

## APPENDICES

### Appendix A: kid•FRIENDLy Staff – Year One

#	Names	Position	Description of role and responsibilities
1	Mitch Crump	Leadership Mentors	This position will be responsible for ongoing support for school principals and their local leadership teams as they implement the key components of the Leaders Developing Leadership strategies. She/he will be a former school building leader (principal) who will mentor and support project principals as they begin to shift the cultures within their respective schools. In addition, the Mentors will be provide face-to-face and remote support to principals as they implement components related to the project; she/he will provide support on demand as well as in regularly scheduled sessions (individual; regional). Each Mentor will be assigned to multiple districts based on region and size of schools. Mentors will help with data collection related to implementation and will conduct site visits throughout his/her region. She/he will work at the direction of the Leadership Director, senior project staff and the Cooperative Executive Director.
2	Liz Storey		
3	Molly Sullivan		
4	Jamie Spugnardi	Outreach Director	This position will be responsible for (1) working with and providing support to various members of the project team by helping to identify and eliminate barriers (e.g., poverty, gender, etc.) to college and career readiness and (2) collaborating with the participating districts as they work with families and preschool/daycare centers to align student supports that will eliminate barriers to kindergarten readiness. The Outreach Director will be a project liaison with each community and will support Preschool Pals, Elementary Liaisons, and directors and personnel in Family Resource and Youth Service Centers (FRYSC). It is expected, for example, that the Outreach Director will work with FRYSCs to include an alignment to state- and project-based CCR indicators, including the creation of a student purpose for learning, and work involving the Continuous Instructional Improvement Technology System (CIITS) data system with students and parents. Additionally, the Outreach Director will be responsible for assisting in the development of School Personalized Learning Plans in participating schools and by helping stakeholder groups implement research-based supports that help the regions' youngest students become kindergarten ready. The Outreach Director will report to the Project Director and the Executive Director.
5	Mindy Key	Preschool Pals	This position will be responsible for training and support activities in preschools throughout the districts participating project. This includes finding and communicating with preschool centers, developing relationships with center directors and other staff members, and providing ongoing training in formal and informal settings. The Preschool Pal will live in or around their assigned school districts and will be actively working in those communities each day. The Preschool Pal should be able to demonstrate a strong ability to develop productive relationships and build capacity in others. The position includes evening and Saturday work to promote attendance of families and preschool personnel. The Preschool Pal will be responsible for helping each young child living in the assigned districts to become kindergarten ready.
6	Ashley Lile		
7	Cynthia McCombs		
8	Melanie Napier		
9	Angela Michael		
10	Sara Powell		
11	Kathy Read		
12	Julie Leezer		
13	Bobbie Jo Matney		

#	Names	Position	Description of role and responsibilities
14	Freda Klotter	Cognitive Coaches	This position will be responsible for coaching, modeling, and supporting teachers as they implement research-based strategies within their assigned schools across the regions. The Cognitive Coach will work with multiple schools, helping teachers integrate technology and research-based instruction and assessment strategies into their daily instruction. Through the coaching process, the Cognitive Coach will help teachers develop demonstration classrooms and then work with other teachers to observe the methods and practices being used in those classrooms. The Cognitive Coach will work on-site at assigned school campuses and collaborate with teams of teachers each week. The Cognitive Coach will begin to support district-level teams as they begin to train as Cognitive Coaches and will “meta-coach” these teams in the final year of the project to ensure sustainability and continued development of new Demonstration Classrooms. The Cognitive Coach will report directly to senior project staff.
15	Karen Larimore		
16	Amy Shinn		
17	Jerona White		
18	Karen Barron		
19	Carla Vigil		
20	Diane Embry		
21	Shanan Mills		
22	Patrick Riley		
23	Shelia Thompson		
24	Stephanie Dennehy		
25	Bonnie Spears		
26	Melissa Allender	CC & CCRC	
27	Laura Benningfield	College & Career Readiness Counselors	This position will be responsible for providing career counseling to students. The CCRC will provide support to teachers and students and assist students in their career planning. The CCRC will work primarily within an assigned school district, supporting a single high school and its feeder middle and elementary schools and will be required to attend project meetings and professional development throughout the project period. The CCRC will be responsible for implementing the strategies of the project including the creation and operation of a Career Center; the implementation of Career Profile systems and supports for students; the expanded use of the Continuous Instructional Improvement Technology System (CIITS) data system with teachers, students and parents; and the coordination of support through the Family Resource and Youth Services Centers (FRYSC). The CCRC will conduct initial assessments of students’ career goals in relation to their current educational standing and assist them in developing individualized goals, plans, and next steps to achieve career readiness. This position will also assist in collecting, organizing, and submitting data to assist the project director and external evaluator.
28	Chelsey Tingle		
29	Jeremy Camron		
30	Joy Coffey		
31	Susan Colbert		
32	Allison Frederick		
33	Mitzi Holland		
34	Robin Loy		
35	Brenda Line		
36	Robin Roxin		
37	Angela Russell		
38	Josh Satterly		
39	Eric Sexton		
40	Pam Waters		
41	Ellie Wright		
42	Jamie Buchanan		



