travel	\$ 252,802.00	\$ 252,802.00	\$ 249,802.00	\$ 242,302.00	\$ 997,708.00
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 2,960,540.00	\$ 1,797,540.00	\$ 1,607,540.00	\$ 1,300,040.00	\$ 7,665,660.00
6. Contractual	\$ 4,752,000.00	\$ 3,523,440.00	\$ 2,754,400.00	\$ 1,827,500.00	\$ 12,857,340.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 71,600.00	\$ 93,200.00	\$ 78,200.00	\$ 73,200.00	\$ 316,200.00
9. Total Direct Costs (lines 1-8)	\$ 10,936,819.00	\$ 9,332,007.00	\$ 8,354,967.00	\$ 7,108,067.00	\$ 35,731,860.00
10. Indirect Costs	\$ 1,327,535.89	\$ 1,118,910.37	\$ 991,895.37	\$ 829,798.37	\$ 4,268,140.00
11. Total Grant Funds Requested (lines 9-10)	\$ 12,264,354.89	\$ 10,450,917.37	\$ 9,346,862.37	\$ 7,937,865.37	\$ 40,000,000.00
12. Funds from other sources used to support the project	\$ 1,839,653.23	\$ 1,567,637.61	\$ 1,402,029.36	\$ 1,190,679.81	\$ 6,000,000.00
13. Total Budget (lines 11-12)	\$ 14,104,008.12	\$ 12,018,554.98	\$ 10,748,891.73	\$ 9,128,545.18	\$ 46,000,000.00

Kids Focused, Responsible, Imaginative, Engaged and Determined to Learn

kid•FRIENDLY

(b)(6)

Worksheet for Table 2-1

APPLICANT NAME		Green River Regional Educational Cooperative		
Project Name	Primary Associated Criterion and Location in Application	Additional Associated Criteria and Location in Application	Total Grant Funds Requested	Total Budget
Students as Leaders	C(1)(a)(i), pp. 17, 52-54, 68		\$ 8,510,791.00	\$ 9,787,409.65
Leaders Developing Leadership	C(1), pp. 82, 84+		\$ 4,157,223.62	\$ 4,780,807.16
Competency-based Instruction	C(1) pp. 68-71		\$ 9,816,050.10	\$ 11,288,457.62
Personalized Learning	C(1), pp. 72-75		\$ 11,561,703.48	\$ 13,295,959.00
Management and Evaluation	This project is integrated throughout the proposal and includes the project evaluation and senior-level staff as well as data systems and management.		\$ 5,954,231.80	\$ 6,847,366.57
TOTALS			\$ 40,000,000.00	\$ 46,000,000.00

Applicant Name	Green River Regional Educational Cooperative				
Project Name:	Students as Leaders				
Primary Associated Criterion and Location in Application:	C(1)(a)(i), pp. 17, 52-54, 68				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 127,212.00	\$ 157,500.00	\$ 157,500.00	\$ 157,500.00	\$ 599,712.00
2. Fringe Benefits	\$ 21,626.00	\$ 26,775.00	\$ 26,775.00	\$ 26,775.00	\$ 101,951.00
3. Travel	\$ 56,783.00	\$ 56,783.00	\$ 53,783.00	\$ 46,283.00	\$ 213,632.00
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 1,203,460.00	\$ 431,460.00	\$ 241,460.00	\$ 3,960.00	\$ 1,880,340.00
6. Contractual	\$ 2,655,000.00	\$ 1,364,040.00	\$ 675,000.00	\$ -	\$ 4,694,040.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 6,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 42,000.00
9. Total Direct Costs (lines 1-8)	\$ 4,070,081.00	\$ 2,048,558.00	\$ 1,166,518.00	\$ 246,518.00	\$ 7,531,675.00
10. Indirect Costs	\$ 529,110.00	\$ 266,312.00	\$ 151,647.00	\$ 32,047.00	\$ 979,116.00
11. Total Grant Funds Requested (lines 9-10)	\$ 4,599,191.00	\$ 2,314,870.00	\$ 1,318,165.00	\$ 278,565.00	\$ 8,510,791.00
12. Funds from other sources used to support the project	\$ 689,878.65	\$ 347,230.50	\$ 197,724.75	\$ 41,784.75	\$ 1,276,618.65
13. Total Budget (lines 11-12)	\$ 5,289,069.65	\$ 2,662,100.50	\$ 1,515,889.75	\$ 320,349.75	\$ 9,787,409.65



Applicant Name	Green River Regional Educational Cooperative				
Project Name:	Leaders Developing Leadership				
Primary Associated Criterion and Location in Application:	C(1), 82, 84+				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 156,346.00	\$ 165,000.00	\$ 165,000.00	\$ 165,000.00	\$ 651,346.00
2. Fringe Benefits	\$ 14,879.00	\$ 16,350.00	\$ 16,350.00	\$ 16,350.00	\$ 63,929.00
3. Travel	\$ 34,861.00	\$ 34,861.00	\$ 34,861.00	\$ 34,861.00	\$ 139,444.00
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 77,560.00	\$ 71,560.00	\$ 71,560.00	\$ 1,560.00	\$ 222,240.00
6. Contractual	\$ 772,000.00	\$ 660,000.00	\$ 660,000.00	\$ 450,000.00	\$ 2,542,000.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 60,000.00
9. Total Direct Costs (lines 1-8)	\$ 1,070,646.00	\$ 962,771.00	\$ 962,771.00	\$ 682,771.00	\$ 3,678,959.00
10. Indirect Costs	\$ 139,183.93	\$ 125,160.23	\$ 125,160.23	\$ 88,760.23	\$ 478,264.62
11. Total Grant Funds Requested (lines 9-10)	\$ 1,209,829.93	\$ 1,087,931.23	\$ 1,087,931.23	\$ 771,531.23	\$ 4,157,223.62
12. Funds from other sources used to support the project	\$ 181,474.49	\$ 163,189.68	\$ 163,189.68	\$ 115,729.68	\$ 623,583.54
13. Total Budget (lines 11-12)	\$ 1,391,304.42	\$ 1,251,120.91	\$ 1,251,120.91	\$ 887,260.91	\$ 4,780,807.16



Applicant Name	Green River Regional Educational Cooperative				
Project Name:	Competency-based Instruction				
Primary Associated Criterion and Location in Application:	C(1), pp. 68-71				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 796,154.00	\$ 1,065,000.00	\$ 1,065,000.00	\$ 1,065,000.00	\$ 3,991,154.00
2. Fringe Benefits	\$ 135,346.00	\$ 181,050.00	\$ 181,050.00	\$ 181,050.00	\$ 678,496.00
3. Travel	\$ 119,860.00	\$ 119,860.00	\$ 119,860.00	\$ 119,860.00	\$ 479,440.00
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 649,420.00	\$ 604,920.00	\$ 604,920.00	\$ 604,920.00	\$ 2,464,180.00
6. Contractual	\$ 112,500.00	\$ 286,900.00	\$ 286,900.00	\$ 245,000.00	\$ 931,300.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 29,600.00	\$ 39,200.00	\$ 39,200.00	\$ 34,200.00	\$ 142,200.00
9. Total Direct Costs (lines 1-8)	\$ 1,842,880.00	\$ 2,296,930.00	\$ 2,296,930.00	\$ 2,250,030.00	\$ 8,686,770.00
10. Indirect Costs	\$ 239,574.40	\$ 298,600.90	\$ 298,600.90	\$ 292,503.90	\$ 1,129,280.10
11. Total Grant Funds Requested (lines 9-10)	\$ 2,082,454.40	\$ 2,595,530.90	\$ 2,595,530.90	\$ 2,542,533.90	\$ 9,816,050.10
12. Funds from other sources used to support the project	\$ 312,368.16	\$ 389,329.64	\$ 389,329.64	\$ 381,380.09	\$ 1,472,407.52
13. Total Budget (lines 11-12)	\$ 2,394,822.56	\$ 2,984,860.54	\$ 2,984,860.54	\$ 2,923,913.99	\$ 11,288,457.62

