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# **kid•FRIENDLy Year Two Progress:**

AN EXTERNAL EVALUATION REPORT BY THE  
**WKU ROCK SOLID EVALUATION TEAM**



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## EXECUTIVE SUMMARY

In 2012, the United States Department of Education (USED) awarded a 4-year grant of \$41 million to a combined set of 22 school districts representing 118 schools belonging to the Green River Regional Educational Cooperative (GRREC) and Ohio Valley Education Cooperative (OVEC). Because of closing or combining of some of the original 118 schools, now 111 remain in the project. The cooperatives established a new educational arm, called kid·FRIENDLy (Kids Focused, Responsible, Imaginative, Engaged, and Determined to Learn) to implement the grant, hiring 61 staff to carry out the project goals (see Appendix A). A team of researchers from Western Kentucky University, hired under the name “Rock Solid,” was commissioned to serve as external evaluators.

Grant implementation began in January 2013. After a brief review of grant goals and projects, the following report describes grant progress, based on an USED-provided outline of headings and key questions and topics to consider, over the second project year, ending June 30, 2015.

### **kid·FRIENDLy Goals**

In alignment with the goals USED established for Race to the Top, kid·FRIENDLy is oriented toward improving student achievement, and, consequently, college-and-career readiness, primarily through an emphasis on personalized learning with a competency-based instruction approach. kid·FRIENDLy seeks to deliver high-quality professional development and supports for teachers and leaders around these concepts so that educator effectiveness – understood to be the key to improved student learning – can be enhanced.

Accordingly, the Green River Regional and Ohio Valley Educational Cooperatives articulated the following goals in their Race to the Top application:

Goal 1: Increase the number of students in participating schools who have access to *highly effective*<sup>1</sup> teachers and principals.

Goal 2: Increase the number of students in participating schools who have access to *effective* teachers and principals.

Goal 3: Improve the academic and non-cognitive outcomes for students in participating schools.

Goal 4: Ensure all students in participating schools are on track to be college- and career-ready by graduation.

Goal 5: Ensure all students in participating schools are capable and prepared for post-secondary careers, college, and/or technical school.

A supplemental grant called Preschool Pals was also awarded to enhance kindergarten readiness through a network of supports for private pre-schools and child care providers.

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<sup>1</sup> Note: This and other terms associated with each goal were operationalized by the Rock Solid evaluation team, in coordination with the kid·FRIENDLy leadership team, to create measures that met USED approval.

## **kid·FRIENDLY Projects**

To meet the goals outlined above, kid·FRIENDLY proposed four projects as vehicles for carrying out their efforts. A fifth project related to managing the grant and the previously mentioned supplemental preschool project were also developed. Below is a brief description of each:

*Project 1: Students as Leaders.* Associated with Goal 3 (improving academic and non-cognitive outcomes), this project emphasizes empowering students to take charge of their own learning by teaching social and emotional skills associated with high levels of personal achievement. The Leader in Me™ program, developed by Franklin Covey, is the centerpiece of this project, and seeks to engender student dispositions associated with Stephen Covey's *7 Habits of Highly Effective People*. Districts and schools will capitalize on the strategies associated with The Leader in Me™ to promote student agency through curriculum, instruction, and assessment delivery models. Ultimately, the strategies will help students to act for themselves and take ownership for their learning by defining their learning goals, by relating their learning to authentic, real-life experiences, and by engaging them in student-centered metacognitive practices.

*Project 2: Leaders Developing Leadership.* Associated with Goals 1 and 2 (increasing the number of students with access to effective and highly-effective teachers and principals), this project emphasizes networking and mentoring for school leaders to lead innovative change, improve performance, and make key decisions based on data driven needs. Data analysis routines were established and facilitated by GRREC staff. Cognitive Coaches and Leadership Mentors facilitated on-going use of data analysis to inform innovative practices in districts and schools.

*Project 3: Competency-Based Instruction.* Associated with Goals 3, 4, and 5 (improving student academic and non-cognitive outcomes and improving students' college and career readiness), this project shifts the focus of learning away from traditional teaching and assessment toward mastery of specific content knowledge and skills. Through needs-based professional development, teachers will develop strategies for competency-based instruction and standards-based reporting of student progress toward proficiency.

*Project 4: Personalized Learning.* Also associated with Goals 3, 4, and 5, this project supports school-wide efforts to make learning more flexible and individualized for all students. Personalized learning emphasizes a shift away from teacher-centered instruction and traditional modes of organizing the school day toward a learning environment unencumbered by the normal limits of the school day and bell schedule. Each school developed a school-wide Personalized Learning Plan, supported by professional development, enhanced technology resources, and technical support. This project also involves the establishment of College and Career Centers in every participating high school toward the goal of establishing a clear and coherent system to prepare all students for college and career.

*Project 5: Management and Evaluation.* This additional project, created in accordance with U.S. Department of Education (USED) Scope of Work guidelines, governs the management and evaluation components of the grant itself. After the project director and program managers were hired, this leadership team collaborated with GRREC and OVEC staff to develop the Scope of Work to guide the work of this grant. The director then worked to hire the additional support staff and the external evaluation team, as well as to establish other support structures to carry out the

grant. When the original project director chose to retire toward the end of the first year of the grant, another seasoned staff member from GRREC stepped into the role.

*Supplemental Project: Preschool Pals.* Additionally, several of the projects above include elements of a Preschool Pals supplemental grant to improve kindergarten readiness rates through enhanced supports for area daycares and preschools.

Subsequent sections of this report describe major activities associated with each project carried out in Year Two. Although described in more detail later, it should be noted that, under guidance by USED staff and in collaboration with the Rock Solid external evaluation team, the kid·FRIENDLY leadership team simplified its Logic Model and Scope of Work (SOW)<sup>2</sup>, which shifted or re-aligned some work and priorities within the original projects described earlier. After two years of the project, several measures of progress toward implementing project tasks and goals are evident. Harder to measure is whether kid·FRIENDLY staff implementation efforts are yet moving individual schools toward more personalized learning environments. However, where qualitative and quantitative measures of progress related to personalized learning are available, the report attempts to describe them.

## OVERVIEW OF RTT-D STRATEGIES

This year involved several adjustments to the original grant implementation strategies based on what the kid·FRIENDLY leadership team learned from the first year of implementation:

- Increased Leadership Mentor Days – kid·FRIENDLY requested and was approved funding allocation from contractual to extra days for Leadership Mentors (related to Project 2: Leaders Developing Leadership) to provide more support at districts and schools. The original strategy was to bring in national consultants for training at regional meetings to share ideas about innovation and personalized learning. However, kid·FRIENDLY found that their processes was limited and “cookie cutter,” often tied to products and services they could provide to schools. Kid·FRIENDLY wanted schools to make the process their own. So kid·FRIENDLY started bringing into their Community of Learners meetings educators from across the U.S. (principals, superintendents, etc.) who had actually gone through the personalized learning process on their own in their own schools. Leadership mentors were then able to work with school building leadership to ponder they own journey toward personalized learning.
- Boots on the Ground – Project Director began to message “boots on the ground” to all staff. This required the kid·FRIENDLY director to help schools bring their own personalized learning ideas to life. E.g., for Project 3: Competency Based Instruction, kid·FRIENDLY moved from an original grant goal of developing shared competencies (once again, cookie cutter) to individual schools developing their own system using what they had (or where they wanted to go). Therefore, some schools/districts adopted or developed competencies, while others focused on becoming more “performance based.” Some used Common Core Standards and focused on targets and/or standard based grading systems. kid·FRIENDLY leadership felt it was necessary to go this direction because Kentucky was one of the first states to adopt the Common Core, so schools needed to focus on Common Core implementation and were not

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<sup>2</sup> Note: The final SOW approved by USED includes two primary sections: 1) The various activities proposed by the kid·FRIENDLY leadership team in order to carry out the RTT-D grant (the supplemental project also fits here); and 2) the student outcomes and performance measures used to evaluate the overall effect of the program on schools and students.

ready to add another level or constellation of competencies. So, again, schools aligned their work to the Kentucky Common Core, but through kid·FRIENDLY could customize this process around where they were or wanted to go—whether that was becoming more standards-based, mastery oriented, performance-based, etc.

