kid·FRIENDLy Year Three Progress:

AN EXTERNAL EVALUATION REPORT BY THE
WKU ROCK SOLID EVALUATION TEAM

ROCK SOLID
Evaluation Services

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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 Educational 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, currently consisting of 68 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 third project year (Year Three), ending June 30, 2016.

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*[1] 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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[1] 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 ™ (TLIM) 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 are capitalizing on the strategies associated with TLIM to promote student agency through curriculum, instruction, and assessment delivery models. Ultimately, the strategies help students 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 are developing 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 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, another seasoned staff member from GRREC stepped into the role. This second project

director also retired in July 2015. Year Three efforts have been under the guidance of a third director.

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 Three. 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)[2], which shifted or re-aligned some work and priorities within the original projects described earlier. After three years of the project, several measures of progress toward implementing project tasks and goals are evident. Most promising was the development of the Driver Implementation and Personalized Learning (DI/PL) Continuums (recently renamed the DI/PL Maps and described most fully under Project 5: Management and Evaluation later in this document). All schools completed a self-assessment using the DI/PL Maps during Year Three. As will be described throughout this report, because of the DI/PL Maps, preliminary relationships among project implementation, movement toward personalization, and project outcome measures are becoming more understood and are guiding kid·FRIENDLy personnel and participating school discussions.

OVERVIEW OF RTT-D STRATEGIES

As described in the Year Two APR, Year Two focused on translating projects into key drivers to serve as key strategies for helping schools and districts achieve the ultimate goal of developing more personalized learning environments:

- Project 1: Students as Leaders – Driver: TLIM (K-8) and GRIT (9-12) led by the Student Empowerment Director
- Project 2: Leaders Developing Leadership – Driver: Community of Learners led by Leadership Mentors
- Project 3: Competency-Based Instruction – Driver: 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

Year Three involved bringing the key driver work and subsequent DI/PL Maps work together toward creating a common language and understanding among kid·FRIENDLy personnel and participating schools.

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[2] 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.

Year Three also involved several continued adjustments to the original grant strategies based on what the kid·FRIENDLy leadership team learned from Year Two implementation. For example, the team recognized the power of bringing together Communities of Practice (Teacher Leaders) and Community of Learners (principals and other administration) members, and, thus, hosted a September 2015 forum at both GRREC and OVEC locations where school administrators and Teacher Leaders revisited, updated, or sometime rewrote their innovation snapshots first developed during Year Two (see: kidfriendlyky.com/innovation-snapshots/). This also gave principals opportunities to hear first-hand about the innovations their schools' Teacher Leaders were implementing in their classrooms.

Additional key strategies the kid·FRIENDLy leadership team employed during Year Three included:

- Leadership mentors working with Community of Learners using shared project language. Early in the grant, leadership mentors mainly met with principals to "check their pulse" and be a sounding board, but they were not really asking school administrators about how the grant was going or how the school's Teacher Leader was faring. In Year Three, as the kid·FRIENDLy leadership team settled on driver language and then the evaluation team translated that into the DI/PL Maps, mentors not only introduced the Maps and walked principals through the self-assessment process (outlined in an accompanying *Manual for School Self-Assessment on the Driver Implementation and Personalized Learning Maps*) but they continued to use the DI/PL Maps language to focus all subsequent meetings with principals.
- The continued and expanding work of the College and Career Readiness Counselors, especially in establishing and supporting GRIT teams.

The kid·FRIENDLy project reached the following milestones in Year Three that serve as indicators of continued progress toward long-term grant goals:

- Related to Project 2: Leaders Developing Leadership (Driver: Community of Learners) and Project 3: Competency-Based Instruction (Driver: Communities of Practice), Learning Forums brought these two sources of school leadership (principals and Teacher Leaders) together. These two groups represent the centers of change that will be necessary as schools move toward sustaining personalized learning environments once the kid·FRIENDLy project ends.
- Related to Project 3: Competency-Based Instruction (Driver: Communities of Practice). Over 300 teachers from the 22 districts, representing over 100 schools, participated during Year Three. Some 400 teachers have participated over the life of the grant, with 100 new teachers in Year Three joining in from schools that have not participated in Competency-Based Instruction activities in previous years.

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 continued to grow, with some GRIT teams (comprised of students) being empowered to make significant changes to school procedures and policies.
- 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. Over 300 Teacher Leaders developed "learning labs" in their classrooms based on thinking strategies protocols (similar to instructional rounds). Teachers identified

"look fors" that coaches came to observe and then to provide feedback. Additionally, some Teacher Leaders had other Teacher Leaders or "regular" teachers in their schools observe them. All schools now have at least one learning lab with each district moving toward establishing at least one demonstration classroom during the Year Four of the grant.

● Teacher Leader Mini-Grants (see more details below)

Year Three also saw the finalization and implementation of a new instrument/assessment:

● The DI/PL Maps (see wku.edu/rocksolid/dctools.php) – Described in more detail under Project 5: Management and Evaluation later in this document, the Maps were completed by all schools as a self-assessment. More importantly, after a February 18, 2016 presentation by the Rock Solid Evaluation Team on DI/PL Maps self-assessment results, as well as school reflection themes, during the March 22, 2016 kid·FRIENDLy team leadership meeting to address the sustainability of initiatives after the grant ends, team members working in each district analyzed Map results by schools within each district for patterns to plan supports and interventions for the rest of the grant. After much discussion, they agreed that the DI/PL Maps represent the tool needed to prepare schools for sustainability. Throughout sustainability meetings throughout the rest of Year Three at both GRREC and OVEC location, Map results were continually revisited and cited for district and school planning. Thus, through the Maps, relationships among project implementation, movement toward personalization, and project outcome measures are becoming more fully understood and are guiding future kid·FRIENDLy personnel and participating school discussions.