#	Names	Position	Description of role and responsibilities
43	Maggie Gorman		
44	Erica Johnston		
45	Anne Kline		
46	Rachel Mefford		
47	Miranda Cox		
48	Kristina Seibert		
49	Elizabeth Benjamin		
50	Janet Hurt beginning Year 1 ; Sandra Baker end Year 1	Project Director	The position of Associate Executive Director for RTT-D Administration with the Green River Regional Educational Cooperative (GRREC) and Ohio Valley Educational Cooperative (OVEC) is designed to provide over all leadership for the implementation of the Race to the Top-District grant program, a project funded by the U.S. Department of Education for four years. The position of Associate Executive Director for RTT-D Administration will be responsible for coordinating all activities and the day-to-day operations of kid-FRIENDLY as outlined in the proposal for funding. This position will provide management for project resources, budget, facilities, travel, school faculty, district-level support, and community partners. Because of the Associate Executive Director for RTT-D Administration's ongoing work with and visits to the program's partner school districts, a highly-qualified educational leader is required. The Associate Executive Director for RTT-D Administration will work directly with both the U.S. Department of Education and the national evaluator in providing ongoing and summative reporting. S/He will, on behalf of the project, seek out and cultivate meaningful partnerships and/or collaborative arrangements with a variety of agencies, institutions, and/or individuals, whose goals and objectives align with the project's goals and objectives and who can provide resources and/or other supports which further this work. The Associate Executive Director for RTT-D Administration will provide direct supervision for the Project Managers (2) and other director level positions (Preschool Director, Instructional Technology Director, etc.). S/He will report to the GRREC and OVEC Executive Directors and will serve the RTT-D project as the Project Director.
51	Elisa Beth Brown	Program Managers	The position of Project Manager will be responsible for implementing day-to-day activities as outlined in the proposal for funding. Each of the three Project Managers will report to the Project Director, helping him/her manage and work with project resources, budgets, facilities, travel, school faculty, district-level support, and community partners. Project Managers will work with Personalized Learning Teams to create annual PL Plans to implement strategies appropriate to each district. Because of the regional nature of the project, we anticipate two Managers will primarily work with one districts and a third will work with the other districts; each will likely live in his/her region. Project Managers will work to communicate the needs of each district to appropriate project personnel; each will be responsible for coordinating data collection and analysis in his/her region.
52	Dennis Horn		
53	Steven Moats		