- Shifts in CBI-related Professional Development – kid·FRIENDLY moved from a more one-size-fits-all approach to using the Data Retreat process so that schools could choose among the various needs-based professional development opportunities based on what they learned from reviewing their student achievement and other outcome data.
- Shifts in the High School GRIT Program (Related to Project 1: Students as Leaders) – Originally, FranklinCovey (FC) presented the same The Leader in Me (TLIM) processes in the high schools, but kid·FRIENDLY worked with FC to develop a more high school appropriate program. The kid·FRIENDLY leadership team worked with FC to develop the GRIT (Goal-Driven, Resilient, Influential Teens) program around building key leadership characteristics, such as future mindset, self-regulation, empathy, resilience, and social responsibility, in high school students. Additionally, kid·FRIENDLY selected the four FC coaches who showed the most promise in connecting with high schools to work with these schools. kid·FRIENDLY also collaborated with FC to make the high school materials focus more on 21<sup>st</sup> century competencies, student voice, and student empowerment. kid·FRIENDLY focused on two key goals in working with high schools: 1) Changing the school climate and culture by training staff; 2) Impacting student empowerment by developing *diverse* student GRIT teams. By *diverse*, kid·FRIENDLY meant, not just the Gifted/Talented, popular, and older students, but instead students from various backgrounds, grades, etc. kid·FRIENDLY even encouraged schools to include “influential” kids—even if these kids’ prior influence may have been less than positive. kid·FRIENDLY used this new approach at the high school level because the original, K-8 TLIM program focused mainly on curriculum and materials (e.g., TLIM work can be incorporated into literacy instruction). In fact, FC even changed its middle school process because of its work with kid·FRIENDLY middle schools in Year One. Originally, FC’s plan for high schools involved continuing its K-8 practices of providing grade level material with a focus on training and student teams in the high school. kid·FRIENDLY led FC to focus more on staff training, then on empowering students. The adult training helped bring school staff on board, but kid·FRIENDLY considered the student GRIT team to be the key to true student leadership and empowerment. Consequently, kid·FRIENDLY negotiated with FC to reallocate materials dollars into more coaching days where these four FC coaches would make whole school presentations to engage students and inspire them to create a student-led initiative. In summary, in Year Two, the Students as Leadership project in high schools has focused on developing the student GRIT teams and providing these teams with materials and ideas as each team developed their own action plan (key ideas: collaboration, team work, student voice [PGES]). This coming year, FC coaches will work with high school teams to make sure they truly have a voice in the school and are changing the school culture in some way.

Other key strategies the kid·FRIENDLY leadership team employed during Year Two included:

- Innovation Snapshots (see: <http://kidfriendlyky.com/innovation-snapshots/>) – Because the kid·FRIENDLY leadership team felt the School Personalized Learning Plans process followed in Year One led to schools subsuming current “business as usual” practices under grant goals that were intended to lead to new innovative practices, the team decided to revisit the personalized learning plan development process. The kid·FRIENDLY leadership team used several trainings,

events, and snapshot development tools to try to tap into each school's innovative mindset (a first step prior to actually being able to move toward personalized learning) by requiring schools to develop new "Innovation Snapshots." This was a milestone for schools and staff—to get them to move from a "check the box" mentality to an innovation mindset, even if only led by a few key school personnel. Incidentally, kid·FRIENDLY leadership who read the snapshots could usually ascertain which snapshots were the result of a group effort or were written by an isolated individual. The snapshot process was meant to accomplish the following goals: 1) Schools named their innovation so they would develop an idea that all school personnel could embrace; 2) It avoided the cookie cutter approach that leads to reaching a goal and then "being done;" 3) Snapshots were intended to free each school to be innovative. However, the district-level versus school level innovation discussion continues among various kid·FRIENDLY school systems.

- The continued and expanding work of the College and Career Readiness Counselors.

The kid·FRIENDLY project reached several milestones this year that serves as indicators of continued progress toward long-term grant goals:

- Related to Project 3: Competency-Based Instruction (Driver: Communities of Practice), an increase in the number of Teacher Leaders as Year Two progressed with 348 teachers now participating. Also, an increase in the number of schools participating in the Communities of Practice events as Year Two progressed.
- Development of the Driver Implementation and Personalized Learning (PL) continuums (see <http://www.wku.edu/rocksolid/dctools.php>). Even though these are still not finalized, sharing the PL continuum in particular helped both kid·FRIENDLY staff and schools visualize the "end in mind." For the two completed years of this grant, everyone involved has espoused the vision of schools becoming more personalized, but the indicators on the PL continuum provide concrete pictures of what personalized learning would look like in schools and classrooms.

The kid·FRIENDLY leadership team have devised several unique approaches to ensure that the spirit of the grant is being carried out:

- The High School GRIT Program (described earlier).
- Communities of Practice (Related to Project 3: Competency-Based Instruction) – The kid·FRIENDLY leadership team believes that the Communities of Practice approach is not only unique to the kid·FRIENDLY partner schools but may be a new approach for other school systems to consider.
- School Mini-Grants (see <http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents) – Teacher Leaders developed these and kid·FRIENDLY provided materials needed to enhance personalized learning in their classrooms. Teacher Leader teams were given great freedom to develop plans that were tied to their school Innovation Snapshot. Examples of the grants were 1) providing project-based learning materials; 2) changing the actual physical space of classrooms to allow for more personalized learning opportunities.

## ACCOMPLISHMENTS AND HIGHLIGHTS

Perhaps the most important work for Year Two was kid·FRIENDLY embedding more actionable "Drivers of Change" within each grant project. As the grant was originally designed and funded,

each project provided dollars and support but did not allow for the formation of school-based groups to catch the kid·FRIENDLY vision and carry the work into the schools. For example, original kid·FRIENDLY vision for Project 1 – Students as Leaders went beyond just the FC TLIM training. Creating the driver “Student Empowerment” helped school to begin thinking past checking off the various professional development opportunities and instead determining whether their students are more empowered over time. Below is a list of the drivers under their corresponding grant project:

- Project 1: Students as Leaders – Driver: The Leader in Me (K-8) and GRIT (9-12) led by Student Empowerment Director
- Project 2: Leaders Developing Leadership – Driver: Community of Learners led by Leadership Mentors
- Project 3: Competency-Based Instruction – Drivers: Communities of Practice led by Cognitive Coaches (note this project also connects directly with Projects 2, 4, and Supplemental)
- Project 4: Personalized Learning – Driver: College and Career Readiness Services led by College and Career Readiness Counselors
- Supplemental Project: Preschool Pals – Driver: Community-Based Childcare Services led by Preschool Pals

As the grant moves into Year Three, it is becoming clear that Communities of Practice driver is the overarching driver where Teacher Leaders are helping produce first models in each school for what personalized learning would look like. Plans are to combine the Community of Learners and Communities of Practices groups together so that teachers and school- and district-level leaders combine their knowledge and efforts toward whole school personalized learning environments.

*How is kid·FRIENDLY implementing student centered learning environments?*

- Individual Learning Plans – As a state, Kentucky requires ILPs for grades 6-12 and has contracted with Career Cruising (see: <http://education.ky.gov/educational/ccadv/ilp>) to provide a template for student individual learning plans. However, kid·FRIENDLY under the leadership of Liz Brewer is working on developing a “For Me/By Me” profile to be used with K-6 (and perhaps K-8) students that builds on the TLIM Student Data notebook. Templates will be created to include student-developed short-term and long-term goals. As this expands into higher grades, this process will be part of the GRIT profile (SOW item 4.3.6) that will start next year. Part of this work will include defining various related terms, such as ILP, IEP, For Me/By Me, and how each contribute to a school’s broader goal of personalized learning.
- Adapted/Redesigned Classrooms Supporting Personalized Learning – The earlier information on Teacher Leader mini-grants describes how lead teachers in each school are implementing the personalized learning aspects of their school’s Innovation Snapshot. It is anticipated that in Year Three, one or more of the teacher leaders in each school will create lab and demonstration classrooms so that other educators can observe aspects of personalized learning in action.
- New or Improved Curriculum and Assessments to Support Student-Centered Learning – kid·FRIENDLY has benefitted from the commonwealth of Kentucky’s adoption of the Common Core and its alignment of state assessments to the Common Core. This alignment is leading to changes in classrooms. Furthermore, the state has created learning targets that are



guiding teachers' lesson planning. Kentucky has also adopted Performance-based science standards tied to the Common Core.

- Technology Resources Supporting Personalized Learning – Through kid·FRIENDLY, schools have been able to purchase WIFI, software, and electronic devices (To view WiFi and Software reports, please see <http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents). Schools and districts have worked to utilize the resources to supplement personalized learning efforts. In addition, middle and high schools were given access to WIN software (with a special app developed for KF). The program provides students career exploration.
- Partnerships with External Organizations – The kid·FRIENDLY project has led to partnerships with the following organizations in order to provide professional development and other support to schools:
  - Franklin Covey (TLIM) – Student empowerment
  - Erikson Institute – Preschool materials
  - Buck Institute for Education – Project-based learning
  - Carnegie Learning –Math Content Professional Learning
  - WIN-Career Exploration
  - Public Education and Business Coalition (PEBC) – Thinking strategies for Literacy
  - Center for Cognitive Coaching

*How do RTT-D initiatives improve student outcomes?*

- Methods of Identifying Students Who may Need Additional Support – Again, kid·FRIENDLY has been the beneficiary of state-wide regulations for academic and behavior interventions. All districts (both inside and outside the kid·FRIENDLY grant) have progress monitoring and intervention processes (such as RTI) in place. The Communities of Practice will enhance this work as these processes, as well as enrichment opportunities, are embedded under the larger umbrella of Personalized Learning. Again, software dollars have been provide to schools for students, but it is still a future hope that these tools will be understood and utilized to facilitate personalization.