Applicant Name	Green River Regional Educational Cooperative				
Project Name:	Personalized Learning				
Primary Associated Criterion and Location in Application:	C(1) , pp. 72-75				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 1,023,846.00	\$ 1,320,000.00	\$ 1,320,000.00	\$ 1,320,000.00	\$ 4,983,846.00
2. Fringe Benefits	\$ 174,054.00	\$ 224,400.00	\$ 224,400.00	\$ 224,400.00	\$ 847,254.00
3. Travel	\$ 37,184.00	\$ 37,184.00	\$ 37,184.00	\$ 37,184.00	\$ 148,736.00
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 942,440.00	\$ 644,440.00	\$ 644,440.00	\$ 644,440.00	\$ 2,875,760.00
6. Contractual	\$ 376,500.00	\$ 376,500.00	\$ 296,500.00	\$ 296,500.00	\$ 1,346,000.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -	\$ 30,000.00
9. Total Direct Costs (lines 1-8)	\$ 2,569,024.00	\$ 2,617,524.00	\$ 2,522,524.00	\$ 2,522,524.00	\$ 10,231,596.00
10. Indirect Costs	\$ 333,973.12	\$ 340,278.12	\$ 327,928.12	\$ 327,928.12	\$ 1,330,107.48
11. Total Grant Funds Requested (lines 9-10)	\$ 2,902,997.12	\$ 2,957,802.12	\$ 2,850,452.12	\$ 2,850,452.12	\$ 11,561,703.48
12. Funds from other sources used to support the project	\$ 435,449.57	\$ 443,670.32	\$ 427,567.82	\$ 427,567.82	\$ 1,734,255.52
13. Total Budget (lines 11-12)	\$ 3,338,446.69	\$ 3,401,472.44	\$ 3,278,019.94	\$ 3,278,019.94	\$ 13,295,959.00

Applicant Name	Green River Regional Educational Cooperative				
Project Name:	Management and Evaluation				
Primary Associated Criterion and Location in Application:	This project is integrated throughout the proposal and includes the project evaluation and senior-level staff as well as data systems and management.				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 384,970.00	\$ 435,000.00	\$ 435,000.00	\$ 435,000.00	\$ 1,689,970.00
2. Fringe Benefits	\$ 65,444.00	\$ 73,950.00	\$ 73,950.00	\$ 73,950.00	\$ 287,294.00
3. Travel	\$ 4,114.00	\$ 4,114.00	\$ 4,114.00	\$ 4,114.00	\$ 16,456.00
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 87,660.00	\$ 45,160.00	\$ 45,160.00	\$ 45,160.00	\$ 223,140.00
6. Contractual	\$ 836,000.00	\$ 836,000.00	\$ 836,000.00	\$ 836,000.00	\$ 3,344,000.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 6,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 42,000.00
9. Total Direct Costs (lines 1-8)	\$ 1,384,188.00	\$ 1,406,224.00	\$ 1,406,224.00	\$ 1,406,224.00	\$ 5,602,860.00
10. Indirect Costs	\$ 85,694.44	\$ 88,559.12	\$ 88,559.12	\$ 88,559.12	\$ 351,371.80
11. Total Grant Funds Requested (lines 9-10)	\$ 1,469,882.44	\$ 1,494,783.12	\$ 1,494,783.12	\$ 1,494,783.12	\$ 5,954,231.80
12. Funds from other sources used to support the project	\$ 220,482.37	\$ 224,217.47	\$ 224,217.47	\$ 224,217.47	\$ 893,134.77
13. Total Budget (lines 11-12)	\$ 1,690,364.81	\$ 1,719,000.59	\$ 1,719,000.59	\$ 1,719,000.59	\$ 6,847,366.57



Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES NO

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):

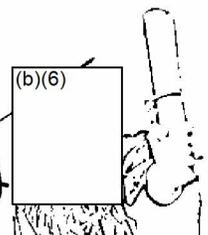
From: 07 / 01 / 2011 To: : 06 / 30 / 2013

Current approved Indirect Cost Rate: 13.0%

Approving State agency: U.S. Department of Education
(Please specify agency)

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If "No" is checked, the applicant should contact the business office of its State Educational Agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If "Yes" is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix.

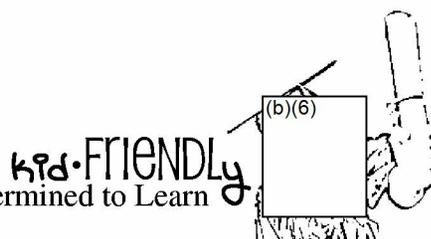


Section XII: Supplemental Budget #1

Resources for preschool centers, daycares and families: Through kid•FRIENDLY project funds, we will provide training and ongoing support for daycare, preschools and home-care through a cohort of itinerant Preschool Pals. Each will have a small trove of resources to share every other week or so with centers, including classroom strategies, read-alouds, etc.

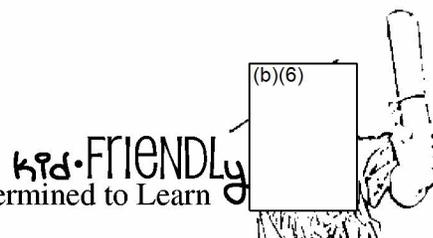
In Supplemental Budget #1, we request funds to support expansion of curriculum, books and other materials for each center and for families attending Preschool Pal training events. These materials will serve as both an incentive toward and an assurance that our young children are receiving research-based instruction that will promote increased language and numeracy. Materials will include research-based curriculum for three- and four-year-olds; sets of fiction and non-fiction books; play centers for guided work with children; software for assessment and intervention; and family materials, including take-home bags of books and books on tape to use with young children. Coordination of the effort will be conducted through existing project staff. We base the following expenses on our work with Early Reading First and the impact of strong literacy materials on young children and their families.

Supplemental Budget #1: Resources for preschool centers, daycares and families		
Cost Description	Cost Assumption	Total
1. Personnel		
	<i>Total Personnel</i>	\$ 0
2. Fringe Benefits		
	<i>Total Fringe</i>	\$ 0
3. Travel		
	<i>Total Travel</i>	\$ 0
4. Equipment		
	<i>Total Equipment</i>	\$ 0



5. Supplies			
<ul style="list-style-type: none"> Description: Scientifically research-based curriculum for centers and preschools, including intentional instructional strategies for center staff members Purpose: To provide each preschool-age child exposure to materials and instruction the research says will be most effective in moving children to be kindergarten ready. 	<ul style="list-style-type: none"> Estimated at \$1,500 for each center classroom identified and participating in the project (\$1500 x 250 centers) <p><i>One-time investment</i></p>	Yr 1 225,000 Yr 2 150,000 Yr 3 0 Yr 4 0	
<ul style="list-style-type: none"> Description: Classroom books, including board and big board books, fiction, and non-fiction Purpose: To ensure preschool-age child have a wide variety of reading materials that are age-appropriate 	<ul style="list-style-type: none"> Estimated at \$300 for each center classroom identified and participating in the project (\$300 x 250 centers x 4 years) <p><i>One-time investment</i></p>	Yr 1 75,000 Yr 2 75,000 Yr 3 75,000 Yr 4 75,000	
<ul style="list-style-type: none"> Description: Family and take-home materials, including book bags, tape/cd players and other materials to encourage at-home reading Purpose: To ensure preschool-age child have a wide variety of reading materials that are age-appropriate 	<ul style="list-style-type: none"> Estimated at \$200 for each center classroom identified and participating in the project (\$200 x 250 centers x 4 years) <p><i>One-time investment</i></p>	Yr 1 50,000 Yr 2 50,000 Yr 3 50,000 Yr 4 50,000	
	Total Supplies	\$ 875,000	
6. Contractual			
	Total Contractual	\$ 0	
7. Training Stipends			
	Total Stipends	\$ 0	
8. Other			
	Total Other	\$ 0	
9. Total Direct Costs			
		\$ 875,000	
10. Total Indirect Costs			
		\$ 113,750	
11. Total Grant Funds Requested			

		\$ 988,750
12. Funds from other sources used to support the project		
		\$ 197,750
13. Total Budget Sum lines 11-12.		
		\$ 1,186,500



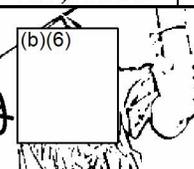
Worksheet for Table 1-1

APPLICANT NAME	Green River Regional Educational Cooperative				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 350,000.00	\$ 275,000.00	\$ 125,000.00	\$ 125,000.00	\$ 875,000.00
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 350,000.00	\$ 275,000.00	\$ 125,000.00	\$ 125,000.00	\$ 875,000.00
10. Indirect Costs	\$ 45,500.00	\$ 35,750.00	\$ 16,250.00	\$ 16,250.00	\$ 113,750.00
11. Total Grant Funds Requested (lines 9-10)	\$ 395,500.00	\$ 310,750.00	\$ 141,250.00	\$ 141,250.00	\$ 988,750.00
12. Funds from other sources used to support the project	\$ 79,100.00	\$ 62,150.00	\$ 28,250.00	\$ 28,250.00	\$ 197,750.00
13. Total Budget (lines 11-12)	\$ 474,600.00	\$ 372,900.00	\$ 169,500.00	\$ 169,500.00	\$ 1,186,500.00