#	Names	Position	Description of role and responsibilities
54	Roberta Spillman	Finance Director	Prepare payroll on a bi-weekly basis, including all withholdings. Manage all Cooperative budgets from initial set-up to year-end reports. Receipt all income to the accounting system and post to appropriate accounts. Manage all accounts payable functions Manage employee benefits including insurance, retirement, flexible accounts, deferred compensation, and workers compensation. Prepare monthly financial statements for the Board of Directors. Reconcile bank statements monthly. Prepare audit reports and meet with auditors as needed including for the year-end audit report. Maintain files of all Cooperative accounts for length of time required by the state. Attend trainings, workshops, and conferences (as applicable to position and approved by Supervisor) to maintain awareness of current information and best practices in the field of finance. Assure compliance with policies, procedures, or other agreements as applicable to assignment. Work harmoniously and professionally with other Cooperative personnel. Assist directly and indirectly with the public relations program of the Cooperative. Perform duties and responsibilities in a manner consistent with high professional ethics and courtesy. Perform related duties as assigned.
55	Alicia Sells	Marketing/Communication Director	Develop and implement a comprehensive communications strategy to build awareness of the project; establish a high profile of the work at the national, statewide, and local levels; and assist involved districts by informing their stakeholder groups and highlighting successes. Support schools, district administrators, boards of education, and project staff and teams as they implement the project through services such as crafting communications messages and developing marketing strategies tailored for their local communities. Coordinate a Communications Network that includes a representative of each participating district and stakeholder organizations to address communications challenges, needs, and solutions and ongoing development of messaging for project initiatives. Plan events to support implementation and sustainability of the project. Build effective relationships with national, state, and local organizations and individuals that can help further the mission of the project and potentially extend its impact to other school districts within Kentucky. Lead media relations efforts for the project including relationship building with national, state, and local media outlets; development of news releases, opinion editorials, letters-to-the-editor; public service announcements, etc.; pitching story ideas; and serving as the primary spokesperson for the project. Coordinate the work of the project's Fidelity Council. Provide ongoing progress reports to federal and state elected officials and policy makers.
56	Rock Solid	External Evaluator	
57	Brandi Botts	Data Specialist	The position of Data Specialist will be responsible for expanding ongoing data collection, including aligning project outcomes to data. The Data Specialist will work with the external evaluator to coordinate data collection and provide systems for ongoing analysis to the Implementation Team and the Chief Council on Fidelity. In addition, the Data Specialist will primarily support the work of project staff and will report to the Project Director and the Cooperative Executive Director.



#	Names	Position	Description of role and responsibilities
58	Dan Jones	Finance Administrative Assistant	The Administrative Assistant will be responsible for assisting the Race to the Top Director of Finance with daily tasks at the Director's discretion. They will help the Director maintain an accurate and efficient accounting system. The Administrative Assistant will be responsible for general ledger accounting for the organization including: Accounts Payable, Account Receivable, and Fixed Assets, under the discretion of the Director of Finance RTT-D. The Administrative Assistant will assist the Director with any payroll and Human Resources needs as they arise, and work with the Director in processing and paying bills. The administrative assistant will perform other non-financial office/clerical duties. The Administrative Assistant position will be tied to the Race to the Top grant. Once the grant has expired, the position will become obsolete.
59	Kim Guffy	Clerical Assistant	The position of Administrative Assistant with the Green River Regional Educational Cooperative (GRREC) is designed to provide consortium support for the implementation of the Race to the Top-District grant program, a project funded by the U.S. Department of Education for up to four years. This position will be responsible for daily support to the senior project staff as they implement the RTT-D project components. The Administrative Assistant will build relationships with school and district leaders to facilitate communication and project goals. The Administrative Assistant will organize and coordinate office activities, which includes planning, coordination, and implementation of professional development activities and meetings. The Administrative Assistant will create and maintain organized and effective system that supports staff in all activities, including writing and editing correspondence, creating and maintaining calendars and schedules, filing, ordering and organizing materials, entering data, word processing, creating spreadsheets, and supporting project staff. The Administrative Assistant will compile and submit required reports and data to the appropriate agency or staff. He will work at the direction of senior project staff.
60	Nancy Huston	Elementary Liaisons	The School/Community Liaison will work as a bridge between Preschool Pals and Elementary & Preschool Programs. Retired or Experienced preschool teachers to collaborate with Community Outreach Director. Preschool Pals, and LEAs.
61	Allison Bemiss		

## Appendix B: kid·FRIENDLy Staff – Year Two

#	Names	Hire	Description of role and responsibilities
1	Mitch Crump	Leadership Mentors	This position will be responsible for ongoing support for school principals and their local leadership teams as they implement the key components of the Leaders Developing Leadership strategies. She/he will be a former school building leader (principal) who will mentor and support project principals as they begin to shift the cultures within their respective schools. In addition, the Mentors will be provide face-to-face and remote support to principals as they implement components related to the project; she/he will provide support on demand as well as in regularly scheduled sessions (individual; regional). Each Mentor will be assigned to multiple districts based on region and size of schools. Mentors will help with data collection related to implementation and will conduct site visits throughout his/her region. She/he will work at the direction of the Leadership Director, senior project staff and the Cooperative Executive Director.
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6	Ashley Life		
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8	Melanie Napier		
9	Angela Michael		
10	Sara Powell		
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42	Anne Kline		