ACCOMPLISHMENTS AND HIGHLIGHTS

As described in the Year Two APR, Year Two work focused on translating projects into key drivers. These drivers were envisioned as key paths or tools for helping schools and districts achieve the ultimate goals of becoming more personalized learning environments. Year Three involved beginning efforts to bring Community of Learners and Communities of Practice groups together so that teachers and school- and district-level leaders combined their knowledge and efforts toward developing whole school personalized learning environments. Additionally, the DI/PL Maps are now the recognized tool for guiding Year Four's work toward sustainability.

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: education.ky.gov/educational/ccadv/ilp) to provide a template for student individual learning plans. However, kid·FRIENDLy under the leadership of the Student Empowerment director has continued the work of developing a "For Me/By Me" profiles that build on the TLIM Student Data notebook. Templates have been created to include student-developed short-term and long-term goals. As this expands into higher grades, this process is becoming part of the GRIT profile. Part of this work has included defining various related terms, such as ILP, IEP, "For Me/By Me," and how each contributes to a school's broader goal of personalized learning.
● Adapted/Redesigned Classrooms Supporting Personalized Learning – Teacher Leader mini-grants were first provided in Year Two to lead teachers in each school to support their implementation of personalized learning aspects described in their school's Innovation

Snapshot. As anticipated, Year Three saw one or more of the Teacher Leaders in each school creating lab classrooms (a key step toward the eventual goal of identifying and supporting district-level demonstration classrooms) so that other educators could observe aspects of personalized learning in action.

- Technology Resources Supporting Personalized Learning – Through kid·FRIENDLy, schools have continued to be able to purchase WIFI, software, and electronic devices. 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 kid·FRIENDLy) that provides students career exploration.

- Partnerships with External Organizations – The kid·FRIENDLy project has continued partnerships with the following organizations in Year Three 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 – Year Three kid·FRIENDLy funds have allowed each school to choose software that focuses on reading intervention for struggling readers in the 3rd grade.

How has RTT-D improved organizational and human capital structures?

- New or Redefined Roles Supporting RTT-D Programs and Objectives – One of the biggest lessons learned through this project has been the need to focus more on the process of personalization versus various "packaged" products that purport to support personalization. For example, although TLIM materials were helpful in moving schools toward the larger grant goals of student empowerment and student agency, recent copyright challenges related to end of grant funding suggest schools may have been able to develop equally sustainable practices by recognizing that Kentucky's new Professional Growth and Effectiveness System embodies standards related to student agency and then exploring with kid·FRIENDLy how to support teachers as they sought how to empower their students.

- 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 its path toward developing as statewide teacher evaluation system, known as the Professional Growth and Effectiveness System (PGES). However, new ESEA provisions potentially will allow states and schools to consider new systems. Regardless, kid·FRIENDLy has starting working with school personnel (e.g., leadership mentors talking to principals) to show them how many aspects of personalized learning described in the DI/PL Maps connect to PGES standards. In

particular, many elements in the PGES "exemplary" level reflect teachers giving their students more voice, choice, and student agency, all concepts associated with personalized learning.

PARTNERSHIPS AND COLLABORATIONS

Regarding the governance structure of the grant, Appendix A presents the kid·FRIENDLy personnel in place through June 30, 2016 and a brief description of the responsibilities related to the overall project. Appendix B provides the current kid·FRIENDLy organizational structure. As described in the Year Two APR, the roles of many of the kid·FRIENDLy staff were further clarified during 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 Three 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 Three Documentation file (see wku.edu/rocksolid/reports.php, APR Year Three Support Documents) for more details. Additionally, the tab marked "4.3.3 YR 3 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 continues to be 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 Implementation Challenges

- Bringing Everything Together – Because of the number of districts and schools and the sheer complexity of the kid·FRIENDLy project, it has been difficult for all stakeholders (including kid·FRIENDLy staff) to see how all initiatives and support systems connect. Even at the end of Year Three, it has remained difficult to discourage staff and schools from working in isolation, with "tunnel vision" regarding their specific piece of the puzzle. However, the kid·FRIENDLy leadership team and staff have agreed that the DI/PL Maps have become the needed apparatus to help everyone see the same picture and speak the same language.
- Re-assembling kid·FRIENDLy Staff into District Teams – Similar to the above point, staff members often only have seen and understood their part in the project. As Year Three ended and the kid·FRIENDLy project director planned for Year Four, it was decided that from this point forward kid·FRIENDLy and district staff would be grouped into collaborative teams. Furthermore, Year Four of the grant will emphasize the districts' roles in supporting and sustaining the work versus kid·FRIENDLy doing something "to them or for them."
- Coaching for Sustainability – kid·FRIENDLy was not intentional from the beginning of the project in identifying at least one school person both to coach as well as to train how to coach

others towards the goal of sustainability. Teacher leaders received coaching, but were not in turn taught how to coach others. This work will be a focus of Year Four.