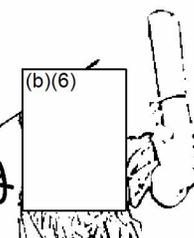
Kids Focused, Responsible, Imaginative, Engaged and Determined to Learn

Kids FRIENDLY

(b)(6)



Applicant Name	Green River Regional Educational Cooperative				
Project Name:	Supplemental Budget #1 - Preschool Resources				
Primary Associated Criterion and Location in Application:	Page 184-186				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 350,000.00	\$ 275,000.00	\$ 125,000.00	\$ 125,000.00	\$ 875,000.00
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs (lines 1-8)	\$ 350,000.00	\$ 275,000.00	\$ 125,000.00	\$ 125,000.00	\$ 875,000.00
10. Indirect Costs	\$ 45,500.00	\$ 35,750.00	\$ 16,250.00	\$ 16,250.00	\$ 113,750.00
11. Total Grant Funds Requested (lines 9-10)	\$ 395,500.00	\$ 310,750.00	\$ 141,250.00	\$ 141,250.00	\$ 988,750.00
12. Funds from other sources used to support the project	\$ 79,100.00	\$ 62,150.00	\$ 28,250.00	\$ 28,250.00	\$ 197,750.00
13. Total Budget (lines 11-12)	\$ 474,600.00	\$ 372,900.00	\$ 169,500.00	\$ 169,500.00	\$ 1,186,500.00



Section XII: Supplemental Budget #2

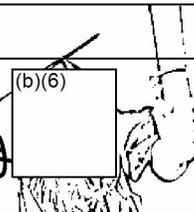
Support for community technology: Through kid•FRIENDLY project funds, we will place Wi-Fi on school buses, creating hot-spots for our students. Buses are parked each night at the homes of their drivers, enabling additional access time for students as they ride to and from school building.

In Supplemental Budget #2, we request funds to support expansion of community Wi-Fi systems through signal boosters and infrastructure supports. As noted in our proposal, our rural communities do not have many of the services of larger, more suburban areas. There is no Panera Bread or Starbucks; only a few of our districts have a McDonald's. We propose expanding Wi-Fi services by working with regional and state providers to determine their needs in reaching each remote corner of our 22 school districts. Costs will include physical support systems and technologies as well as consulting time and support. Coordination of the effort will be conducted through existing project staff as well as the leadership and technology staff members of GRREC and OVEC.

Supplemental Budget #2: Support for community technology			
Cost Description	Cost Assumption	Total	
1. Personnel			
	<i>Total Personnel</i>	\$	0
2. Fringe Benefits			
	<i>Total Fringe</i>	\$	0
3. Travel			
<ul style="list-style-type: none"> Description: Travel for project staff and consultants to inspect locations and meet regarding issues in specific districts Purpose: To first assess and then address issues related to a lack of Wi-Fi capacity in each community 	<ul style="list-style-type: none"> Estimated 2 trips/month x 3 staff x 85 miles x .55/mile x 12 months Trips will decrease in Years 3 and 4 as new systems come on line <p><i>Capacity-building investment</i></p>	Yr 1	3,366
		Yr 2	3,366
		Yr 3	2,524
		Yr 4	1,683
		<i>Total Travel</i>	\$



4. Equipment			
<ul style="list-style-type: none"> Description: Electronic and structural equipment related to expanding Wi-Fi service within our districts. Purpose: To expand existing service through our 22 school districts 	<ul style="list-style-type: none"> Estimated at \$25,000/district, with equipment purchased late in Year 1 and early in Year 2. <p><i>One-time investment</i></p>	Yr 1 350,000 Yr 2 200,000 Yr 3 0 Yr 4 0	
	Total Equipment	\$	550,000
5. Supplies			
<ul style="list-style-type: none"> Description: Miscellaneous supplies, including work materials and electronic supports that do not constitute equipment (<\$5000 each) Purpose: To support implementation of new equipment in each districts 	<ul style="list-style-type: none"> Estimated at \$5,000/district, with supplies purchased and utilized late in Year 1 and early in Year 2. <p><i>One-time investment</i></p>	Yr 1 66,000 Yr 2 44,000 Yr 3 0 Yr 4 0	
	Total Supplies	\$	110,000
6. Contractual			
<ul style="list-style-type: none"> Description: Support from consultants to create new systems for Wi-Fi expansion in our 22 districts Purpose: To ensure cost savings and support for each implementation 	<ul style="list-style-type: none"> Estimate 45 days annually @ \$500/day for technology support during investigation and implementation of new Wi-Fi systems in Year 1 and Year 2; expense will be decreased in Years 3 and 4. <p><i>One-time investment</i></p>	Yr 1 22,500 Yr 2 22,500 Yr 3 16,875 Yr 4 11,250	
	Total Contractual	\$	73,125
7. Training Stipends			
	Total Stipends	\$	0
8. Other			
	Total Other	\$	0
9. Total Direct Costs			
		\$	744,064.50
10. Total Indirect Costs			
		\$	96,728.39



11. Total Grant Funds Requested		
		\$ 840,792.89
12. Funds from other sources used to support the project		
		\$ 168,158.58
13. Total Budget Sum lines 11-12.		
		\$ 1,008,951.46

Worksheet for Table 1-1

APPLICANT NAME	Green River Regional Educational Cooperative				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 3,366.00	\$ 3,366.00	\$ 2,524.50	\$ 1,683.00	\$ 10,939.50
4. Equipment	\$ 350,000.00	\$ 200,000.00	\$ -	\$ -	\$ 550,000.00
5. Supplies	\$ 66,000.00	\$ 44,000.00	\$ -	\$ -	\$ 110,000.00
6. Contractual	\$ 22,500.00	\$ 22,500.00	\$ 16,875.00	\$ 11,250.00	\$ 73,125.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 441,866.00	\$ 269,866.00	\$ 19,399.50	\$ 12,933.00	\$ 744,064.50
10. Indirect Costs	\$ 57,442.58	\$ 35,082.58	\$ 2,521.94	\$ 1,681.29	\$ 96,728.39
11. Total Grant Funds Requested (lines 9-10)	\$ 499,308.58	\$ 304,948.58	\$ 21,921.44	\$ 14,614.29	\$ 840,792.89
12. Funds from other sources used to support the project	\$ 99,861.72	\$ 60,989.72	\$ 4,384.29	\$ 2,922.86	\$ 168,158.58
13. Total Budget (lines 11-12)	\$ 599,170.30	\$ 365,938.30	\$ 26,305.72	\$ 17,537.15	\$ 1,008,951.46

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KIDS FRIENDLY

(b)(6)

Worksheet for Table 2-1

APPLICANT NAME				
Green River Regional Educational Cooperative				
Project Name	Primary Associated Criterion and Location in Application	Additional Associated Criteria and Location in Application	Total Grant Funds Requested	Total Budget
Supplemental Budget #2	Pages 190-192-		\$ 840,792.89	\$ 1,008,951.46
TOTALS			\$ 840,792.89	\$ 1,008,951.46

Applicant Name	Green River Regional Educational Cooperative				
Project Name:	Supplemental Budget #2				
Primary Associated Criterion and Location in Application:	Pages 190-192				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 3,366.00	\$ 3,366.00	\$ 2,524.50	\$ 1,683.00	\$ 10,939.50
4. Equipment	\$ 350,000.00	\$ 200,000.00	\$ -	\$ -	\$ 550,000.00
5. Supplies	\$ 66,000.00	\$ 44,000.00	\$ -	\$ -	\$ 110,000.00
6. Contractual	\$ 22,500.00	\$ 22,500.00	\$ 16,875.00	\$ 11,250.00	\$ 73,125.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 441,866.00	\$ 269,866.00	\$ 19,399.50	\$ 12,933.00	\$ 744,064.50
10. Indirect Costs	\$ 57,442.58	\$ 35,082.58	\$ 2,521.94	\$ 1,681.29	\$ 96,728.39
11. Total Grant Funds Requested (lines 9-10)	\$ 499,308.58	\$ 304,948.58	\$ 21,921.44	\$ 14,614.29	\$ 840,792.89
12. Funds from other sources used to support the project	\$ 99,861.72	\$ 60,989.72	\$ 4,384.29	\$ 2,922.86	\$ 168,158.58
13. Total Budget (lines 11-12)	\$ 599,170.30	\$ 365,938.30	\$ 26,305.72	\$ 17,537.15	\$ 1,008,951.46

Section XII: Supplemental Budget #3

Technology supplements for participating schools: Through kid•FRIENDLY, we inventory and support the use of technology in our 112 schools. In Year 1, we will assess the needs of each school and support them in a move to increase technology use.