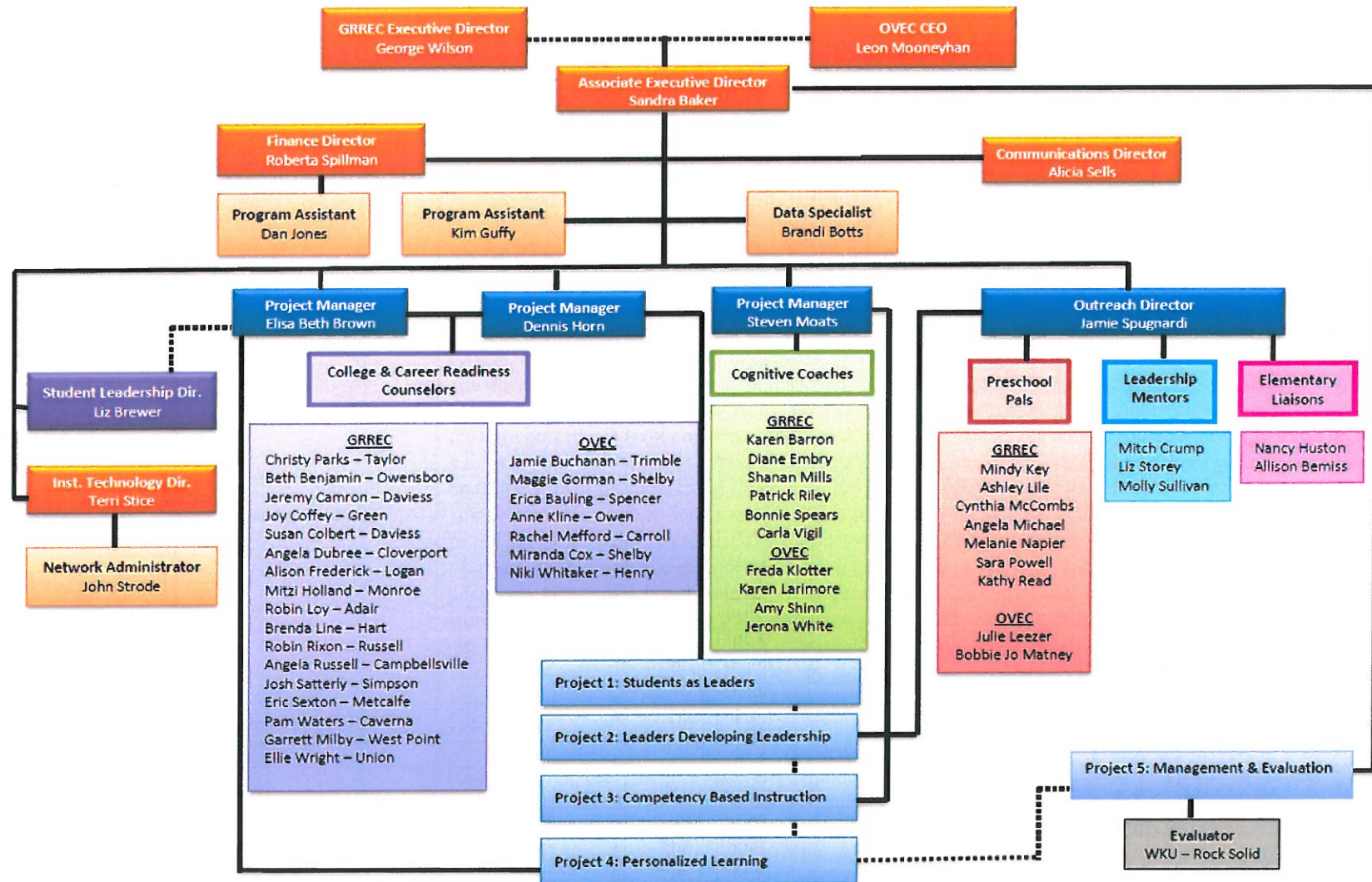
#	Names	Hire	Description of role and responsibilities
43	Rachel Mefford		
44	Miranda Shaw		
45	Garrett Milby		
46	Niki Whitaker		
47	Christy Parks		
48	Terri Stice	IT director	This position will be responsible for leading the work of integrating technology-based personalized instructional strategies into the learning environments. This will be done through regional trainings provided almost monthly throughout the project; in addition, the Director will ensure the Coaches/Consultants are fully trained and capable of modeling the authentic use of instructional strategies with students. The Director will work with Coaches, Consultants and others to develop model lessons to demonstrate the appropriate use of technology, and s/he will be a resource for available strategies, products, online resources, and more. The Instructional Technology Director will also work with the Personalized Learning Teams to help them determine the best uses of their existing and BYOD technologies. The Director will facilitate the technology needs of the project as needed. S/He will also support district technology directors as they implement new Wi-Fi networks on buses and in the community. The Director will conduct monthly networking opportunities for Technology Resource Teachers as well as CIO/DTC. The Director will provide instructional technology support/professional development experiences based on GRREC school districts' needs.