*How has RTT-D improved organized and human capital structures?*

- New or Redefined Roles Supporting RTT-D Programs and Objectives – The kid·FRIENDLY grant has brought about the identification of Teacher Leaders, already employed by the schools, who can champion personalization and become models for others. The College and Career Readiness Coaches are new hires within the grant. Nearly all schools have indicated they would like to retain these individuals after the grant, but only about half (to date) are making clear plans regarding how to continue their employment beyond the life of the grant. Additionally, through professional development and materials, kid·FRIENDLY has invested in the directors of the various community-based childcare centers.
- Changes to Teacher or Principal Evaluation Systems – Grant performance measures originally included goals for improving the percentages of students who had access to and effective or highly effective teachers or principals. The Commonwealth of Kentucky continues to develop its statewide teacher evaluation system, revised as a condition of its Elementary and Secondary Education Act (ESEA) waiver and the 2009 law known as Senate Bill 1. Known as the

Professional Growth and Effectiveness System (PGES), this new evaluation model includes multiple data measures of teacher effectiveness, including supervisor observations, reflection, student voice surveys, and setting student growth goals. Under PGES, teachers, principals, and superintendents are evaluated according to four performance categories, including ineffective, developing, accomplished (effective), and exemplary (highly effective). Piloted statewide for the first time in the 2014-2015 school year, results from the first year indicated that 93.5 percent of Kentucky teachers were rated as either accomplished (effective) or exemplary. Likewise, 89 percent of Kentucky principals were rated as accomplished or exemplary. Given these high ratings, in August 2015 the Kentucky Board of Education unanimously decided to postpone inclusion of the PGES system into the state's accountability model for the coming year (as was originally planned) so that further training and revision on PGES could be implemented.

## **PARTNERSHIPS AND COLLABORATIONS**

Regarding the governance structure of the grant, Appendix A presents the kid·FRIENDLY personnel in place through June 30, 2015 and a brief description of the responsibilities related to the overall project. Appendix B provides the current kid·FRIENDLY organizational structure. As described earlier, the roles of many of the kid·FRIENDLY staff were further clarified in Year Two by aligning them with a Driver tied to one of the original grant projects. Furthermore, by identifying groups, such as the Community of Learners and Communities of Practice, that particular staff were to support, Year Two saw more (and growing) pockets of P-12 school personnel who began to comprehend the larger goal and associated strategies of moving schools toward personalized learning

Regarding involving educators, parents, and families in grant activities, please see the kid·FRIENDLY Professional Development Year Two Documentation file (see <http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents) for more details. Particular highlights are the 90 professional development events for directors and staff Community-Based Childcare Centers, most of whom are not connected to the public school system. Additionally, the tab marked “4.3.3 YR 2 CCR Events” in the kid·FRIENDLY Professional Development Year Two Documentation file lists multiple events per each school district that aimed to enhance parents’ understanding of what it means for children to be “college and career ready” and how they can partner with schools to support their children.

Regarding support from non-profit organizations, although the kid·FRIENDLY project contains 22 school districts, it is clear that without the support and leadership of the two non-profit cooperatives, GRREC and OVEC, this grant would not have not been written and its implementation would have been impossible. Both cooperatives provide superintendent networks (as well as at least one university’s representation and support).

## **LESSONS LEARNED**

- Overcoming the Compliance Barrier – The early thinking of schools was “hand me the answer;” school leaders, teachers, and even kid·FRIENDLY staff wanted to be told what to do. The kid·FRIENDLY project director worked this year to help school leaders in particular understand that each district and school was free to plan their pathway for personalized learning for students. kid·FRIENDLY encouraged school leadership to develop an innovative mindset.

kid·FRIENDLY provided training and support but then kid·FRIENDLY encouraged districts and schools, depending on the district leadership preference, to develop Innovation Snapshots that reflect where they were and where they wanted to go.

- The Sheer Size of this Project – Working with 111 schools, 22 districts, in 2 cooperatives has been a challenge. It has been difficult to be all things to all people and to get good and accurate information to schools about the work and how each can embrace the goal/end in mind (see <http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents, Theories of Action and Personalized Learning Framework graphics).
- Resources – These vary from school to school and once this grant has ended will continue to do so. Helping schools use what they have and plan for life after the grant has been a challenge.
- Revising the SOW – The original SOW developed at the beginning of Year One became too unwieldy for the kid·FRIENDLY team to manage and very time consuming to monitor and update progress. Spending a good portion of the beginning of Year Two revamping the SOW slowed down implementation progress as kid·FRIENDLY and the evaluation team worked to identify the key events and measures to keep or reorganize in order to create a more manageable SOW. Next came the task of communicating these changes to school partners while at the same time trying to ramp back up quickly to complete all planned Year Two tasks. On a more positive note, once the revised SOW was completed, it was loaded into the USED GRADS 360 system, whereby the kid·FRIENDLY leadership team could more easily report progress on and provide supporting documentation for SOW tasks. USED established a status system that helped kid·FRIENDLY (as well as other RTT-D grantees) monitor their progress based on the following colors and descriptions: Blue – Not Begun and Before the Planned Start Date; Yellow – Not Begun and After Planned Start Date or In Progress: Off track and Before Planned End Date; Green – In Progress: Ahead/On Track and Before Planned End Date or Complete; and Red – Past Planned End Date and Not Complete.
- Even with revisions to the SOW, it is arguable that the SOW still did not provide a clear overall project design. To remedy this and create a more concise vision of the kid·FRIENDLY project, the leadership team developed a project design including Common Language, a framework, drivers, Theories of Action and leading indicators. Again, this work was taking place even as kid·FRIENDLY had to keep moving forward with aspects of the project that kid·FRIENDLY staff were still trying to clearly articulate.

## PROJECT 1: STUDENTS AS LEADERS

Project 1 (Student as Leaders) seeks to build a culture of student leadership and responsibility through implementing *The Leader in Me* (TLIM), a whole-school transformation process developed by FranklinCovey (FC) for elementary and middle schools, and *Personal Greatness: Goal-Driven, Resilient, and Influential Teens* (GRIT), a new process designed especially for kid·FRIENDLY high schools. Both TLIM and GRIT programs first engage school staff in professional learning around the *7 Habits of Highly Effective People* (Covey, 1989) and ask them to see each of their students as leaders and as having special talents. Then, FC expert trainers and coaches provide extensive onsite support in each building.

Over this grant year, the kid·FRIENDLY project director and leadership team worked to translate each grant project into more concrete and actionable “drivers” to guide the work of team members and participating schools. The driver for project 1, Student Empowerment, together with other drivers, such as College and Career Readiness and Communities of Practice (described more fully later in this document), aim to establish a school environment that supports personalized learning in all kid·FRIENDLY schools. Through participating in TLIM and GRIT programs, students are empowered to become drivers of their PreK-12 education, to act for self and others, and to achieve their personal goals. Districts and schools capitalize on the strategies associated with the *7 Habits* to promote student agency by creating an inspiring leadership environment, offering student leadership roles, and through curriculum, co-instruction (some students are teaching the *7 Habits* schoolwide), and assessment delivery models. The strategies help students to act for themselves and assume ownership of their learning. Students define their learning goals, relate their learning to authentic, real-life experiences, and make decisions based on their interests and goals to personalize their learning experience. The kid·FRIENDLY leadership team articulated the “theory of action” behind this driver as: If students are given the opportunities and support to develop self and social awareness, ethical leadership, initiative, resilience, tenacity, and self-management, then they will 1) seek and solve problems; plan, prioritize, and monitor goals; 3) innovate using creative and critical thinking; 4) be empowered to act for self and others; and 5) have a future mindset.

The following planned events and/or professional development opportunities were provided to support this project and its related driver:

- Students as Leaders Professional Development – Student Aspirations Institute, Cultural Proficiency, and FRYSC: Removing Barrier to Student Success.
- TLIM and GRIT Vision/7 Habits Training
- GRIT Great Leaders Onsite Coaching
- TLIM Implementation Training
- TLIM Empowerment Training
- TLIM Achieving Schoolwide Goals Training
- TLIM Lighthouse Training
- Middle School and High Schools Leading at the GRIT Speed of Trust Training

See the kid·FRIENDLY Professional Development Year Two Documentation file (<http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents) for more details.

Approximately \$2,024,000 was budgeted for this project for 2014-2015 and \$3,074,000 (152%) was spent.