However, each of our schools is at a different place in the implementation of technologies for learning. As we work with teachers to ensure they have the instructional strategies they need to engage students, we will also provide classroom supplements to include, but not be limited to, laptop or tablet devices. Here, we budget for the equivalent of \$14.50 per student to further supplement each district's ability to provide the appropriate technologies for students. Implementation will be managed through project and existing staff at GRREC and OVEC. We anticipate purchase will be made in Year 2 – after the initial inventory of existing technologies and their uses in each school building.

Supplemental Budget #3: Technology resources for students										
Cost Description	Cost Assumption	Total								
1. Personnel										
	<i>Total Personnel</i>	\$ 0								
2. Fringe Benefits										
	<i>Total Fringe</i>	\$ 0								
3. Travel										
	<i>Total Travel</i>	\$ 0								
4. Equipment										
	<i>Total Equipment</i>	\$ 0								
5. Supplies										
<ul style="list-style-type: none"> Description: Tablets, laptops and other portable technology devices to support each school's Personalized Learning Plan. Purpose: To make sure each student has the opportunity to learn at high levels with the most practical tools available. 	<ul style="list-style-type: none"> Estimated at \$14.50 for each participating students (\$14.50 x 59,311). <p><i>One-time investment</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 30px;">Yr 1</td> <td style="width: 30px;">0</td> </tr> <tr> <td>Yr 2</td> <td>860,009</td> </tr> <tr> <td>Yr 3</td> <td>0</td> </tr> <tr> <td>Yr 4</td> <td>0</td> </tr> </table>	Yr 1	0	Yr 2	860,009	Yr 3	0	Yr 4	0
Yr 1	0									
Yr 2	860,009									
Yr 3	0									
Yr 4	0									
	<i>Total Supplies</i>	\$ 860,009								

6. Contractual		
	<i>Total Contractual</i>	\$ 0
7. Training Stipends		
	<i>Total Stipends</i>	\$ 0
8. Other		
	<i>Total Other</i>	\$ 0
9. Total Direct Costs		
		\$ 860,009
10. Total Indirect Costs		
		\$ 111,801
11. Total Grant Funds Requested		
		<u>\$ 971,810</u>
12. Funds from other sources used to support the project		
		\$ 194,362
13. Total Budget Sum lines 11-12.		
		\$ 1,166,172

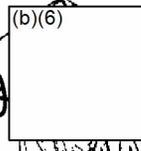


Worksheet for Table 1-1

APPLICANT NAME	Green River Regional Educational Cooperative				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ 860,009.50	\$ -	\$ -	\$ 860,009.50
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ -	\$ 860,009.50	\$ -	\$ -	\$ 860,009.50
10. Indirect Costs	\$ -	\$ 111,801.24	\$ -	\$ -	\$ 111,801.24
11. Total Grant Funds Requested (lines 9-10)	\$ -	\$ 971,810.74	\$ -	\$ -	\$ 971,810.74
12. Funds from other sources used to support the project	\$ -	\$ 194,362.15	\$ -	\$ -	\$ 194,362.15
13. Total Budget (lines 11-12)	\$ -	\$ 1,166,172.88	\$ -	\$ -	\$ 1,166,172.88

Kids Focused, Responsible, Imaginative, Engaged and Determined to Learn

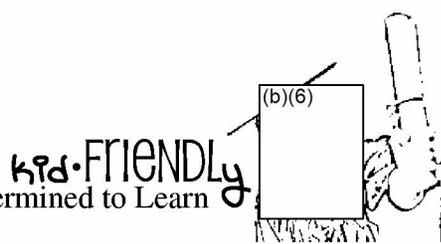
KIDS FRIENDLY



Worksheet for Table 2-1

APPLICANT NAME				
Green River Regional Educational Cooperative				
Project Name	Primary Associated Criterion and Location in Application	Additional Associated Criteria and Location in Application	Total Grant Funds Requested	Total Budget
Supplemental Budget #3 - School Technology Resources	Pages 126-127		\$ 971,810.74	\$ 1,166,172.88
TOTALS			\$ 971,810.74	\$ 1,166,172.88

Applicant Name	Green River Regional Educational Cooperative				
Project Name:	Supplemental Budget #3 - School Technology Resources				
Primary Associated Criterion and Location in Application:	Pages 126-127				
Additional Associated Criteria (if any) and Location in Application:					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ 860,009.50	\$ -	\$ -	\$ 860,009.50
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ -	\$ 860,009.50	\$ -	\$ -	\$ 860,009.50
10. Indirect Costs	\$ -	\$ 111,801.24	\$ -	\$ -	\$ 111,801.24
11. Total Grant Funds Requested (lines 9-10)	\$ -	\$ 971,810.74	\$ -	\$ -	\$ 971,810.74
12. Funds from other sources used to support the project	\$ -	\$ 194,362.15	\$ -	\$ -	\$ 194,362.15
13. Total Budget (lines 11-12)	\$ -	\$ 1,166,172.88	\$ -	\$ -	\$ 1,166,172.88



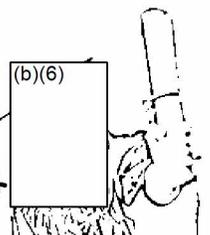
(b)(6)

KID-FRIENDLY

Memorandum of Understanding

KID-FRIENDLY

(b)(6)



PRELIMINARY MEMORANDUM OF UNDERSTANDING
for
A Race to kid•FRIENDLY Learning, A Consortium Proposal

I. Parties

This Memorandum of Understanding (MOU) is made and effective as of this 12th day of October, 2012, by and between the LEA members of the GRREC kid•FRIENDLY Consortium (Consortium), as noted here and executed by signature beginning on page 9.

Local Educational Agencies (LEAs)	Role
Green River Regional Educational Cooperative (GRREC)	Lead LEA / Fiscal Agent
Ohio Valley Educational Cooperative (OVEC)	Member LEA
Adair County School District	Member LEA
Campbellsville Independent School District	Member LEA
Carroll County School District	Member LEA
Caverna Independent School District	Member LEA
Cloverport Independent School District	Member LEA
Daviess County School District	Member LEA
Green County School District	Member LEA
Hart County School District	Member LEA
Henry County School District	Member LEA
Logan County School District	Member LEA
Metcalf County School District	Member LEA
Monroe County School District	Member LEA
Owen County School District	Member LEA
Owensboro Independent School District	Member LEA
Russell County School District	Member LEA
Shelby County School District	Member LEA
Simpson County School District	Member LEA
Spencer County School District	Member LEA
Taylor County School District	Member LEA
Trimble County School District	Member LEA
Union County School District	Member LEA
West Point Independent School District	Member LEA

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member LEAs to participate in the Consortium. This document describes the purpose and goals of the Consortium, explains its organizational and governance structure, and defines the terms and responsibilities of participation in the Consortium.

III. Binding Commitments and Assurances

To support these goals, each signatory LEA that signs this MOU assures, certifies, and represents that the signatory LEA:

- a. Has all requisite power and authority to execute this MOU;
- b. Is familiar with all the contents of the Consortium application;
- c. At a minimum, will implement no later than the 2014-15 school year—
 - a teacher evaluation system (the Kentucky Next Generation Professionals system beginning in 2014-15);
 - a principal evaluation system (the Kentucky Next Generation Professionals system beginning in 2014-15); and
 - a superintendent evaluation system (Professional Growth and Development System designed and implemented via a partnership with the Kentucky Association of School Superintendents by 2014-15);
- d. Is committed to preparing students for college and/or career, as demonstrated by being located in a State (Kentucky) that has adopted college- and career-ready standards that measure student progress and performance against college- and career-ready graduation requirements;
- e. Has a robust data system that has, at a minimum—
 - An individual teacher identifier with a teacher-student match; and
 - The capability to provide timely data back to educators and their supervisors on student growth;
- f. Has the capability to receive or match student-level preschool-through-grade-12 and higher education data;
- g. Ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA);
- h. Will comply with all of the terms of the project, and all applicable Federal, State, and local laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99) and 2 CFR part 3485;

- i. Meets all the eligibility requirements described in the application and notice;
- j. Will bind itself to and comply with all elements of the Consortium governance structure described in this MOU and the individual LEA's role in the structure as described in this MOU; and
- k. Will bind itself to every statement and assurance made in the Consortium's application, including but not limited to programs, plans, policies, strategies, and requirements that the Consortium plans to implement.