- Focusing the Work and Conversations of Leadership Mentors – Early in the project, leadership mentors met with principals to "check their pulse" and be a sounding board, but mentors did not focus on asking principals how the grant was going or how the school's Teacher Leader was faring. During Year Three, as kid·FRIENDLy settled on driver language and then the evaluation team translated that into the DI/PL Maps, leadership mentors not only introduced the DI/PL Maps and assessment process (via the *Manual)* to principals in preparation for the self-assessment period, but they have continued to use the DI/PL Maps to focus all subsequent meetings with principals.
- Empowering Teacher Leaders – After a very slow start, Teacher Leader mindsets have greatly changed in a very short time during Year Three. kid·FRIENDLy believes that the introduction of Teacher Leader Forums (the last in Year Three held in February 2016) have helped Teacher Leaders learn from one another. Additionally, Teacher Leaders have begun to believe (after kid·FRIENDLy staff assured them that their administrators were "on board") that they truly have been given permission to experiment in their classrooms. It also seems that a combination of TLIM/GRIT plus other grant tools and experiences have recently embolden Teacher Leaders to attempt truly innovative practices in their classrooms.

Setbacks and Delays

- Overcoming an Inordinate Focus on Technology – Although kid·FRIENDLy has supported school efforts to enhance technology, there is still the notion that technology is essential (and sometimes equal) to personalized learning. Unfortunately, even as teachers are using more technology, many student tasks continue to be very low level and to lack rigor. Many classrooms have become more self-paced, flipped, or blended classrooms, but it is doubtful they are more engaging or personalized nor do they seem to encourage more thinking than more traditional classrooms. At the same time, there is some evidence that a few Teacher Leaders are "hitting the wall" and recognizing that technology can enhance but not replace good teaching practices related to personalizing student learning; thus, they are learning lessons about what technology can/cannot do and trying new approaches toward more personalized learning.
- Empowering GRIT Teams – College and career readiness counselors acknowledge that most student GRIT teams are not truly "empowered" with "voice and choice." Instead they are being offered superficial items (e.g., what color to paint the cafeteria) to discuss instead of affecting the school climate more generally. However, there are pockets were GRIT teams have been allowed to review and make recommended changes to school policies. Some teams, such as in Campbellsville, have even gotten their community more involved.
- Diversifying GRIT Teams – Additionally, in many schools GRIT team membership still reflects "star students" rather than being open to all students, especially those students not often given a voice in their schools.
- Sustainability of TLIM/GRIT coaching - A pressing issue for the kid·FRIENDLy leadership team is how to support schools who wish to continue with the TLIM or GRIT processes after the Franklin Covey coaching resources are not available in Year Four. The kid·FRIENDLy leadership team is working on strategies to support high flyers that want to reach the milestone of becoming a Lighthouse school and to overcome financial barriers to sustain the program for schools who want to use it to continue to empower their staff and students.

Other Lessons Learned

- Instilling Ownership Earlier – kid·FRIENDLy acknowledges missed opportunities in involving stakeholders early in the grant toward "owning" the project goals and process instead of just offering resources and services. If this mindset could have been instilled earlier, then funds and resources could have been more "personalized" to meet the needs of each district and school rather than the "one size fits all" approach followed for most of the grant. However, Year Four will be characterized by the more personalized approach—supporting schools and districts as they identify what they need to continue toward sustainability.

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 Franklin Covey (FC) for elementary and middle schools, and 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 Year Three, project 1, Student Empowerment, aimed 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. Furthermore, the student empowerment theory of action and personalized learning language was brought together under the DI/PL Maps, discussed throughout this document.

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

- As of June 1, 2016, Cohorts 1 and 2 elementary and middle schools (n = 86) have participated in two-day fall and winter community coaching sessions; Cohort 1 elementary schools (n = 37) have received one-day onsite coaching session; Cohort 1 middle school (n = 6) and Cohort 2 middle schools (n = 17) have received two-day onsite coaching sessions: Achieving Schoolwide Goals Faculty Lighthouse and Empowerment Day.
- Cohort 2 high schools (n = 22) have participated in two-day onsite coaching session: Leading the Speed of Trust and GRIT Empowering Greatness Day. Student GRIT teams from a selection of high schools have participated in the Regional Synergy sessions.

See the kid·FRIENDLy Professional Development Year Three Documentation file (wku.edu/rocksolid/reports.php, APR Year Three Support Documents) for more details.

kid·FRIENDLy Activities Relative to Year Three Scope of Work: 1.2, 1.2.3, 1.2.6, 1.2.7, 1.2.10, and 1.2.12.