**kid·FRIENDLY Activities Relative to Year Two Scope of Work:** 1.2, 1.2.2-1.2.4, and 1.2.6-1.2.12.

**Scope of Work Project 1 Summary Table**

SOW 1 N	Green	Yellow	Red	Blue
11	100%	0%	0%	0%

### Highlights and Success

- Certified and classified staff in all kid·FRIENDLY schools have participated in FC trainings. In the first year of the kid·FRIENDLY grant, a cohort (cohort 1) of mostly elementary schools received TLIM training and support. This year, the faculty and staff at the rest of the kid·FRIENDLY schools (cohort 2), including middle schools and all high schools, were trained in *7 Habits* and TLIM through 172 professional learning opportunities. Additionally, high school staff were trained in *The 7 Habits of Highly Effective People* and a Launch Day for implementation of GRIT, a program especially designed to meet the needs and maturation level of high school students. All middle and high school staff also received FC's Leading at the Speed of Trust training.
- A total of 127 FC coaching days have been delivered. Based on FC coaches' ratings from their interactions with schools and staff over the year, 65 schools (59%) are considered to implement TLIM or GRIT with a high-fidelity (green), 24 schools (22%) are on the right track but still in need of support (yellow), and 10 schools (9%) are not implementing the program (red). Eleven schools (10%) were not yet assigned a fidelity score because of coaching days still pending.
- Student and Adult Lighthouse Teams have been established in all K-8 schools. Student and Faculty GRIT Teams have been established in all high schools. Four elementary schools have been designated as Lighthouse Schools. The principal at one kid·FRIENDLY middle school that is close to the Lighthouse status described the impact of TLIM process: *"For me the leader in me program has helped us shift our school from an adult lead environment to a student lead environment. . . . The most powerful element is when you enter our classrooms or walk throughout the hallways and witness leadership being demonstrated from the youth of our community."* Two great examples of student empowerment include one school where students have cleaned up bathrooms and another school where students initiated having music in the halls between classes rather than using the bell system.
- The GRIT program has been launched in all high schools. One outcome was the first annual Regional GRIT Synergy Sessions were held in January 2015. Students from one kid·FRIENDLY high school GRIT team who had visited a TLIM high school in Alabama presented at the Synergy Session. Most notably, students provided feedback to faculty about improving school curriculum by incorporating more technology, which resulted in co-creating new curriculum among faculty and students. Another kid·FRIENDLY high school student GRIT team shared the innovative practices and processes at all three Synergy Sessions. Over 100 participants attended *The 7 Habits of Successful Families* session. One school had a session led by students. The superintendent of this particular district reflected after the event: *"It is sometimes hard for me to grasp the magnitude of change that has occurred in our district in such a short period of time. The progress made*

*has been nothing short of incredible and the result of dedicated teachers who will take on anything for the betterment of our students. Of course, we also credit RTT and Leader in Me as a driving force.”*

- Ratings provided by superintendents and points of contact at the August 2014 District Meetings at GRREC and OVEC showed that TLIM was considered as the top “Quick Win” among the following nine kid·FRIENDLY initiative categories: TLIM, CCRC services, DATA teams, Personalized Learning, School Unity, Student Teacher Relationship, Preschool Pals, Others.

## **Summary of Progress**

Project 1 (Students as Leaders) has continued to be a strong focus of kid·FRIENDLY schools in Year Two. Implementation data from the FC coaches indicate that the majority of elementary and middle schools are faithfully implementing the TLIM program as designed. The newly designed GRIT program needs more support in high schools. Only 30% of high schools are considered Green (high implementers), 61% schools (Yellow) just started implementing the program, and 9% schools (Red) are not engaged in the GRIT implementation. The kid·FRIENDLY leadership team has pushed schools to move beyond the TLIM or GRIT program implementation toward establishing the school environment that supports personalized learning. kid·FRIENDLY documents, such as the Personalized Learning Framework, Students as Leaders Project Logic Model, Student Empowerment Leading Indicators, Theory of Action, and Pathway Maps have been created to build the common language. As a next step, the kid·FRIENDLY leadership team will use the Student Agency “look fors” process to determine the degree to which schools are developing environments that support student agency and personalized Learning. The Rock Solid evaluation team, which is serving as the external evaluator for the kid·FRIENDLY grant, is developing the Personalized Learning Continuum and Driver Implementation continuum to gauge the implementation quality of student empowerment driver and progress of each school moving toward personalized learning.

## PROJECT 2: LEADERS DEVELOPING LEADERSHIP

Project 2 (Leaders Developing Leadership) seeks to increase the percentage of students in grant-supported schools with access to effective and highly effective teachers and principals through the use of regional and district networking and mentoring for school leaders to lead innovative change, improve performance, and make key decisions based on data driven needs. Data analysis routines were established and facilitated by GRREC staff. Cognitive Coaches and Leadership Mentors facilitated on-going use of data analysis to inform innovative practices in districts and schools. Leadership mentors have been trained and are actively working with superintendents and other district personnel. The Kentucky Department of Education (KDE) is the lead agency in developing a statewide superintendent effectiveness plan, and kid·FRIENDLy is partially dependent on KDE for progress on this particular component of the grant. kid·FRIENDLy staff are collaborating with the Kentucky School Board Association to design tools to assist with feedback for effectiveness of boards of education (see <http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents, School Board Effectiveness Standards Notes and KSBA Involvement Summary).

To facilitate work on this grant project, the kid·FRIENDLy leadership team developed and clarified the project 2 driver, Community of Learners, as the mechanism to ensure district- and school-level leaders were informed about and supporting the various kid·FRIENDLy initiatives. The kid·FRIENDLy leadership team articulated the “theory of action” behind this driver as: If leaders are (1) knowledgeable about the work of the Communities of Practice (see Project 3) and the three domains (Digital Natives, Student Empowerment, Real-world Application), (2) knowledgeable about other innovations, (3) knowledgeable about leading change, and (4) collaborative and learn from each other; then they will (1) have a network of support for learning and supporting innovations and (2) lead schools that personalize learning.

The following planned events and/or professional development opportunities were provided to support this project and its related driver:

- Data Retreats
- Cultural Proficiency Institute
- Community of Learners meetings
- Various Community of Learners Events
- Communities of Practice Whole Group Professional Development
- Communities of Practice Regional Professional Development
- Superintendent Tours

See the kid·FRIENDLy Professional Development Year Two Documentation file (<http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents) for more details.

Approximately \$646,000 was budgeted for this project for 2014-2015 and \$720,000 (111%) was spent.

**kid·FRIENDLy Activities Relative to Year Two Scope of Work:** 2.1, 2.1.1-2.1.7, 2.2, 2.2.1-2.2.6, 2.3, and 2.3.1-2.3.6.

### Scope of Work Project 2 Summary Table

SOW 2 N	Green	Yellow	Red	Blue
22	90%	5%	5%	0%

#### Highlights and Successes

- The Community of Learners structure served principals, points of contact, superintendents, and administrators at the central office level who support the principals by meeting as a group three times over the last year.
- Additionally, five leadership mentors, assigned to 15-20 principals each, met with their assigned principals several times over the year (varying between once per quarter to once per month). See the kid·FRIENDLY Professional Development Year Two Documentation file (<http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents) for more details regarding these coaching visits.
- Based on what was learned from the Community of Learners and Communities of Practice meetings (for example, Communities of Practice teacher forum status reports shared at Community of Learning meetings) the kid·FRIENDLY leadership team plans to bring these two groups together for Year Three and beyond.
- An early Personalized Learning event last fall allowed the kid·FRIENDLY leadership team to share with school administrators both Year One progress and plans for Year Two. Because the new kid·FRIENDLY project director felt that the Year One School Personalized Learning Plans did not portray innovation, she introduced the concept of school leadership completing “Innovation Snapshots” where they would identify a specific innovation tied to one or more aspects of personalized learning for their school to adopt and implement during the final years of the grant. Tools, ideas, and scaffolding related to snapshot development were provided throughout fall with snapshots due by January 30, 2015. After snapshot submission, the kid·FRIENDLY leadership team spent two workdays developing criteria and then placing each snapshot into one of three categories: “Business as Usual,” “Middle of the Road,” and “High Flyer.” Leadership mentors were then apprised of their schools’ original Personalized Learning Plan, the new snapshots, as well as Teacher Leader action plans, and have worked with school leaders to revisit and revise their snapshots as needed. To date, nearly one-third of the snapshots have already been revised.
- In March, teacher leaders attended a project based learning forum led by a Buck Institute certified training who gave an introduction and samples to four districts to pilot and then shared their plan with all the other districts attending. Additional training was provided in summer 2015.
- Over this year, more and more principals have begun attending Communities of Learners meetings as they have learned more about their Teacher Leaders work as part of the Project 3 driver, Communities of Practice.
- Attendance at Community of Learners institutes has risen (see the kid·FRIENDLY Professional Development Year Two Documentation file, <http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents) for more details and 100 more teachers have been added once they understood the purpose of the drivers as they relate to personalized learning.
- Leadership mentors facilitated regional principal roundtable meetings to review what has and has not worked in Years One and Two of the project. A common themes from these meetings was



principals wanted additional school data analysis training and opportunities. This has led to plans in Year Three for principals and their leadership teams to attend “refresher” events.