IV. Consortium Membership

- a. Each member LEA and the lead LEA will sign on to only one application for a Race to the Top – District grant.
- b. Each LEA in the Consortium is legally responsible for:
 - Carrying out the activities it has agreed to perform; and
 - Using the funds that it receives under the MOU in accordance with the Federal requirements that apply to the Race to the Top – District grant.
- c. Each LEA in the Consortium will support the activities of the Consortium as follows:
 - Participate in all activities and projects that the Consortium Advisory Board approves in support of the Consortium's application;
 - Participate in the management of all those activities and projects;
- d. Each LEA in the Consortium will support activities unique to the **kid•FRIENDLY** project, including but not limited to the following:
 - Supporting each student as s/he identifies and articulates a purpose for his/her educational career, including the creation of a thoughtful and authentic college or career pathway
 - Establishing a student culture of leadership, where all students are responsible for their own learning.
 - A commitment over 4 years to move to a more personalized environment for every child, where meeting standard within a content area is the measure of learning, not seat time or Carnegie units
 - The superintendent and each school principal will be the Lead Learner in the district/schoolhouse and will fully support the implementation of all RTT-D initiatives
 - Implementation of a project-wide data collection bridged to each LEAs existing data systems to provide cross-project data to the Project Management Team

- Dedication of time for school-based, embedded and/or regional professional learning related to RTT-D reforms, estimated at 2 hours per week or the equivalent
- Creation of competency-based instruction that will allow students to accelerate beyond traditional grade-level assignments or courses through standards mastery
- Implementation of the engaging quality of student choice in all grades, including elementary, which will provide the opportunity to demonstrate learning in multiple ways (not just a test)
- Blended model of instruction for all students who are on track to meet CCR benchmarks by the end of the 10th grade, focusing on the student's college and career goals (learning beyond the school walls)
- Adoption of research-based curriculum and teaching methods in all preschools with a focus on kindergarten readiness
- Inclusion of career-based technical literature in middle and high school instruction
- The implementation of kid-friendly technology policies, including Bring-Your-Own Devices for class work as well as authentic publication/communication opportunities that are relevant to students (tweeting, blogging, Skype/Facetime, X-Box conferencing, emailing, Edmodo/Facebook, other social media)
- Implementation of research-based thinking strategies in all participating schools
- Ensuring through increased Response to Intervention efforts that every 16-year-old is at benchmark in reading and math by the end of 10th grade
- Students satisfy traditional graduation requirements at their own pace with a developed plan for how learning will continue through what has traditionally been considered the "high school" years , including but not limited to:
 - The establishment of a School Board resolution to dissuade 16- to 18-year-old students who wish to dropout, providing alternative performance settings, measures and means to ensure each students graduates (zero dropouts)
 - Changing the dropout age from 16 to 18 through School Board policy by the fall of 2015
 - Expansion of college-credit opportunities, including Advanced Placement and/or dual credit, online and college-campus learning
 - Establishment of physical areas on the school campus to mirror and support anytime/anywhere learning (coffeehouse-style settings, meeting areas rather than classrooms for students)
 - Move to teaming and grouping of students

- Implement anytime/anywhere learning through field experiences (off-campus learning in grades 11 and 12) and/or blended learning models on campus (meeting rooms vs. classrooms in middle and high school)
- Utilization of authentic problem-based approaches, working with community partners on real problems (Future Problem-Solvers model)
- The revision of grading policies and the elimination of the “zero,” thereby taking on a “no failure” commitment of teachers and administrators toward all students
- District-wide work around the research of John Hattie related to Visible Learning (student self-awareness, analysis of instructional practice to close gaps, deepen thinking, learning)
- Creating a continuum of knowledge related to CCR beginning in elementary grades
- Designation and support of teachers as they implement new classroom strategies, including the use of new technologies, group and teaming, etc.
- Ensure the implementation of expanded common formative assessment strategies and structures in professional learning communities and classrooms
- Participate in region work around understanding the impact of poverty in our community, including generational poverty
- Work with project staff to implement data team and leadership processes related to the overall school building culture (adults) and areas of improvement
- Implementation of Wi-Fi expansion for technologies utilizing buses and community partnerships to create hot-spots where students can continue learning outside of the schoolhouse
- Expand support for families as the project works with Family Resource and Youth Services Centers (FRYSC) personnel and community partners including:
 - Support for families and students in poverty around wellness efforts (seeing, hearing, personal hygiene, physical fitness, and nutrition as well as emotional growth)
 - A system of support, aligned to new school leadership initiatives and guidance counselor support, to address and prevent bullying in all its forms
- Implementation of software and systems directly related to career/college readiness and student purposes for learning
- Implementation of software and systems directly related to support in mathematics to ensure students are meeting standard by the end of 8th and 10th grade

- Implementation of coaching and embedded learning around literacy to ensure students are at standard at the end of 3rd, 8th and 10th grades
- Use of a College/Career Counselor provided through the project to address CCR needs of individual students and to work with guidance counselors around dropout prevention, soft skills development, financial aid, etc.
- Implementing student-friendly transitions at all levels, particularly at traditional transition points (PreK to K; grades 3 to 4; elementary to middle; middle to high), including support for families as students move from competency level to competency level

V. Lead LEA (Green River Regional Educational Cooperative)

- a. The lead LEA (GRREC) will serve as the “Applicant” LEA for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium.
- b. The lead LEA (GRREC) is legally responsible for:
 - The use of all grant funds:
 - Ensuring that the project is carried out by the Consortium in accordance with Federal requirements; and
 - Ensuring that the indirect cost funds are determined as required under 34 C.F.R. 75.564(e).
- c. The lead LEA (GRREC) will act as the fiscal agent on behalf of the Consortium. As such, GRREC will comply with Kentucky statutes regarding procurement, accounting practices, and all other relevant areas of law.
- d. The lead LEA (GRREC) will also lead the project through the following ongoing practices (not all inclusive):
 - Supervise and support a Board of Chief Educational Advisors who will monitor implementation and outcomes as part of the continuous improvement cycle, and will advise project leadership of alternative, research-based strategies and methods.
 - Supervise and support project personnel to manage the daily implementation of the project within member LEAs and their schools, ensuring meaningful collaboration with and between all members, partners and consultants.
 - Supervise and support the evaluation of the project, including the selection of the evaluation firm and fulfillment of the particulars within any subsequent contract with that firm (data collection, training of staff, reporting, etc.).
 - Provide administrative, technical and material support for program operation, including office space; training facilitation and/or delivery; materials creation

and/or procurement and disbursement; budget management and funds distribution/reimbursement; filing of ongoing and summative reports with the USDE; and other related activities

- Coordinate the project evaluation, utilizing data streams from LEAs as well as classroom data gathered by participants and staff, and our contracted evaluator.
- Contract with and coordinate efforts with our providers and consultants.
- Coordinate the training and implementation of new strategies with teachers, counselors and principals within each school.
- Work with national experts to co-design, facilitate and/or host professional development, follow-up sessions, and regional/coaching supports as outlined in the proposal.
- Disseminate the results of the project through regional meetings and partner relationships. The Project Director will work with other districts and schools as indicated to support the replication of the model. And GRREC will support the continued use of strategies and partnerships.
- Ensure all aspects of the grant are delivered in a timely, efficient manner, and comply with all reporting requirements as outlined in the application and referenced statute.
- Other support as required for successful implementation of the Race to the Top-District project.

VI. Consortium Governance: Consortium members agree to the organizational structure presented in the proposal Management Plan for carrying out project operations, including:

- a. The organizational structure of the Consortium and the differentiated roles that a member LEA may hold (e.g., lead LEA, member LEA);
- b. For each differentiated role, the associated rights and responsibilities (including rights and responsibilities related for adopting and implementing the Consortium's proposal for a grant);
- c. The use of a project Implementation Board, which will meet monthly to fully implement the project and will:
 - Make data-based decisions around policies and operations, methods and processes.
 - Implement protocols and norms by which the Consortium will operate, including the protocols for member LEAs to change roles or leave the Consortium.

- d. The use of an expert advisory group of national and state experts in personalized learning and competency-based instruction to more fully view the project's impact holistically and guide effective practices seen through the four-year implementation.
- e. The use of GRREC's procurement processes as established by the GRREC Board of Directors and in alignment with the Kentucky Department of Education.
- f. Cooperating with the lead LEA in scheduling, invoicing and verifying all aspects of program operation. This includes contributing the time and effort of key school and district staff, including finance and administration, as an in-kind expense to the project.
- g. Through the district finance director's office, agree to provide budget documentation including MUNIS reports, invoices, etc., as applicable for reimbursement of expenses as described by the grant budget.