Scope of Work Project 1 Summary Table

SOW 1 N	Green	Yellow	Red	Blue
6	100%	0%	0%	0%

Highlights and Successes

- Over Year Three, certified and classified staff in kid·FRIENDLy schools have participated in several Franklin Covey trainings mentioned above.
- Based on FC coaches' ratings from their interactions with schools and staff in the mid of year 2015-2016, among 44 Cohort 1 elementary and middle schools, 23 schools (51%) are considered to be implementing TLIM with high-fidelity (Green), 17 schools (38%) are on the right track but still in need of support (Yellow), and 4 schools (11%) are not implementing the program (Red) or choosing not to continue with TLIM. Among 45 Cohort 2 elementary and middle schools, 27 schools (60%) are considered to be implementing TLIM with high-fidelity (Green), 12 schools (27%) are on the right track but still in need of support (Yellow), and 6 schools (13%) are not implementing the program (Red). Among 22 Cohort 2 high schools, 9(41%) schools are implementing GRIT program with high-fidelity (Green), 10 (45%) schools are on the right track but still need support (Yellow), and 3 (14%) schools are not implementing GRIT (Red).
- TLIM implementation fidelity has improved from the midyear to end of year 2015-2016. Based on the end of year 2015-2016 FC Coaching report, among 44 Cohort 1 elementary and middle schools, 28 schools (64%) are considered to be implementing TLIM with high-fidelity (Green), 9 schools (20%) are on the right track but still in need of support (Yellow), and 7 schools (16%) are not implementing the program (Red). Among 45 Cohort 2 elementary and middle schools, 28 schools (63%) are considered to be implementing TLIM with high-fidelity (Green), 11 schools (24%) are on the right track but still in need of support (Yellow), and 6 schools (13%) are not implementing the program (Red).
- All kid·FRIENDLy schools have self-assessed using the DI/PL Maps developed by the Rock Solid team.
- The Rock Solid external evaluation team visited six schools (two elementary, two middle, and two high schools) who rated themselves high on the DI/PL Maps. The independent ratings on Driver 1 (Student Empowerment) by the Rock Solid team are highly consistent with schools' self-assessment.
- 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. Five elementary schools have been designated as Lighthouse schools.
- The GRIT program has been intensified in high schools. In November 2015, hundreds of high school student leaders and educators from 13 GRREC/OVEC districts converged and worked on developing themselves as leaders in their schools and communities, as part of the process called *GRIT – Goal Driven Resilient Influential Teens*. According to the professional development evaluation of the GRIT Empowering Greatness workshop, over 95% of participants reported positive learning experiences (e.g., high quality workshop structure, usefulness of content, deeper understanding of GRIT goals and outcomes, organizational support), and 88% of participants agreed that the information learned from the training will ensure the initiative is implemented and monitored. Suggestions for improvement included greater student involvement and more time for adult-student interactions.

● The second annual Regional GRIT Synergy Session was held in April 2016. Students, school principals, and educators from nine regional high schools networked and shared strategies to empower more students to take on leadership roles, co-create their learning environment, set goals, increase their self-awareness, and become future ready.

Summary of Progress

Regarding individualized learning, 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. The kid·FRIENDLy team has worked with Personalized Learning LLC to develop a "For Me/By Me" profile that aligns with Individualized Education Plan and Individual Learner Plan. The profile allows students to provides information about themselves that would be valuable for a teacher to know about their talents, aspirations and personal life goals to intentionally help the teacher include voice, choice, and self-awareness so students are empowered to develop agency.

Regarding student outcomes, TLIM and GRIT 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 continuous support in high schools. Over the Year Three, 41% of high schools are considered high implementers (Green), 45% high schools just started implementing the program (Yellow), and 14% high schools are not engaged in the GRIT implementation (Red). kid·FRIENDLy has used important documents such as the Personalized Learning Framework, Students as Leaders Project Logic Model, Student Empowerment Leading Indicators, Theory of Action, and Pathway Maps to guide schools' personalized learning plans. The DI/PL Maps created by the Rock Solid evaluation team have served as important guidelines for kid·FRIENDLy schools to gauge the implementation quality of student empowerment driver and progress of each school moving toward personalized learning. As of January 2016, all kid·FRIENDLy schools have rated themselves on the Maps. Schools' ratings on the implementation of Driver 1: Student Empowerments show a positive and significant correlation with their personalized learning status (see more details under Project 5: Management and Evaluation). These results suggest that the stronger implementation of student empowerment, the more likely schools are personalizing student learning. The student engagement and satisfaction data collected by the Rock Solid team are under analysis. As a next step, the kid·FRIENDLy leadership team will reflect on lessons learned, inputs, and outcomes to determine the degree to which schools are developing environments that support student agency and personalized Learning.

Regarding human capital, a pressing issue for the kid·FRIENDLy leadership team is to build a sustainability plan for schools who wish to continue with the TLIM or GRIT processes after the Franklin Covey coaching resources are not available in Year Four. The kid·FRIENDLy leadership team is working on strategies to support high flyers that want to reach the milestone of becoming a Lighthouse school and to overcome financial barriers to sustain the program for schools who want to use it to continue to empower their staff and students.

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 continues to collaborate with the Kentucky School Board Association to design tools to assist with feedback for effectiveness of boards of education.

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:

- An OVEC region "Principals' Get Together" to help school leaders better understand how the kid·FRIENDLy drivers work together toward schools becoming more personalized learning environments.
- A combined Communities of Practice and Community of Learners "Learning Forum" meeting (one two-day event for kid·FRIENDLy GRREC districts and a one-day event for OVEC districts) in September informed principals and other administrative staff about the kid·FRIENDLy initiatives occurring in their schools.
- kid·FRIENDLy project leaders led an Executive Coaching book study for leadership mentors.
- Multiple kid·FRIENDLy leadership team and staff sustainability meetings.
- Additional monthly or otherwise regular meetings described below.