- Part of the Project 2 SOW (2.2.1) was to “coach school and district leaders based on identified needs.” To meet this goal, leadership mentors read *Coaching for Innovation* and have been Skyping with the authors (Christina Bianchi and Maureen Steele) since March 2015 towards the goal of blending a cognitive coaching model with working alongside principals on their self-selected leadership goals. Leadership mentors have also found the book’s framework to be a useful tool to shape their conversations with principals around the work of the kid·FRIENDLY project.

### **Summary of Progress**

Related to Individualized Learning, teacher leaders from various kid·FRIENDLY schools began sharing individualized lesson plans through “The Edge,” a learning platform for teachers. One school district is exploring a Learning Management System to pilot as a place for teachers to store and share lessons plan and other curricular supports. The district sees the need for a system to facilitate personalized learning.

Regarding human capital, the leadership mentors have begun meeting with each school principal rather than just district points of contact. To make various Community of Learners meetings more productive, kid·FRIENDLY staff have provided mentors tools (e.g., meeting outlines, data around each driver from meetings with principals) and hosted other events (e.g., round table meetings with principals) to keep school leaders at participating schools more fully informed about the grant. Additionally key kid·FRIENDLY staff have worked with the state, in conjunction with the Kentucky School Board Association, on Board of Education effectiveness standards with feedback received from districts and school boards. These new standards are now ready for piloting.

### **PROJECT 3: COMPETENCY-BASED INSTRUCTION**

Project 3 (Competency-Based Instruction) seeks to help teachers, students, and parents focus on learning systems (i.e., structures and processes used to provide curriculum, assessment, instructional pacing, student mastery of content, and reporting of student learning) by providing training on instructional strategies and on acquiring, managing, and using data for student progress.

The key driver for Project 3 is the development of Communities of Practice. Communities of Practice engage Teacher Leaders who share a common concern, set of problems, or interest in a topic. Participants focus on sharing best practices and deepening their expertise by interacting on an on-going basis. Communities of Practice rely on face-to-face meetings, on-site coaching, and technology-based collaborative environments to communicate, connect, and conduct activities. Each Community of Practice focuses on a specific domain of learning: Student Empowerment, Real-World Application, or Digital Natives. Learning Lab Classrooms (peer-to-peer) and Demonstration Lab Classrooms (exemplars of practice) will be developed to focus on personalized learning to support student growth goals. Teacher Leaders will receive support through Learning Forums and from Cognitive Coaches, including intensive, job-embedded professional development and technical assistance to support bringing new, innovative strategies to scale in other classrooms within their school. Through the encouragement of classroom innovation and establishment of lab lessons and demonstration classrooms, this project contributes to the larger kid·FRIENDLY goal of personalizing learning for all students. The kid·FRIENDLY leadership team articulated the “theory of action” behind this driver as: If Teacher Leaders engage in a process of collective learning through the kid·FRIENDLY Communities of Practice, then they will (1) increase their professional knowledge and skill and (2) develop classrooms that are models of personalized learning and innovative practice.

This year, Teacher Leaders were identified, Cognitive Coaches were assigned to each Teacher Leader, and the first Learning Forums were held. Cognitive Coaches worked with Teacher Leaders to develop their Individual Action Plans and personalize learning in their classrooms.

Project 3 efforts during Year Two focused on establishment of Communities of Practice through training for Teacher Leaders and Cognitive Coaches, as well as the implementation of each Teacher Leader’s chosen innovation. Learning Forums will continue, as will Cognitive Coach onsite and virtual visits with Teacher Leaders. The next step in this project is the establishment of demonstration classrooms.

The following planned events and/or professional development opportunities were provided to support this project and its related driver:

- Various Cognitive Coaching Professional Development Events – Cognitive Coaching Foundations, Instructional Coaching, PBL World: Coaching and Leadership Academics, ISTE Training
- Needs Based Professional Development – E.g., Cognitive Coaching Foundations, AP Instructional Strategies, Picture Perfect Science Lesson, etc.
- Various Technology-related Professional Development
- Preschool Pal Professional Development and other Childcare Trainings

See the kid·FRIENDLY Professional Development Year Two Documentation file (<http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents) for more details.

Approximately \$2,738,000 was budgeted for this project for 2014-2015 and \$3,443,000 (126%) was spent.

**kid·FRIENDLY Activities Relative to Year Two Scope of Work:** 3.1, 3.1.1-3.1.3, 3.2, 3.3, 3.3.1-3.3.9, 3.4, and 3.4.3-3.4.4.

**Scope of Work Project 3 Summary Table**

<b>SOW 3 N</b>	<b>Green</b>	<b>Yellow</b>	<b>Red</b>	<b>Blue</b>
18	83%	11%	6%	0%

### Highlights and Successes

- *Teacher Leader Mini-Grants*

Project 3 supported Teacher Leaders' innovations by providing \$2500 mini-grants to help teachers refine their chosen innovations. Eight press releases from August 25th-31st indicate that eight school districts in Kentucky have received grants ranging from \$2,500 to \$15,500. Grants were awarded to eighty-six teachers from Hart County, Monroe County, Cloverport Independent, Union County, Caverna Independent, Campbellsville Independent, West Point Independent, and Daviess County School Districts. The teachers spent last year working on strategies to give each student a voice and a choice in how they learn. Teachers from across multiple school districts stated that they plan to use the money to purchase new technology such as Chromebooks, iPads, iZiggi cameras, whiteboards, projectors, calculators, laptops and software. These new items will be used to increase student interest, and to encourage self-paced learning with choice in learning methods. Others plan on using the funds to purchase new furniture such as bean bag chairs, squishy cushions, and wobble chairs to promote individual work spaces for individualized learning and pacing. Funds will also be used in two school districts to build green houses and gardens to promote inquiry-based learning and collaborative thinking in an outdoor environment. Below is a quote from the West Point Independent School District press release. All press releases can be found in the supplemental documents. Kid·FRIENDLY coach Patrick Riley, who is working with Teacher Leaders in West Point, said,

West Point Independent School District Teacher Leaders took tremendous strides toward personalizing learning for their students in elementary and middle school during their first year in the kid·FRIENDLY Communities of Practice. Opening up avenues of cutting edge innovation and instruction through student voice, student choice, and Genius Hour, West Point Teacher Leaders served as advocates for Personalized Learning among their colleagues, and other Teacher Leaders in the Communities of Practice. Every day, West Point Independent is giving students hope for an amazing future filled with success and opportunity! What an abundance of talent at West Point as two more Teacher Leaders will join the Communities of Practice this coming year! I am honored to work with such talented educators!

- *Learning Forums*

The Communities of Practice Learning Forums were instrumental in reaching several of the overall goals of Project 3. Last fall, kid·FRIENDLY established the performance measures for Project 3. These goals included increasing the professional knowledge and skills of teachers, facilitating teachers in developing classrooms that are models of personalized learning and innovative practice. In order to achieve these goals, they established “Supports” designed to help teachers achieve these goals. These Supports included, Organizing Teacher Leaders in 3 Domains of Practice: Real World Application, Digital Natives, and Student Empowerment. There were three Learning Forums held during Year Two. The first forum was held October 27-29, 2014, at Western Kentucky University’s Knicely Conference Center. This forum was instrumental in helping the kid·FRIENDLY staff reach their goals. For example, scores ranged from 3.40 to 3.80 across all categories (initiative goals, workshop structures, participant’s learning, and organizational support) it was agreed that the workshop was helpful. Topics covered included: Blended Learning, Flipped Learning, Genius Hour, Elementary, Middle, and High School Leaders, Connecting Learning to Practice, and Connecting Knowledge to New Learning. In addition, for the item “Today’s learning forum motivated me to acquire new knowledge and skills to improve my professional practices,” the mean rating was 3.79 on a four-point Likert scale ranging from 1-Strongly Disagree to 4-Strongly Agree. Further, over 97% of participants agreed that the material presented during the first Learning Forum was “relevant and useful.” Participants were impressed with the quality of the Learning Forum. One participant called the forum “A paradigm shift about personalized learning,” while others noted that “the presenters were very enlightening and their opinions were eye-opening” (Digital Natives Communities of Practice Learning Forum I, Initial Report).

In the Second Learning Forum held February 11 -13, 2014, topics included: Domain Dipping, School Teams, and roundtable events. Teachers were once again enthusiastic about the forum. For example, 100% of respondents agreed with the statement, “Today’s learning forum prompted me to reflect on my professional practices concerning personalized learning environments for students.” For the items, “Today’s learning forum motivated me to acquire new knowledge and skills to improve my professional practices,” and “Today’s learning forum material was relevant and useful,” mean scores on the 4-point Likert scale described above were 3.75 and 3.69, respectively. Comments from participants about the second Learning Forum included, “Self-pacing with a great deal of information about implementation,” “I learned about Google Classroom and can’t wait to learn more,” and “I loved all the new information on personalized learning” (Baker, S. and Moats, S. Proceedings from: Digital Natives Communities of Practice Learning Forum I, Initial Report, 4/01/15).