VII. Modification

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

VIII. Duration/Termination

This MOU shall be effective, beginning with the date of the last signature hereon, and if the grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

IX. Points of Contact

Communications with the lead LEA regarding this MOU should be directed to:

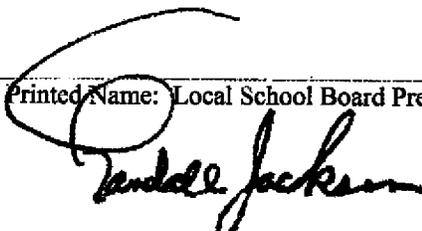
Name: George Wilson, Executive Director
Mailing Address: Green River Regional Educational Cooperative
230 Technology Way
Bowling Green, KY 42101
Telephone: 270-563-2113
Fax: 270-563-2208
E-mail: george.wilson@grrec.ky.gov

The lead LEA may also designate other individuals for contact and will do so in writing to each Consortium member as appropriate.

X. Signatures

Member LEAs hereby joins the Consortium and will serve as designated (Lead or Member; p. 1). All signatories agree to be bound by all the assurances and commitments associated with their role in the project. Further, each LEA agrees to perform the duties and carry out the responsibilities as noted within the Consortium proposal and noted in this MOU.

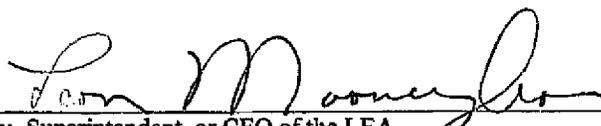
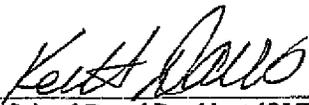
**Green River Regional Educational Cooperative (GRREC)
Lead LEA, Fiscal Agent***

George Wilson, GRREC Executive Director	Phone: 270-563-2113
Printed Name: Superintendent or CEO of the LEA	
	Date: 10/27/2012
Signature: Superintendent or CEO of the LEA	
Randall Jackson, Chair, GRREC Board of Directors	Phone: 270-618-3181
Printed Name: Local School Board President (GRREC Board Chair)	
	Date: 10/27/2012
Signature: Local School Board President (GRREC Board Chair)	

* Each local Kentucky Education Association chapter president has signed this MOU with its local school district on the following pages.

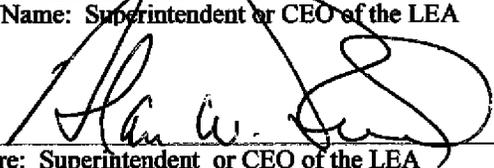


**Ohio Valley Educational Cooperative (OVEC)
Member LEA***

Dr. Leon Mooneyhan, OVEC Chief Executive Officer	Phone: 502-647-3533
Printed Name: Superintendent or CEO of the LEA	
	Date: 10/29/2012
Signature: Superintendent or CEO of the LEA	
Keith Davis, Chair, OVEC Board of Directors	Phone: 502-869-8000
Printed Name: Local School Board President (OVEC Board Chair)	
	Date: 10/29/2012
Signature: Local School Board President (OVEC Board Chair)	

" Each local Kentucky Education Association chapter president has signed this MOU with its local school district on the following pages.

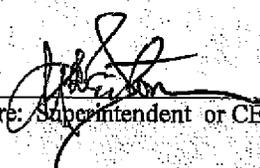
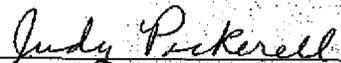
**Adair County Schools
Member LEA**

Alan Reed, Superintendent, Adair County Schools	Phone: 270-384-2476
Printed Name: Superintendent or CEO of the LEA	
	Date: 10/15/2012
Signature: Superintendent or CEO of the LEA	
Floyd Burton, Chair, Adair County Board of Education	Phone: 270-384-2476
Printed Name: Local School Board President (Local School Board Chair)	
	Date: 10/15/2012
Signature: Local School Board President (Local School Board Chair)	
Pamela Geisselhardt, President, Adair County KEA	Phone: 270-384-3367
Printed Name: Adair County Kentucky Education Association President	
	Date: 10/15/2012
Signature: President of the Local Teacher's Union or Association	





**Campbellsville Independent Schools
Member LEA**

<p>Mike Deaton, Superintendent, Campbellsville Independent Schools Printed Name: Superintendent or CEO of the LEA</p>	<p>Phone: 270-465-4162</p>
<p> Signature: Superintendent or CEO of the LEA</p>	<p>Date: 10/15/2012</p>
<p>Pat Hall, Chair, Campbellsville Ind. Board of Education Printed Name: Local School Board President (Local School Board Chair)</p>	<p>Phone: 270-465-4162</p>
<p> Signature: Local School Board President (Local School Board Chair)</p>	<p>Date: 10/15/2012</p>
<p>Judy Pickerell, President, Campbellsville Independent KEA Printed Name: Campbellsville Ind. Kentucky Education Association President</p>	<p>Phone: 270-465-8774</p>
<p> Signature: President of the Local Teacher's Union or Association</p>	<p>Date: 10/15/2012</p>



**Carroll County Schools
Member LEA**

Lisa James, Superintendent, Carroll County Schools	Phone: 502-732-8677
Printed Name: Superintendent	
Signature: Superintendent	Date: 10/18/2012
Mona Kindoll, Chair, Carroll County Board of Education	Phone: 502-732-4021
Printed Name: Local School Board Chair	
Signature: Local School Board Chair	Date: 10/18/2012
Marvin Kiper, President, Carroll County KEA	Phone: 502-732-7090
Printed Name: Carroll County Kentucky Education Association President	
Signature: President of the Carroll County Education Association	Date: 10/18/2012



**Caverna Independent Schools
Member LEA**

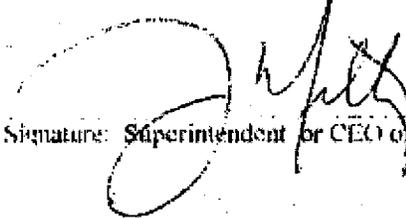
<p>Sam Dick, Superintendent, Caverna Independent Schools:</p>	<p>Phone: 270-XXX-XXX</p>
<p>Printed Name: Superintendent or CEO of the LEA</p>	
<p><i>Samuel E. Dick</i></p>	<p>Date: 10/15/2012</p>
<p>Signature: Superintendent or CEO of the LEA</p>	
<p>XXXXXXXXXXXXXXXX, Chair, Caverna Ind. Board of Education</p>	<p>Phone: 270-XXX-XXX</p>
<p>Printed Name: Local School Board President (Local School Board Chair)</p>	
<p><i>Hayne Helter</i></p>	<p>Date: 10/15/2012</p>
<p>Signature: Local School Board President (Local School Board Chair)</p>	
<p>XXXXXXXXXX XXXXXXXXX, President, Caverna Independent KEA</p>	<p>Phone: 270-XXX-XXX</p>
<p>Printed Name: Caverna Independent Kentucky Education Association President</p>	
<p><i>Marlene Nepton</i></p>	<p>Date: 10/15/2012</p>
<p>Signature: President of the Local Teacher's Union or Association</p>	



**Cloverport Independent Schools
Member LEA**

John Millay, Superintendent, Cloverport Independent Schools

Printed Name: Superintendent or CEO of the LEA



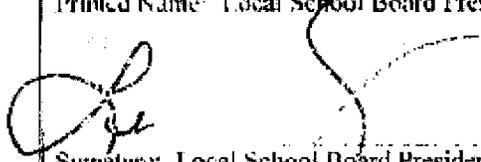
Signature: Superintendent or CEO of the LEA

Phone:
270-788-3910

Date:
10/11/2012

Lisa Hawley, Chair, Cloverport Ind. Board of Education

Printed Name: Local School Board President (Local School Board Chair)



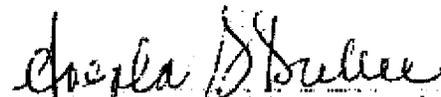
Signature: Local School Board President (Local School Board Chair)

Phone:
270-570-9800

Date:
10/11/2012

Angela Dubree, Cloverport Independent KKA

Printed Name: Cloverport Independent Kentucky Education Association President



Signature: President of the Local Teacher's Union or Association

Phone:
270-788-3388

Date:
10/11/2012

GREEN RIVER AREA
EDUCATIONAL COOPERATIVE

**Daviess County Schools
Member LEA**

Owens Saylor, Superintendent, Daviess County Schools

Phone:
270-852-7800

Printed Name: Superintendent or CEO of the LEA

Date:
10/15/2012

Signature: Superintendent or CEO of the LEA

Frank G. Raley, III, Chair, Daviess County Board of Education

Phone:
270-926-6554

Printed Name: Local School Board President (Local School Board Chair)