See the kid·FRIENDLy Professional Development Year Three Documentation file (wku.edu/rocksolid/reports.php, APR Year Three Support Documents) for more details.

kid·FRIENDLy Activities Relative to Year Three Scope of Work: 2.1, 2.1.2, 2.1.5-2.1.7, 2.2, 2.2.1, 2.2.3, 2.2.4, 2.2.6, 2.3, and 2.3.3-2.3.6.

Scope of Work Project 2 Summary Table

SOW 2 N	Green	Yellow	Red	Blue
15	100%	0%	0%	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 several times over Year Three.
- 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 brought these two groups together for a "Learning Forum" described earlier.
- Over Year Three, more and more principals have begun attending Community of Learners meetings as they have learned more about their Teacher Leaders work as part of the Project 3 driver, Communities of Practice.
- Besides making meetings with principals more focused and intentional (described below), leadership mentors took the lead in preparing principals and other school staff for the DI/PL Maps and self-assessment process. Mentors walked school staff through the *Manual* and advised them on strategies in creating a school leadership team to conduct the self-assessment. Again, results from the self-assessment now inform and guide leadership mentor discussions they are having in their monthly meetings with principals.

Summary of Progress

Regarding human capital, the leadership mentors meet 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, the DI/PL Maps provide common language and a "roadmap" for mentors and school leadership in discussion about implementing kid·FRIENDLy initiatives and preparing for sustainability as the project ends after Year Four. Finally, Year Three has been characterized by more frequent and focused leadership mentor and other Community of Learners meetings:

- Leadership mentor group meetings with kid·FRIENDLy project directors
- Multiple Points of Contact and Principal group meetings in GRREC and OVEC offices
- Monthly meetings between leadership mentors and their assigned principals and schools
- Regularly scheduled kid·FRIENDLy leadership meetings with superintendents and other district level staff
- Cognitive Coaches group meetings

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) are being developed to focus on personalized learning to support student growth goals. Teacher Leaders are receiving 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.

Year Three marked the next phase of implementation for Project 3. Demonstration Classrooms continue to be established, and professional development focusing on Problem-Based Learning continues. Three Learning Forums were held for the second cohort of teacher participants. Cognitive Coaches continue to work with Teacher Leaders to implement their chosen innovations. kid·FRIENDLy staff, as well as outside experts, have provided extensive training on Google Classrooms, at the beginning, intermediate, and advanced levels. The next step in Project 3 is focusing on sustaining personalized learning once grant supports have been exhausted, and many Project 3 activities during Year Three have already focused on sustaining personalized learning.

Learning lab observations with Cognitive Coaches were completed in 291 classrooms during Year Three with each teacher receiving feedback on focus aspects of their lessons that they identified. Additional learning labs were open for other Teacher Leaders in the school to observe and give feedback to the host teacher. Protocols were developed and closely aligned with Public Education & Business Coalition (PEBC) Thinking Strategies. Teachers submitted reflection forms about the observation process. Cognitive Coaches have redefined/clarified the difference between Learning Labs and Demonstration Classrooms. The new definition is as follows:

> An important aspect of the kid·FRIENDLy work includes the development of two types of lab classroom models. Each represents a professional learning model that takes place in a teacher's classroom during the normal school day.

The first, a Learning Lab, is described as a classroom with a teacher who is ready to share and receive feedback on a specific focus or personalized learning. The Learning Lab helps teachers create a vision of a personalized learning for their classrooms, implement new practices learned from their communities of practice, and receive coaching and feedback from the kid·FRIENDLy Cognitive Coaches and other Teacher Leaders in the building. Also, the Learning Lab provides incubation for the second type, the Demonstration Lab. In this type of lab classroom, teachers have refined their personalized learning vision and possess a repertoire of new, innovative strategies, including training in student-centered learning.

These Demonstration Lab teachers will serve as hosts for teachers within the building and visiting education practitioners external to the school. The visits will be framed by a protocol that includes a pre-observation meeting, observation, and a debrief meeting conducted by a facilitator from the school or district. These Demonstration Labs provide guests a way to see ideas in practice and an opportunity to hone their own professional practices.

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

- Professional Development for Teacher Leaders focusing on Project-based Learning, Student Empowerment, Real-World Application, and Digital Natives
- Needs Based Professional Development – e.g., Strategies to Personalize Learning with Cognitive Engagement in Your Digital Classroom
- Technology Professional Development trainings, including Google for your Classroom and YouTube for Educators
- Two Teacher Leader Forums (described below)
- Preschool Pal Professional Development in Early Mathematics

See the kid·FRIENDLy Professional Development Year Three Documentation file (wku.edu/rocksolid/reports.php, APR Year Three Support Documents) for more details.

kid·FRIENDLy Activities Relative to Year Three Scope of Work: 3.1, 3.1.1-3.1.3, 3.2, 3.3, 3.3.2-3.3.5, 3.3.7-3.3.9, 3.4, and 3.4.3-3.4.4.

Scope of Work Project 3 Summary Table

SOW 3 N	Green	Yellow	Red	Blue
16	4%	0%	6%	0%

Highlights and Successes

- *Teacher Leader Mini-Grants*

Project 3 supported Teacher Leaders' innovations by continuing to provide mini-grants in Year Three. Schools from ten districts applied for mini-grants in Year Three. These were districts that either had new schools enter the grant or schools who waited to order equipment/supplies. Each Elementary and Middle School that had a team of 3 were given $2500. Each high school that had a

team of 4 received $3000. Some schools had partial teams that received partial awards. The most frequently ordered items were furniture for personalizing the environment and technology.