49	Sandra Baker	Project Director	The position of Associate Executive Director for RTT-D Administration with the Green River Regional Educational Cooperative (GRREC) and Ohio Valley Educational Cooperative (OVEC) is designed to provide over all leadership for the implementation of the Race to the Top-District grant program, a project funded by the U.S. Department of Education for four years. The position of Associate Executive Director for RTT-D Administration will be responsible for coordinating all activities and the day-to-day operations of kid•FRIENDLY as outlined in the proposal for funding. This position will provide management for project resources, budget, facilities, travel, school faculty, district-level support, and community partners. Because of the Associate Executive Director for RTT-D Administration's ongoing work with and visits to the program's partner school districts, a highly-qualified educational leader is required. The Associate Executive Director for RTT-D Administration will work directly with both the U.S. Department of Education and the national evaluator in providing ongoing and summative reporting. S/He will, on behalf of the project, seek out and cultivate meaningful partnerships and/or collaborative arrangements with a variety of agencies, institutions, and/or individuals, whose goals and objectives align with the project's goals and objectives and who can provide resources and/or other supports which further this work. The Associate Executive Director for RTT-D Administration will provide direct supervision for the Project Managers (2) and other director level positions (Preschool Director, Instructional Technology Director, etc.). S/He will report to the GRREC and OVEC Executive Directors and will serve the RTT-D project as the Project Director.