Date:
10/15/2012

Frank G. Raley, III

Signature: Local School Board President (Local School Board Chair)

Nandie McDaniel, President, Daviess County NEA

Phone:
270-852-7600

Printed Name: Daviess County Kentucky Education Association President

Date:
10/15/2012

Nandie McDaniel

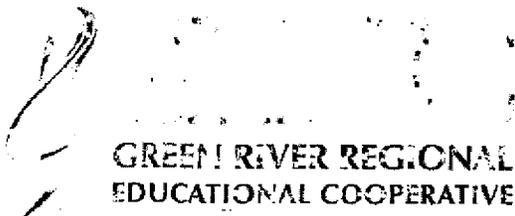
Signature: President of the Local Teacher's Union or Association



**Green County Schools
Member LEA**

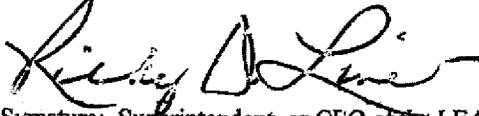
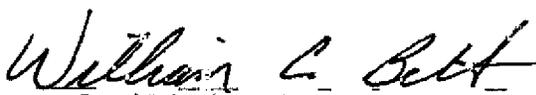
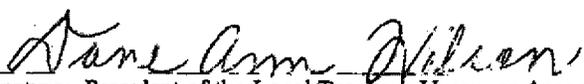
<p>Jim Frank, Superintendent, Green County Schools</p>	<p>Phone: 270-932-6601</p>
<p>Printed Name: Superintendent or CEO of the LEA</p> <p><i>Jim Frank</i></p>	<p>Date: 10/15/2012</p>
<p>Signature: Superintendent or CEO of the LEA</p>	<p>Phone: 270-932-6601</p>
<p>Marcy Goff, Chair, Green County Board of Education</p>	<p>Date: 10/15/2012</p>
<p>Printed Name: Local School Board President (Local School Board Chair)</p> <p><i>Marcy B. Goff</i></p>	<p>Phone: 270-932-4388</p>
<p>Signature: Local School Board President (Local School Board Chair)</p>	<p>Date: 10/15/2012</p>
<p>Michelle Porter, President, Green County KEA</p>	<p>Phone: 270-932-4388</p>
<p>Printed Name: Green County Kentucky Education Association President</p> <p><i>Michelle Porter</i></p>	<p>Date: 10/15/2012</p>
<p>Signature: President of the Local Teacher's Union or Association</p>	





GREEN RIVER REGIONAL
EDUCATIONAL COOPERATIVE

**Hart County Schools
Member LEA**

<p>Ricky Line, Superintendent, Hart County Schools Printed Name: Superintendent or CEO of the LEA</p>	<p>Phone: 270-XXX-XXX</p>
<p> Signature: Superintendent or CEO of the LEA</p>	<p>Date: 10/15/2012</p>
<p>XXXXXXXX XXXXXXXX, Chair, Hart County Board of Education Printed Name: Local School Board President (Local School Board Chair)</p>	<p>Phone: 270-XXX-XXX</p>
<p> Signature: Local School Board President (Local School Board Chair)</p>	<p>Date: 10/15/2012</p>
<p>XXXXXXXXXX XXXXXXXXXXXX, President, Hart County KEA Printed Name: Hart County Kentucky Education Association President</p>	<p>Phone: 270-XXX-XXX</p>
<p> Signature: President of the Local Teacher's Union or Association</p>	<p>Date: 10/15/2012</p>

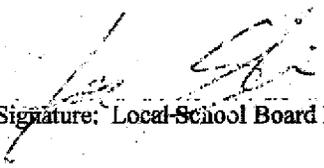
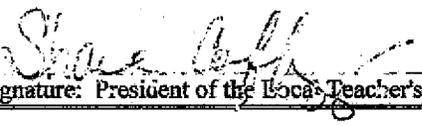
Henry County Schools Member LEA

Tim Abrams, Superintendent, Henry County Schools Printed Name: Superintendent or CEO of the LEA	Phone: 502-845-8600
	Date: 10/25/2012
Signature: Superintendent or CEO of the LEA	
Danney Chisholm, Chair, Henry County Board of Education Printed Name: Local School Board President (Local School Board Chair)	Phone: 502-845-8600
	Date: 10/25/2012
Signature: Local School Board President (Local School Board Chair)	
Dawn Scroggins, President, Henry County KEA Printed Name: Henry County Kentucky Education Association President	Phone: 502-845-8630
	Date: 10/25/2012
Signature: President of the Local Teacher's Union or Association	

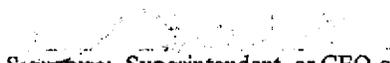
Logan County Schools Member LEA

Marshall Kemp, Superintendent, Logan County Schools Printed Name: Superintendent or CEO of the LEA	Phone: 726-2436 270-XXX-XXX
Signature: Superintendent or CEO of the LEA	Date: 10/15/2012
XXXXXXXXXXXXXXXX, Chair, Logan County Board of Education Printed Name: Local School Board President (Local School Board Chair)	Phone: 726-2436 270-XXX-XXX
Signature: Local School Board President (Local School Board Chair)	Date: 10/15/2012
XXXXXXXXXX XXXXXXXXXXXX, President, Logan County KEA Printed Name: Logan County Kentucky Education Association President	Phone: 726-2436 270-XXX-XXX
Signature: President of the Local Teacher's Union or Association	Date: 10/15/2012

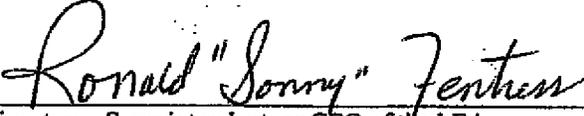
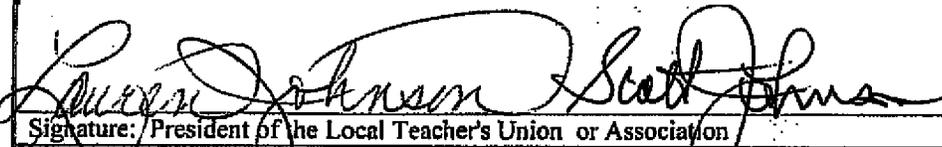
Metcalf County Schools
Member LEA

<p><u>Patrick Hunt, Superintendent, Metcalf County Schools</u> Printed Name: Superintendent or CEO of the LEA</p> <p> Signature: Superintendent or CEO of the LEA</p>	<p>Phone: <u>770-432-3217</u></p> <p>Date: <u>10/15/2012</u></p>
<p><u>Joey Shire, Chair, Metcalf County Board of Education</u> Printed Name: Local School Board President (Local School Board Chair)</p> <p> Signature: Local School Board President (Local School Board Chair)</p>	<p>Phone: <u>770-432-9266</u></p> <p>Date: <u>10/15/2012</u></p>
<p><u>Shane Coffey, President, Metcalf County KEA</u> Printed Name: Metcalf County Kentucky Education Association President</p> <p> Signature: President of the Local Teacher's Union or Association</p>	<p>Phone: <u>770-432-3358</u></p> <p>Date: <u>10/15/2012</u></p>

Monroe County Schools
Member LEA

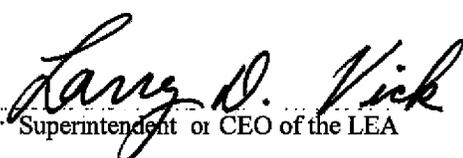
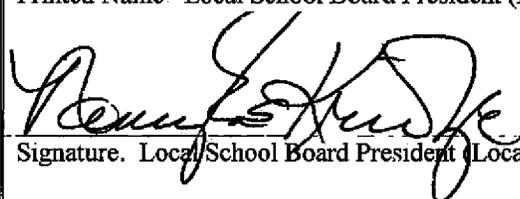
<p>Lewis Carter, Superintendent, Monroe County Schools Printed Name: Superintendent or CEO of the LEA</p>  <p>Signature: Superintendent or CEO of the LEA</p>	<p>Phone: 270-XXX-XXXX</p> <p>Date: 10/15/2012</p>
<p>XXXXXXXXXXXXXXXX, Chair, Monroe County Board of Education Printed Name: Local School Board President (Local School Board Chair)</p>  <p>Signature: Local School Board President (Local School Board Chair)</p>	<p>Phone: 270-XXX-XXXX</p> <p>Date: 10/15/2012</p>
<p>XXXXXXXXXX XXXXXXXXXXXX, President, Monroe County KEA Printed Name: Monroe County Kentucky Education Association President</p>  <p>Signature: President of the Local Teacher's Union or Association</p>	<p>Phone: 270-XXX-XXXX</p> <p>Date: 10/15/2012</p>