- *Learning Forums*

The Communities of Practice Learning Forums were instrumental in reaching several of the overall goals of Project 3. In Fall 2014, 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 three Domains of Practice: Real World Application, Digital Natives, and Student Empowerment. Three Learning Forums were held for the second cohort of teacher participants (July, September, and February). During the July Learning Forum, all teachers in the first cohort participated in Problem-Based Learning training by the Buck Institute. Additionally, 90 new teachers participated in experiences related to the Three Domains. In the September Learning Forum, school principals and teachers worked on revising School Snapshots and the Three Domains were introduced to the principals. Participants also observed classrooms and visited Learning Labs. A Learning Lab process was established to help Teacher Leaders move along a trajectory from working only with a Cognitive Coach; then to working with other Teacher Leaders; followed by working with kid·FRIENDLy participants not directly involved with Communities of Practice; and finally, to the Demonstration Classroom level, where other teachers not involved in the kid·FRIENDLy project can observe their classrooms. Cognitive Coaches help Teacher Leaders assess their own readiness for moving towards Demonstration Classroom status by collecting evidence through observation, debriefing with Teacher Leaders, and encouraging them to reflect on their personalization processes. Forms used for this process are included in a kid·FRIENDLy Protocol Learning Labs Coaching Notebook.

Based on feedback from the September Learning Forum, the February Learning Forum was structured to allow more choice and leadership on the part of the Teacher Leaders. The February forum was structured as a conference and held for three days in Louisville, Kentucky. On Day One, teacher participants chose from a total of 35 presentations across five sessions presented by Teacher Leaders and kid·FRIENDLy staff. Thirty Teacher Leaders presented on topics such as, "Technology, Voice, and Choice in the Flexible Learning Classroom," "Getting Started with Personalized Learning in Middle School," and "Personalized Learning in Life: Science-Inquiry Labs, Alternative Assessment." Approximately 80 Teacher Leaders led sessions during the February forum. kid·FRIENDLy staff presented on topics such as Google Classrooms, Visible Thinking Routines, a College & Career Readiness Roundtable, and Preschool Pals MakerSpace. On Days Two and Three, teacher participants chose from 25 presentations across five sessions each day.

Participant evaluations of the February forum were overwhelmingly positive, and teachers have since requested more similar events. Mean scores on a post-forum survey ranged from 3.2 to 3.64 on a 4-point Likert scale (4 - Strongly Agree, 3 – Agree, 2 – Disagree, 1 - Strongly Disagree) across all categories (initiative goals, workshop structures, participant's learning, and organizational support). All attendees agreed that the forum prompted them to reflect on their professional practices concerning personalized learning environments for students. All attendees also agreed that the forum motivated them to acquire new knowledge and skills. Over 97% of participants agreed that the material presented during the forum was "relevant and useful." Participants reported that the forum resulted in "more ideas for student voice and choice, as well as for student empowerment

that is relevant to my school/classroom" and that "meeting with people in my content area showed me how I could put this into practice" (February Forum, Initial Report).

- *Feedback from Cognitive Coaches*

Teacher Leaders continue to extend and refine their use of personalized learning formats in their classrooms. 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 addressed by others in the future. Many Teacher Leaders are now collaborating, and Cognitive Coaches continue to provide feedback to help teachers increase personalization. As the focus of the project shifts to sustainability, Cognitive Coaches have identified additional potential Demonstration Classrooms.

Summary of Progress

- *Individualized Learning: Communities of Practice*

Three Learning Forums were held (July, September, and February). See "Highlights and Successes" section above for further details.

Cognitive Coaches met with Teacher Leaders a minimum of 10 times in face to face sessions, forums, and/or virtually. During the meetings, Cognitive Coaches provided feedback on Teacher Leaders' progress towards personalized learning. Examples of Cognitive Coaches' documentation of their feedback to Teacher Leaders are below.

> "Ryan has year planned out, but wants to get students to justify answers and can see how choice can be offered in his plans with small adjustments. He is interested in what PBL looks like as he is doing projects now as culminating events as opposed as "main course." Shared PBL book from summer Forum and BIE website for him to explore. Ryan after our last coaching meeting did provide more choice in presentation over learning about Roman/Greek History. He said one group used Mind Craft as a way to demonstrate learning."

> "Jessica has made TREMENDOUS progress throughout the CoP program! She has implemented, with fidelity, nearly every PL strategy introduced over the past 1.5 years!! During the current meeting, we discussed her PBL kickoff today with the "House Building Project" to find ways of conserving heat energy through insulation and other house building-energy saving strategies. Kids are going to be thrilled! For future PBL projects, we may need to work on developing the Driving Question with Jessica to make it more engaging for students--sounds a bit teacher-ish in its current version; nevertheless, I think the hands-on nature of the kickoff and actual project will engage kids to a high level! Also, Jessica and another teacher are finishing up a self-paced repository website for their students to self-pace science units!! Jessica also is empowering students who are far ahead (either through Unit Completion or Pre-Test) by making them "Expert Students" and having them teach other small groups of students who may be struggling on the Unit or a particular concept within a Unit. Jessica is really encouraging her principal to move toward standards-based grading so that students can identify specific concepts that they do not understand: rather

than just saying 'I don't get it!' Next steps for Jessica are finalizing the Google Doc Action Plan. We went over her extensive notes on the Kat Gentner Action Plan today. Also, we want to set up a Learning Lab A for October (maybe November), depending on school schedules, Unit schedules, and Fall Break."