The Third Learning Forum was held on April 15, 2015 at the University of Louisville. Topics included: The Passion-Driven Classroom, Infusing Technology into the Personalized Classroom, topic specific roundtables, Deep Dive Den, and meetings with cognitive coaches and teacher leaders. All participants agreed that the forum “prompted me to reflect on my professional practices concerning personalized learning environments for student.” Again, participants’ responses to evaluation questionnaires indicated that they learned useful information from the Learning Forum and planned to use the material to personalize learning in their classrooms.

The Communities of Practice Learning Forums engaged teachers and expanded pedagogical knowledge. Mean scores on evaluation items describing participants' learning during the Learning Forums (e.g., "I learned something useful today") ranged from 3.76 to 3.8 on the 4-point Likert scale described above, while scores on "Organizational Support and Change" items ranged from 3.68 to 3.8. See the supplemental document titled "Communities of Practice Forum 1-3" for additional Learning Forum evaluation results.

- *Feedback from Cognitive Coaches*

Cognitive Coaches report several changes over the course of the year for Teacher Leaders that participate in Communities of Practice. While these changes reach from growing a "peer 2 peer" network to project-/problem-based learning; one such project can be seen in a coach's comment on a teachers' project:

Students already began working on service project for restrooms. The paper towel holders were empty often. They put a tape mark on the wall under the PT holder that says 'Stop there and tear.' They have seen improvement.

The most prevalent topic in comments documented by Cognitive Coaches is that Teacher Leaders are extending their use of personalized learning formats in their classroom. Initially, teachers were hesitant to make use of this pedagogy out of concern for "how to set up a lesson" when every student has a voice and choice in their own lesson. Cognitive Coaches have documented the implementation of personalized learning and self-pacing as a teaching method. Examples include flipped classrooms and Must Do/Can Do lists within the classroom environment. In addition, Teacher Leaders were encouraged to collaborate with one another within their schools and content areas, as well as across the Community of Practice. As these meeting progressed, Teacher Leaders were encouraged to document the components of individualized learning that made it a success and the challenges that need to be addressed by others in the future. Examples of Teacher Leaders' documented successes and challenges are below.

Success Factors:

1. All students are working and participating in achieving the expected learning outcomes instead of just a few students doing most of the work.
2. Groups or partners are holding each other accountable.
3. The classroom becomes less dependent upon the teacher and more dependent on the other students in their group so that I can now serve more as a facilitator in the classroom.
4. Students will achieve increased understanding and mastery of the content.
5. While continuing to use blended and self-paced learning, I am still able to implement partnering and collaborating activities with the students at an appropriate time that fits in with what that student is currently working on.

Challenges:

1. Student motivation continually seems to be a challenge for some students.
2. Students buy-in and willingness to fully participate in the partnering activities, and

- student willingness to help others achieve success.
3. Students becoming less dependent on the teacher having all of the correct answers. Instead, I want the students to become more dependent on the other students in their group.

### Summary of Progress

- *Individualized Learning: Communities of Practice*

Three Learning Forums were offered multiple times in a variety of locations for a total of 18 sessions held during Year Two. See the attached Schedule of Events for dates and the “Highlights and Successes” section above for further details.

Cognitive Coaches met face-to-face with each Teacher Leader at least seven times during the 2014-2015 school year following the Learning Forums. During the meetings, Cognitive Coaches detailed an individualized action plan for each teacher based on their experience at the Learning Forum, current classroom climate, and the innovation the Teacher Leaders wanted to implement. Several Teacher Leaders wanted to develop personalized learning plans for their students using student voice and student choice in assignments. Cognitive Coaches’ documentation illustrates their efforts to train and encourage teachers to plan personalized instruction:

- “Currently trying self-paced with multiplication facts (completed baseline assessments), students will work on the facts that they need improvement in using a modality of their choice.”
- “Working towards Problem-based learning environment using self-paced (menu of items to work from).”

In addition, several Cognitive Coaches documented technological tools that may facilitate these options:

- “Currently presenting students with ways in which to make choices about their learning? If I could read anything...write anything...learn anything...”

Other Teacher Leaders sought to utilize self-paced learning for differentiated student groups like those that “[have] changed her plan to include some enrichment activities for her higher level students. She stated that she didn't want to hold students back who were ready for more advanced work. We also discussed ideas about including student choice in her rotating centers.”

Cognitive Coaches suggested flipped classrooms or other blended models for Teacher Leaders to explore and methods to make them successful, such as “provided anonymous way for them to tell me if there were issues [...] Keeping videos short . . . under 10 minutes.”

Cognitive Coaches personalized innovation instruction for the Teacher Leaders following the Learning Forum using a serial meeting format. Workshops were designed to model what teachers were expected to accomplish in the classroom: Workshop leaders started with a structured format, then moved to a format that allowed participants to choose the topics they were interested in. Satisfaction surveys indicate that participants enjoyed this format, found it useful, and felt that it

contributed to their learning.

- *Tracking Progress through Formative Assessment*

A key goal of this project is the implementation of innovations that personalize learning for every student. Cognitive Coaches track the progress of every Teacher Leader using the Concerns-Based Adoption Model (CBAM) Levels of Use and Stages of Concern tools.

In Summer 2014, 14.8% of Teacher Leaders scored 3: Management or higher on the Concerns Based Adoption Model (CBAM) Stages of Concern. By Summer 2015, 26.4% of Teacher Leaders scored 3: Management or higher. This represents substantial progress toward the Project 3 Leading Indicator goal of 50% of Teacher Leaders scoring 3: Management or higher by Spring 2015.

Teacher Leaders' Level of Use scores, as rated by Cognitive Coaches, also increased. Level of Use scores are used as a formative measure of innovation use. Teacher Leaders' first Level of Use ratings averaged 2.57 on a 7-point scale ranging from "0-Nonuse" to "6-Renewal." Teacher Leaders' most recent Level of Use scores, collected in 2014-2015, averaged 2.9, indicating that Teacher Leaders are moving from "Level 2-Preparation" to "Level 3-Mechanical Use."

- *Competency-Based Instruction: Needs-Based Professional Development*

As part of the competency-based instruction goal of Project 3, Advanced Placement (AP) teacher training and AP institutes with a focus of literacy were provided. In Summer 2014, the Advanced Learning Institute was established. The Institute was designed to provide AP strategies for middle school language arts teachers, to increase student performance.

In Year One, this event was held for middle school teachers and included four meetings as well as an experience project. However, turnout was low, so the event was revamped to be more like Communities of Practice: kid·FRIENDLY collaborated with the Center for Gifted Studies at WKU and opened the event up to middle and high school (AP and non-AP) teachers. Teachers were asked what would make the Institute meaningful, and their responses were incorporated in the changes made: The projects teachers worked on during the Institute were connected to their student and professional growth goals. kid·FRIENDLY provided support for the effectiveness "piece" of the project by following up with teachers and administrators and making staff available to answer questions and provide guidance after the Institute ended.

Virtual communities intended to serve as sustainable networks were established so that teachers could learn from each other and share ideas and resources. "Tweet Mondays" encouraged teachers to carry on a constant dialogue about what they learned in the Institute. A \$300 stipend was provided when teachers completed their projects. Participating teachers also received iPads to facilitate participation in virtual communities.

The Advanced Learning Institute emphasized treating teachers like professionals. For this reason, grant funding for teachers to attend the Kentucky Council of Teachers of English conference were provided.

K-3 literacy sessions on vocabulary, language, and reading were provided in Year Two. kid·FRIENDLy continues to provide follow-up support on these topics. All teacher leaders and many district teams participated in the K-3 literacy sessions. The integration of Antonetti technology sessions with K-3 literacy sessions is ongoing.

Integration of technology has also continued with Google training for teacher leaders, and follow-up on technology training by cognitive coaches. One Google trainer eventually became a cognitive coach, which further integrated technology training into Communities of Practice. Additionally, kid·FRIENDLy IT director, Terri Stice, provide several Technology and Engagement sessions.

- *Student Outcomes*

Although Project 3 primarily focuses on training for teachers, evidence from the Cognitive Coaches' interaction with teachers illustrates the effect this project is already having on students:

kid·FRIENDLy coach Martha Butler said, "Hart County students are excelling in their academic progress by taking charge of their personal learning. Students make suggestions for websites, reading materials, and even promote reflective assessment questions. With the Mini Grants, Teacher Leaders' students will become more engaged in the classroom, gain proficiency in computer applications and develop confidence as they work at their own pace and collaboratively with their peers." (Hart County Press Release, August 2015)

- *Human Capital*

The number of Communities of Practice Teacher Leaders has increased by 100 to a total of 348. They are currently in all 22 districts and 106 of the 111 schools.