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56	Brandi Botts	Data Specialist	The position of Data Specialist will be responsible for expanding ongoing data collection, including aligning project outcomes to data. The Data Specialist will work with the external evaluator to coordinate data collection and provide systems for ongoing analysis to the Implementation Team and the Chief Council on Fidelity. In addition, the Data Specialist will primarily support the work of project staff and will report to the Project Director and the Cooperative Executive Director.
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59	John Strode	Network Administrator	The position of Network Administrator with the Green River Regional Educational Cooperative (GRREC) will collaborate with the Director of Technology and Support Services and other GRREC Executive Leadership to provide seamless infrastructure and support for all GRREC office locations in order to support technological advances in teaching and learning.
60	Nancy Huston	Elementary Liaisons	The School/Community Liaison will work as a bridge between Preschool Pals and Elementary & Preschool Programs. Retired or Experienced preschool teachers to collaborate with Community Outreach Director. Preschool Pals, and LEAs.
61	Allison Bemiss		
62	Liz Brewer	Student Leadership Director	

### Appendix C: kid·FRIENDLy Organization Chart





**Appendix D: School Personalized Learning Plan Completion Table**

Theme	School Activities	N	%	N	%	N	%	N	%	SU/NA N	SU/NA %
Learning	Complete an annual survey	32	28.6	0	0.0	38	33.9	42	37.5	0	0.0
	Provide leadership opportunities for students	8	7.1	1	0.9	39	34.8	39	34.8	25	22.3
Teaching	Use individual goal setting	3	2.7	5	4.5	25	22.3	59	52.7	20	17.9
	Protect time for collaboration among teachers for a deeper understanding and analysis for standards, assessments, tasks through learning communities.	15	13.4	0	0.0	26	23.2	65	58.0	6	5.4
	Analyze annually summative assessment data, non-cognitive data, and a variety of other data to develop a school improvement plan inclusive of a personalized learning plan.	18	16.1	0	0.0	36	32.1	53	47.3	5	4.5
	Analyze and review multiple data sources as an ongoing process to guide teachers and students in maximizing time for personalized learning.	0	0.0	0	0.0	2	1.8	1	0.9	109	97.3
Leadership & Management	Develop structures that support the development of teacher leaders.	10	8.9	4	3.6	69	61.6	29	25.9	0	0.0
	Develop structures that support the development of student leaders.	0	0.0	0	0.0	0	0.0	0	0.0	112	100.0
	Participate in and sustain Data Retreats	0	0.0	0	0.0	1	0.9	0	0.0	111	99.1
	Participate in and sustain D.A.T.A. Focused Learning Communities	0	0.0	0	0.0	0	0.0	0	0.0	112	100.0
	Implement effective student self-management of data.	0	0.0	0	0.0	0	0.0	0	0.0	112	100.0
	Use CIITS to support data management.	0	0.0	0	0.0	0	0.0	0	0.0	112	100.0
	Facilitate student goal setting for college and career readiness.	5	4.5	4	3.6	45	40.2	58	51.8	0	0.0
	Ensure all students implement effective college and career readiness goals.	2	1.8	3	2.7	42	37.5	65	58.0	0	0.0
	Collaborate with FRYSC's to provide CCR training for parents.	3	2.7	4	3.6	39	34.8	66	58.9	0	0.0
	Collaborate with FRYSC's to remove CCR barriers at all grade levels.	1	0.9	2	1.8	21	18.8	88	78.6	0	0.0
Professional Development	Identify and participate in appropriate PD activities.	2	1.8	0	0.0	12	10.7	98	87.5	0	0.0
	Operationalize learning from PD.	0	0.0	0	0.0	9	8.0	103	92.0	0	0.0
	Identify, support, and develop lead educators.	2	1.8	1	0.9	13	11.6	94	83.9	2	1.8
	Allocate PD times/days to accomplish kid-FRIENDLY goals.	5	4.5	1	0.9	28	25.0	78	69.6	0	0.0
	Develop demonstration classrooms.	0	0.0	0	0.0	10	8.9	102	91.1	0	0.0
	Ensure teachers have appropriate time for personalized PD.	6	5.4	1	0.9	32	28.6	73	65.2	0	0.0
	Participate in learning networks.	5	4.5	1	0.9	50	44.6	56	50.0	0	0.0

Wider Community	Collaborate (i.e., FRYSC) with Preschool Pals to promote Kindergarten readiness.	20	17.9	1	0.9	11	9.8	73	65.2	7	6.2
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**Explanation of Table Calculations:** For each activity, there were 112 schools who indicated progress for that activity (see explanation of colors below). We counted the number of each specific color for each activity. For example, for "Complete an Annual Survey", there were 42 schools that indicated they were "Red." Percentages were calculated based on the N divided by the total schools (N = 112).

**Explanation of the Colors:**

- **Green** - Activity is complete, and measurable objectives (success criteria) have been met.
- **Orange** - Activity is progressing and is on track to meet the measurable objectives (success criteria).
- **Yellow** - Activity is not progressing and is not on track to meet the measurable objectives (success criteria).
- **Red** - Activity has not started.
- **SU/NA** - Status unknown (SU): Activity written in plan, but no color assigned indicating progress; Or Not Applicable (NA): Activity not written in plan.



## Appendix E: Year One “Quick Wins”

### Year 2 District Point of Contacts Meeting; Year 1 Feedback

These data capture the “quick wins” reported by attending Superintendents and Points of Contact at the August 2014 District Meetings at GRREC and OVEC. Twenty of Race to the Top’s twenty-two districts were represented. Participants were asked to write down what they perceived as “quick wins” for their schools in Year One. Altogether, there were 49 responses which were initially on post-it notes. However, several participants stated multiple “wins” for their district; therefore, this graphic reflects 88 “wins” total. All of the responses were organized into nine common categories.