Owen County Schools Member LEA

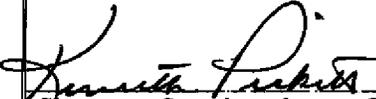
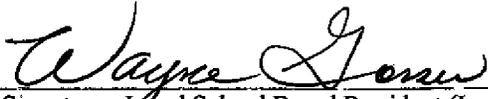
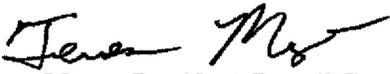
Sonny Fentress, Superintendent, Owen County Schools		Phone: 502-484-3934
Printed Name: Superintendent or CEO of the LEA		
		Date: 10/15/2012
Signature: Superintendent or CEO of the LEA		Phone: 502-484-3934
Stuart Bowling, Chair, Owen County Board of Education		
Printed Name: Local School Board President (Local School Board Chair)		
		Date: 10/15/2012
Signature: Local School Board President (Local School Board Chair)		Phone: 502-484-3934
Lauren Johnson & Scott Johnson, President, Owen County KEA		
Printed Name: Adair County Kentucky Education Association President		
		Date: 10/15/2012
Signature: President of the Local Teacher's Union or Association		



**Owensboro Independent Schools
Member LEA**

Larry Vick, Superintendent, Owensboro Independent Schools	Phone: 270-XXX-XXX
Printed Name: Superintendent or CEO of the LEA	
	Date: 10/15/2012
Signature: Superintendent or CEO of the LEA	
Nancy Eskridge, Chair, Owensboro Ind. Board of Education	Phone: 270-684-2002
Printed Name: Local School Board President (Local School Board Chair)	
	Date: 10/15/2012
Signature: Local School Board President (Local School Board Chair)	
Gina Davis, President, Owensboro Independent KEA	Phone: 270-686-1140
Printed Name: Owensboro Independent Kentucky Education Association President	
	Date: 10/15/2012
Signature: President of the Local Teacher's Union or Association	

**Russell County Schools
Member LEA**

Kenny Pickett, Superintendent, Russell County Schools	Phone: 270-343-3191
Printed Name: Superintendent or CEO of the LEA	
	Date: 10/15/2012
Signature: Superintendent or CEO of the LEA	
Wayne Gosser, Chair, Russell County Board of Education	Phone: 270-866-5691
Printed Name: Local School Board President (Local School Board Chair)	
	Date: 10/15/2012
Signature: Local School Board President (Local School Board Chair)	
	Phone: 270-866-6197
Teresa Meyer, President, Russell County KEA	
Printed Name: Russell County Kentucky Education Association President	
	Date: 10/15/2012
Signature: President of the Local Teacher's Union or Association	

Shelby County Schools Member LEA

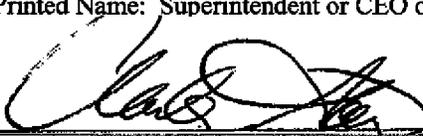
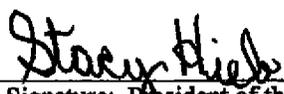
James Neihof, Superintendent, Shelby County Schools	Phone: 502-633-2375
Printed Name: Superintendent or CEO of the LEA 	Date: 10/25/2012
Signature: Superintendent or CEO of the LEA Eddie Mathis, Chair, Shelby County Board of Education	Phone: 502-633-2375
Printed Name: Local School Board President (Local School Board Chair) 	Date: 10/25/2012
Signature: Local School Board President (Local School Board Chair) 	Phone: 502-829-5242
Printed Name: Shelby County Kentucky Education Association President 	Date:
Signature: President of the Local Teacher's Union or Association	



Simpson County Schools
Member LEA

Jim Ryan, Superintendent, Simpson County Schools Printed Name: Superintendent or CEO of the LEA	Phone: 270-586-8877
 Signature: Superintendent or CEO of the LEA	Date: 10/15/2012
 David Webster, Chair, Simpson County Board of Education Printed Name: Local School Board President (Local School Board Chair)	Phone: 270-586-8877
 Signature: Local School Board President (Local School Board Chair)	Date: 10/15/2012
 Jane Rahm, President, Simpson County KEA Printed Name: Simpson County Kentucky Education Association President	Phone: 270-586-7133
 Signature: President of the Local Teacher's Union or Association	Date: 10/15/2012

Spencer County Schools Member LEA

Chuck Adams, Superintendent, Spencer County Schools Printed Name: Superintendent or CEO of the LEA	Phone: 502-477-3255
 Signature: Superintendent or CEO of the LEA	Date: 10/25/2012
Jeanie Stevens, Chair, Spencer County Board of Education Printed Name: Local School Board President (Local School Board Chair)	Phone: 502-477-3255
 Signature: Local School Board President (Local School Board Chair)	Date: 10/25/2012
Stacy Hieb, President, Spencer County KEA Printed Name: Adair County Kentucky Education Association President	Phone: 502-477-3255
 Signature: President of the Local Teacher's Union or Association	Date: 10/25/2012



**Taylor County Schools
Member LEA**

Roger Cook, Superintendent, Taylor County Schools

Printed Name: Superintendent or CEO of the LEA

Signature: Superintendent or CEO of the LEA

Phone:
270-465-5371

Date:
10/15/2012

Tony Davis, Chair, Taylor County Board of Education

Printed Name: Local School Board President (Local School Board Chair)

Signature: Local School Board President (Local School Board Chair)

Phone:
270-789-1787

Date:
10/15/2012

Shannon Cox, President, Taylor County KEA

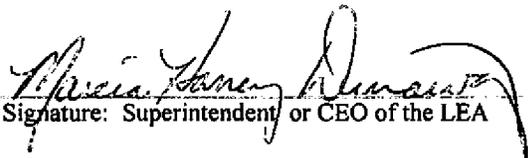
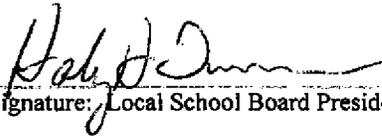
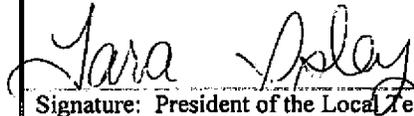
Printed Name: Taylor County Kentucky Education Association President

Signature: President of the Local Teacher's Union or Association

Phone:
270-465-4431

Date:
10/15/2012

Trimble County Schools Member LEA

Marcia Dunaway, Superintendent, Trimble County Schools Printed Name: Superintendent or CEO of the LEA	Phone: 502-255-3201
 Signature: Superintendent or CEO of the LEA	Date: 10/15/2012
Haley Turner, Vice-Chair, Trimble County Board of Education Printed Name: Local School Board President (Local School Board Chair)	Phone: 502-255-7876
 Signature: Local School Board President (Local School Board Chair)	Date: 10/15/2012
Tara Isley, President, Trimble County KEA Printed Name: Trimble County Kentucky Education Association President	Phone: 502-268-3322
 Signature: President of the Local Teacher's Union or Association	Date: 10/15/2012

**Union County Schools
Member LEA**

<p>Patricia Sheffer, Superintendent, Union County Schools Printed Name: Superintendent or CEO of the LEA</p>	<p>Phone: 270-389-1694</p> <p>Date: 10/15/2012</p>
<p>Signature: Superintendent or CEO of the LEA</p>	<p>Phone: 270-389-1694</p>
<p>Jennifer Buckman, Chair, Union County Board of Education Printed Name: Local School Board President (Local School Board Chair)</p> <p><i>Jennifer Buckman</i> Signature: Local School Board President (Local School Board Chair)</p>	<p>Date: 10/15/2012</p>
<p>Nancy Brinkley, President, Union County KEA Printed Name: Union County Kentucky Education Association President</p> <p><i>Nancy A. Brinkley</i> Signature: President of the Local Teacher's Union or Association</p>	<p>Phone: 270-389-1454</p> <p>Date: 10/15/2012</p>

West Point Independent Schools
Member LEA

Pamela Stephens, Superintendent, West Point Independent Schools		Phone: 502-922-4797
Printed Name: Superintendent or CEO of the LEA	<i>Dr. Pamela Stephens</i>	Date: 10/15/2012
Signature: Superintendent or CEC of the LEA	<i>Dr. Pamela Stephens</i>	Phone: 502-922-4797
Chair, West Point Ind. Board of Education		
Printed Name: Local School Board President (Local School Board Chair)		
	<i>Sherry McGivern</i>	Date: 10/15/2012
Signature: Local School Board President (Local School Board Chair)	<i>Mrs. Sherry McGivern</i>	