- *Innovation Configuration Map Development (SOW 3.3.2)*

Grant evaluators have collaborated with kid·FRIENDLy staff and schools to develop a Personalized Learning Continuum, based on the Innovation Configuration Map framework, that schools will use to self-assess their progress toward personalized learning implementation during Year Three.

- *Seek feedback and update Preschool PALS Program as needed*

Beyond the activities described under "Supplemental Project," Preschool Pals also wrote Innovation Snapshots (different from the school-level snapshots) to guide their work. Additionally, the Preschool Pals met together (September 21, 2015) to develop a sustainability plans for Years Three and Four of the kid·FRIENDLy project.



## PROJECT 4: PERSONALIZED LEARNING

Project 4 (Personalized Learning) seeks to give students the opportunity to demonstrate voice, choice, pace, and mastery of standards at multiple times and in multiple and comparable ways, as well as providing learning resources and instructional practices that are adaptable and fully accessible to all students. Ultimately, teachers will take on the role of coach and mentor and, thereby, guide learners to design their own learning pathway experience. Students should become goal-driven, self-reflective learners, and a student-generated Personalized Learning Profile provides teachers and parents with a plan of action (based on individual needs, abilities, sensibilities, and competencies) that successfully supports the pace at which the learner is progressing by helping teachers understand their students.

The key driver for Project 4 is an emphasis on College and Career Readiness. College and career readiness counselors located in all grant-participating high schools work with stakeholders and coordinate school- and district-wide efforts to ensure all students are “Life Ready”—ready for college and careers and equipped with the skills to be successful and adaptable in a wide range of adult environments. Through an emphasis on individualized, long-range planning for every student’s unique needs and interests, this project contributes to the grant-wide goal of promoting personalized learning environments in all schools. The kid·FRIENDLY leadership team articulated the “theory of action” behind this driver as: If the College and Career Readiness Centers Services support a comprehensive system of college and career readiness—developed by invested stakeholders, then students will graduate life ready.

Project 4 also includes grant-wide activities to promote personalized learning innovations in all schools. During Year Two school-level personalized learning plans were updated in the form of Innovation Snapshots which will guide school-level improvement for personalized learning for the remainder of the grant.

College and career readiness efforts during Year Two focused on refinements of each CCR Center’s Innovation Plan, regional networking and professional development among CCR coaches, job shadowing programs that allow students to work directly with professionals in their career fields of interest, and on the piloting of a 4- and 6-year career planning process for every student.

The following planned events and/or professional development opportunities were provided to support this project and its related driver:

- Spring 2015 Personalized Learning Symposium
- Innovation Professional Development
- Various CCRC Events
- WIN Training
- District AP Professional Development

See the kid·FRIENDLY Professional Development Year Two Documentation file (<http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents) for more details.

Approximately \$3,873,000 was budgeted for this project for 2014-2015 and \$5,854,000 (151%) was spent.

**kid-FRIENDLY Activities Relative to Year Two Scope of Work:** 4.1, 4.1.1-4.1.8, 4.2, 4.2.1-4.2.2, 4.3, 4.3.1, and 4.3.3-4.3.9.

**Scope of Work Project 4 Summary Table**

<b>SOW 4 N</b>	<b>Green</b>	<b>Yellow</b>	<b>Red</b>	<b>Blue</b>
21	95%	0%	0%	5%

### Highlights and Successes

A key goal of this project is the implementation of long-range, individualized planning for every student. Implementation highlights for Year Two include the following:

- Professional development sessions on a range of topics related to personalized learning were held throughout the year, including workshops on Design Thinking, Project-Based Learning, Cultural Proficiency, YouTube for Educators, and Google in the Classroom.
- A pilot group of seven CCR coaches were convened during Year Two to develop a framework for career plans and pilot test them throughout the year. These schools also piloted the WIN computer application, a software platform for designing career plans. To develop the app, students were consulted via questionnaires and focus groups to get an idea of needs and desires, and how to best gain their interest in the app, including creating a fun and interactive user interface. The new WIN ATLAS mobile app gives learners the ability to explore careers and plan their futures from a mobile tablet or smartphone. Users begin their journey by selecting one of three statements: 1) I know what I want to be; 2) I just can't narrow it down; or 3) I have no idea what I want to be. From this initial selection, users engage in narrowing their career interests and plan for the road ahead. WIN ATLAS allows students to examine occupations in relationship to educational pathways and regional opportunities. Users have the ability to play out different career scenarios by filtering career clusters by region, salary potential and job zones.
- CCR counselors in the pilot program met to debrief their experiences with the career plans at the end of Year Two and agreed that schools should maintain autonomy in customizing the structure of career plans to meet the needs of their individual schools. Schools provided feedback to the developers of the WIN application. Schools that are adopting WIN will be ready to start implementing career plans using that platform during Year Three, and schools will begin expanding the scope of career plans to include more grade levels.
- Of 57 schools utilizing the WIN career planning application, 30 (or 52%) were implementing with fidelity, per WIN implementation guidelines.
- College and Career Readiness counselors had coordinated 82 student trips to visit post-secondary institutions, 35 trips to visit businesses or industries. Counselors collaborated with other entities in carrying out 64 college or career readiness events, and sponsored 194 events within their own schools.
- kid-FRIENDLY staff utilized Hall and Hord's Levels of Use concept and Kotter's Change Model to develop an interview tool as they met with CCR coaches throughout Year Two. Based on

data collected from the interview tool, kid·FRIENDLY staff then worked with CCR coaches to develop CCR Innovation Plans as well as professional growth plans.

- The external evaluation team has designed a research-based Personalized Learning Continuum to assist with formatively assessing schools' progress toward implementation of their Innovation Snapshots in Year Three.

### **Summary of Progress**

Per Project 4 leading indicators, at the conclusion of Year Two, 100% of schools were implementing individualized learning plans and 100% of College and Career Readiness Centers had developed innovation plans to guide their on-going improvement efforts. A second leading indicator for Project 4 stipulated the goal that percentage of students filing FAFSA forms in all grant-participating high schools would increase by 10%. While six of the grant's 23 high schools experienced increases in the percentage of students filing FAFSA applications (and one school experienced a 14% increase), other schools actually had a decline in the number of applications or remained at the same level as the previous year. CCR coaches and kid·FRIENDLY leaders will review these data and make appropriate improvement plans for Year Three.

kid·FRIENDLY guided schools in the revisions of their original Personalized Learning Plans into a briefer, more fluid format called an Innovation Snapshot. KF leadership mentors informally evaluated snapshots for clarity and focus and delivered coaching to school leadership teams accordingly. Snapshot implementation will begin in Year Three.

## **PROJECT 5: MANAGEMENT AND EVALUATION**

Project 5 (Management and Evaluation) provides guidance to the overall process of managing personnel, facilities, and expenditures related to a complex, multifaceted educational initiative. Year Two Scope of Work goals related to this project were categorized into the following key components:

- Upper-level leadership ensures components work together, meet regularly and ensure goals and school/student needs are met by working with teams

To refine the focus of the many kid·FRIENDLY activities, the leadership team worked with the USED staff to re-conceptualize the logic model guiding the grant into fewer all-encompassing projects guided by “drivers.” These have been more fully described in earlier sections of this report. Furthermore, the Year Two Scope of Work was also narrowed into more manageable and measurable strategies and activities (also reported earlier in this report).

Once the drivers were identified, the leadership team spent much time developing “Theories of Action” and a “Personalized Learning Framework” that described how each of the drivers would contribute to schools creating more personalized learning environments. Based on earlier drafts of these and other leadership team developed documents, each school was encouraged to develop a snapshot that described where the school currently was in personalized learning and its chosen innovation for the final years of the grant that would move the school toward promoting a more personalized learning environment.

- Consortium-wide tracking system to communicate formative progress & coordinate services (Not Begun)
- Chief Council on Fidelity (CCF) who observe and advise project implementation

This group met once and provided focus to the project. After a presentation on the school Innovation Snapshot work, the CCF recommended that the focus of Year Three and Four efforts be on schools were classified as “High Flyer” and “Middle of the Road.” The CCF suggested that high flyer schools be assisted in moving forward and sustaining their efforts and that middle of road schools be assisted in clarifying their vision and supporting their movement toward innovation.

- A national evaluator oversees data collection/analysis of the project

The evaluation team for this grant, entitled Rock Solid, continued to work with the kid·FRIENDLY leadership team and USED throughout the revision of the logic model and Scope of Work and provided feedback on drafts of kid·FRIENDLY documents. The evaluation team provided tools for documenting professional development and other planned activities related to the Scope of Work. Additionally, the evaluation team supported kid·FRIENDLY leadership efforts to develop leading indicators of progress for each project and related driver. Finally, the team worked with the Kentucky Department of Education and other state agencies to gather, analyze, and report the summative outcome data required by the USED.

As the grant begins to move into its last years, the evaluation team has been working with the kid·FRIENDLY leadership team to develop instrument to capture school-level differences in implementation of the drivers associated with the grant as well as each school’s movement toward personalization as a result of grant participation. The evaluation team is finalizing Driver Implementation and Personalized Learning Continuums as well as a methodical, defensible, and yet, manageable, process by which to capture school-level personalized learning.

Approximately \$1,749,000 was budgeted for this project for 2014-2015 and \$1,841,000 (105%) was spent.

**kid·FRIENDLY Activities Relative to Year Two Scope of Work:** 5.1, 5.1.2-5.1.5, 5.3, 5.3.1, 5.4. and 5.4.1-5.4.4.

**Scope of Work Project 5 Summary Table**

<b>SOW 5 N</b>	<b>Green</b>	<b>Yellow</b>	<b>Red</b>	<b>Blue</b>
12	92%	0%	8%	0%

## SUPPLEMENTAL PROJECT: PRESCHOOL PALS

The kid·FRIENDLY Supplemental Project (Preschool Pals) provides training and ongoing support for childcare centers, preschools, and in-home daycare through a cohort of itinerant Preschool Pals. Each Preschool Pal has a small toolbox of resources to share every other week so with centers, including classroom instructional strategies, read-alouds, and research-based curriculum. Although all Scope of Work activities were completed in Year One of the grant, this supporting work continued into Year Two.

The key driver for this project evolved into Community-Based Childcare. The kid·FRIENDLY leadership team articulated the “theory of action” behind this driver as: If (1) community-based childcare environments are conducive to literacy and inquiry based learning (2) students have opportunities to master academic content, develop social emotional skills, acquire dispositions, make choices and set their own goals and dreams, and (3) teachers and directors have opportunities to collaborate through professional learning experiences and activators of student learning; then students will meet and/or exceed kindergarten readiness goals and be school and life ready.

Some 90 planned events and/or professional development opportunities were provided to support this project and its related driver. The list below includes a few examples that were offered several times across various districts:

- Brigrance Training or Follow-up
- Literasci
- Dialogical Reading
- Developmentally Appropriate Practices
- Print Awareness
- Implementing Curriculum
- Early Math

See the kid·FRIENDLY Professional Development Year Two Documentation file (<http://www.wku.edu/rocksolid/reports.php>, APR Year Two Support Documents) under the “Childcare Trainings” tab for more details.

Approximately \$389,000 was budgeted for this project for 2014-2015 and \$587,000 (151%) was spent.

**kid·FRIENDLY Activities Relative to Year Two Scope of Work:** 6.1-6.4 (Note: All original USED SOW items related to this project were completed in Year One. The kid·FRIENDLY leadership team created four internal SOW items to monitor Year Two progress.)

**Scope of Work Supplemental Project Summary Table**

SOW S N	Green	Yellow	Red	Blue
4	100%	0%	0%	0%

## Highlights and Successes

- Efforts have been made and some success has been achieved in connecting Preschool Pals with school district preschool heads. For example, Preschool Pals have met one day per month with their assigned school district preschool coordinator or points of contact to foster collaborative efforts.
- Preschool Pals have also become participants in local area early childhood councils. Examples of success include the Simpson county-center director and principal for preschool attended council meetings
- Since January 2015, key kid·FRIENDLy staff related to the Preschool Pals work have met with Kentucky governor's office staff (Terri Tolin, Office of early childhood) to highlight the effectiveness of this work and to consider a state-wide model.
- Preschool Pals have been helping community-based child care centers prepare for Ekers 3 and STARS early childhood quality rating system.
- OVEC has hired preschool coordinators within its structure.
- Preschool Pals are given regular opportunities to present their work at GRREC has special education meetings.

## Summary of Progress

- All designated resource dollars for this project were spent on time and final resources were provided to childcare centers.
- In spring 2015, each childcare provider completed a questionnaire where they rated which Preschool Pal services have been most helpful toward supporting kindergarten readiness. Based on this data, Preschool Pals developed Innovation Snapshots.
- Preschool Pals collaborated to develop a Year Three and Four sustainability plan.
- During an April meeting with school FRYSC personnel, Preschool Pals presented some of their work. During a June leadership mentor meeting, the Preschool Pals work was introduced to school principals.
- Preschool Pals and kid·FRIENDLy staff are already looking toward the end of the grant and brainstorming who will carry their work forward and are engaging in conversations with state-level stakeholders regarding a sustainable model.

## Rock Solid Year Two Progress Evaluation Notes

In Year One, evaluation efforts centered on compliance management. As described in the Year One Annual Performance Report submitted to the U.S. Department of Education, as well as in the similar *kid·FRIENDLY Year One Progress Report*, the evaluation team reflected on the usefulness of a more comprehensive approach to evaluation. Specifically, Rock Solid recognized the importance of a focus on descriptive assessment of effort regarding planning, training, and implementation of the various program elements and activities; fidelity of implementation of the four primary grant projects (Students as Leaders, Leaders Developing Leadership, Personalized Learning, Competency-Based Instruction); and outcomes-based assessment (both formative and summative) of the effect of implementing the components of each primary project (i.e., to what extent did the grant have an effect on student achievement, other cognitive goals, and various non-cognitive measures of student attitudes and behaviors).

In Year Two, several changes to the focus and process of the kid·FRIENDLY projects occurred (e.g., development of GRIT in Project 1, shift from CBI to Communities of Practice in Project 3). Additionally, struggles to clarify and simplify the grant Logic Model and the SOW caused some delay in kid·FRIENDLY implementation processes. Although the evaluation team continued to monitor compliance, there was a shift toward evaluating implementation. This occurred through formative and summative assessment of project progress, using surveys of students and teachers, review of professional development event participant evaluations, analysis of student achievement data, and review of kid·FRIENDLY staff's documentation of work with individual teachers and school administrators. Additionally, some kid·FRIENDLY staff took the initiative to collect their own formative assessment data, using the CBAM Levels of Use and Stages of Concern tools to measure stakeholders' involvement and investment in kid·FRIENDLY projects. Also, once the SOW was simplified, kid·FRIENDLY began reporting implementation progress with accompanying documentation for SOW tasks through the USED GRADS 360 system.

From the external evaluation team's perspective, perhaps the most time consuming (yet, we anticipate, fruitful) task in Year Two was the kid·FRIENDLY leadership team's efforts to develop the Theories of Action and Personalized Learning Frameworks graphics in order to articulate the grant vision among themselves and to participating school. kid·FRIENDLY actively sought feedback from the evaluation team as they developed these graphics. As these graphics and the ideas behind them developed, they proved to provide a more manageable framework than the SOW, allowing the kid·FRIENDLY leadership team to reflect more easily on the relationship between project tasks and "grander vision" of the grant. These graphics also provided additional structure for the Rock Solid team's evaluation work.

In Year Three, evaluation efforts will focus on review of artifacts and classroom observations to determine the effect of kid·FRIENDLY drivers on personalized learning at the individual school level. As the new year begins, the evaluation team has been surprised to discover the number of kid·FRIENDLY staff changes that will occur, including the overall project director position; however, the team is reasonably optimistic that the groundwork established in Years One and Two, in particular the Theories of Action and Personalized Learning Frameworks graphics, will allow these new leaders and staff to get quickly up to speed to continue progress toward personalized learning.



In closing, below is a list of what the Rock Solid evaluation team sees as potential challenges and concerns related to the work of kid·FRIENDLy staff and participating schools, as well as our evaluation efforts, as this grant moves into its final two years:

- Bringing the work and aims of each project together under a comprehensive “personalized learning” umbrella.
- Helping schools (particularly, school- and district-level leadership) see how the work and aims of each project come together under a comprehensive “personalized learning” umbrella.
- Helping schools (particularly, school- and district-level leadership) incorporate the essential elements and ideas of each project toward sustaining and continuing to further a comprehensive “personalized learning” mindset in schools.
- Our continuing to negotiate with the educational cooperatives, kid·FRIENDLy staff, and schools to get sufficiently valid, reliable, and complete data in order to evaluate and report accurately the level of progress each school has made toward personalized learning.

**APPENDICES**

## Appendix A: 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.
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	Hire	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	Bonnie Spears		
24	Beth Benjamin	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.
25	Jeremy Camron		
26	Joy Coffey		
27	Susan Colbert		
28	Angela Dubree		
29	Allison Frederick		
30	Mitzi Holland		
31	Robin Loy		
32	Brenda Line		
33	Robin Roxin		
34	Angela Russell		
35	Josh Satterly		
36	Eric Sexton		
37	Pam Waters		
38	Ellie Wright		
39	Jamie Buchanan		
40	Maggie Gorman		
41	Erica Bauling		
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.

#	Names	Hire	Description of role and responsibilities
50	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.
51	Dennis Horn		
52	Steven Moats		
53	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.
54	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.

#	Names	Hire	Description of role and responsibilities
55	Rock Solid	External Evaluator	
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.
57	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.
58	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.
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 B: kid·FRIENDLY Organization Chart