- *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 2015, 26.4% of Teacher Leaders scored 3: Management or higher on the Concerns Based Adoption Model (CBAM) Stages of Concern. By Fall 2016, 29.7% of Teacher Leaders scored 3: Management or higher, indicating some progress towards the Leading Indicator goal of 50% of Teacher Leaders scoring 3: Management or higher by Spring 2015.

Level of Use scores, used as a formative measure of innovation use, increased substantially in Year Three. The majority of Year Three teachers (64.9%) scored 3-Mechanical or higher in June 2016. 37.4% of teachers scored above 3-Mechanical. The average Level of Use score increased from 2.9 in 2014-2015 to 4.17 in 2015-2016, indicating that teachers are moving beyond deciding how to implement the innovation toward refinement (improvement) and integration of the innovation with other initiatives.

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

All Needs-Based Competency Based Instruction Professional Development activities were related to teaching practices.

Integration of technology has continued with Google training for Teacher Leaders, and follow-up on technology training by cognitive coaches. The Strategies to Personalize Learning with Cognitive Engagement in Your Digital Classroom training was also offered.

- *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:

> "With students working independently, teachers now have more availability to conference with small groups of learners. Additionally, with many of the lessons loaded online by teachers to Google Classroom or other learning platforms, students have readily accessible lessons and videos online to work on their assignments from home, school, the public library, or McDonald's – anytime, anywhere learning!" (Patrick Riley, kid·FRIENDLy Cognitive Coach, Messenger-Inquirer, May 2016)

- *Human Capital*

322 teachers from 102 schools in 22 districts participated in Project 3 activities during Year Three.

- *Innovation Configuration Map Development (SOW 3.3.2)*

Grant evaluators collaborated with kid·FRIENDLy staff and schools to develop Driver Implementation and Personalized Learning Maps, based on the Innovation Configuration Map framework. Schools used the DI/PL Maps 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 sustainability plans for Years Three and Four of the kid·FRIENDLy project.

- *Focus on sustaining Personalized Learning*

Teacher participants have expressed appreciation of the concrete feedback they receive from Cognitive Coaches regarding their progress with the personalization process. The professional conversations with Cognitive Coaches and other Teacher Leaders, as well as the opportunity to present at Learning Forums have received overwhelmingly positive feedback from participants. In reference to professional development opportunities focused on personalized learning, one veteran teacher stated, "This is the spark I needed to keep me going." Following the Learning Forums, several Teacher Leaders expressed an interest in more opportunities to share and communicate with other Teacher Leaders, so kid·FRIENDLy is working on developing a listserv for this purpose.

Other topics kid·FRIENDLy plans to address related to sustaining Personalized Learning through Project 3 include:

- How can Teacher Leaders promote and sustain Personalized Learning through Learning Labs?
- How can kid·FRIENDLy continue to support Personalized Learning while allowing schools to take ownership?
- How can the impact of Project 3 expand beyond the classrooms of Teacher Leaders at each school to impact other faculty and students?

Teacher Leaders have provided positive feedback about their experience with the grant:

> "I am excited for the future possibilities for this unit. I am also planning on designing several other small, self-paced units for my other classes. Being a part of the kid·FRIENDLy grant has allowed me to reflect on my own teaching practices. I now find myself reflecting on each of my instructional units and thinking about the activities that are included and how I can personalize them to fit the individual needs of my students. I have learned that providing personalized learning takes work. It's not something that can be done easily, but when it is done right it is tremendously beneficial for my students." (Claire Lanham, Teacher Leader)

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 Three schools continued to implement the personalized learning plans they identified in their Innovation Snapshots from Year Two. Additionally, each school-level leadership team carried out a self-evaluation of their implementation using the DI/PL Maps developed by the Rock Solid Evaluation team. Scores from the self-assessment process will serve as baseline data for measuring further advances in personalized learning implementation and will inform leadership decision-making to support sustainability over the long-term. Finally, six schools were identified for hosting site visits to highlight their accomplishments with personalized learning.

College and career readiness efforts during Year Three focused on continued implementation 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 implementation of career planning processes for every student.

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

● Quarterly regional CCRC meetings for planning, idea sharing, and troubleshooting emergent strategies.
● Fall and Spring CCRC professional learning sessions
● On-going WIN coaching supports
● Leadership coaches worked with school-based leadership teams to support their Personalized Learning Self-Assessment

See the kid·FRIENDLy Professional Development Year Three Documentation file (wku.edu/rocksolid/reports.php, APR Year Three Support Documents) for more details.

kid·FRIENDLy Activities Relative to Year Three Scope of Work: 4.1, 4.1.2, 4.1.5-4.1.8, 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

SOW 4 N	Green	Yellow	Red	Blue
18	100%	0%	0%	0%

Highlights and Successes

A key goal of this project is the implementation of long-range, individualized planning for every student that prepares them for college and careers. Implementation highlights for Year Three include the following:

- College and Career Readiness Coaches (CCRCs) continued to leverage their professional learning community to share ideas and increase their effectiveness. CCRCs met in regional groups periodically throughout Year Three to share successful strategies and troubleshoot emergent problems. All CCRCs met for fall and spring professional learning sessions. These events provided opportunities for the CCRCs to be brought up to date on how their work fits within the larger kid·FRIENDLy framework, and state-level initiatives to promote college and career readiness. For example, the spring session included a presentation on the work of the Kentucky Coalition on College and Career Readiness, which is working on a framework of specific CCR competencies that could become standard for the whole state. CCRCs also had the chance to attend national conferences based on their areas of interest and need and used the spring session to report on what they learned.
- A key theme of CCRC professional discussions during Year Three was the sustainability of school-level CCRC efforts at the conclusion of the grant. CCRCs and school-level points of contact have been encouraged to work with school staff to discuss how college and career readiness initiatives can remain a priority. A kid·FRIENDLy administered Sustainability Survey revealed the 13 of 23 CCRCs responding indicated they believed it was at least "somewhat likely" or "likely" that their school would continue to employ a CCRC at the conclusion of the grant.
- Schools continued to receive coaching supports for implementation of career planning tools to help students with long-range goal-setting. Of the 58 schools utilizing the WIN Career Readiness Software, 28 (or 49%) were implementing with fidelity, per WIN implementation guidelines.
- CCRCs coordinated 86 student trips to visit post-secondary institutions and 32 trips to visit businesses or industries.
- kid·FRIENDLy staff utilized Hall and Hord's (2011) Levels of Use concept and Kotter's Change Model to develop an interview tool as they met with CCRCs throughout Year Three. Based on data collected from the interview tool, kid·FRIENDLy staff then worked with CCRCs to continue refining CCR Innovation Plans as well as professional growth plans. The CCRC Leading Indicators documents sets a goal that by Spring 2017 at least 75% of CCRCs will have achieved at least a Mechanical level of use for the implementation of their innovation plan. As

of Spring 2016, 74% of CCRCs were achieving at least a Mechanical level, just one percentage point short of the goal with a full year of implementation remaining.

- During Year Two the external evaluation team designed a research-based Personalized Learning Continuum to assist with formatively assessing schools' progress toward implementation of their Innovation Snapshots in Year Three. During Year Three this tool was further refined and developed into two innovation configuration maps designed to measure school's implementation of grant drivers and personalized learning. Evaluators developed a school self-assessment protocol, the DI/PL Maps, laid out in the kid·FRIENDLy Self-Assessment *Manual.* kid·FRIENDLy leaders and leadership mentors assisted schools in preparing schools for their self-assessment, which was carried out between December 2015 and February 2016. All 111 schools completed a self-assessment with results described below.

- Evaluators and kid·FRIENDLy leaders analyzed the data for patterns and to identify schools that seem to be implementing personalized learning at a relatively high level. Six schools were chosen for site visits, which were conducted in April 2016. Evaluator teams rated host schools to further validate the Personalized Learning Map portion of the DI/PL Maps. Results from the Year Three personalized learning self-assessments will inform further revisions in the PL Map and in the self-assessment protocol, which will be repeated again in Year Four. Results will also inform kid·FRIENDLy leaders in how they deliver on-going supports to schools as the implement their personalized learning innovations.

Summary of Progress

Per Project 4 leading indicators, at the conclusion of Year Three, 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 ten of the grant's 23 high schools experienced increases in the percentage of students filing FAFSA applications (and one school experienced a 30% increase), other schools actually had a decline in the number of applications or remained at the same level as in Year Two. Overall FAFSA applications declined by a total of 24 in Year Three. CCR coaches and kid·FRIENDLy leaders will review these data and make appropriate improvement plans for Year Four.

Throughout Year Three schools continued to implement their Innovation Snapshots. The DI/PL Maps have become the centerpiece of a school-level self-assessment process allowing schools to evaluate themselves on a range of domains and indicators relative to personalize learning. The self-assessment also measured the extent to which each school leadership team believed they were taking advantage of the kid·FRIENDLy drivers. Results of evaluator ratings from site visits were largely consistent with schools' self-ratings and in some cases were actually higher. These results provide baseline data for measuring further personalized learning implementation efforts and progress in Year Four.

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 Three Scope of Work goals related to this project were categorized into the following key components:

- Coordinate logistics for a task force of RTT-D staff, district/school leaders, and national experts to develop an Innovation Configuration Map (ICM) for all projects.

During Year Two, to refine the focus of the many kid·FRIENDLy activities, the leadership team worked with 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 USED Scope of Work was also narrowed into more manageable and measurable strategies and activities. 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. 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.

Year Three was characterized by kid·FRIENDLy staff and participating schools attempting to bring all earlier efforts under the larger umbrella of personalized learning. After much debate regarding who would lead the Innovation Configuration Map development efforts, the kid·FRIENDLy director charged the Rock Solid evaluation team with creating an assessment tool to measure each participating school's understanding and involvement in key project initiatives, termed "drivers," and the school's movement toward personalizing its educational environment. The development and use of this tool was deemed essential in connecting each school's level of grant participation and growth toward personalization to the multiple outcome measures (both achievement and non-cognitive) being reported to the United States Department of Education. After conducting a thorough review of research on personalized learning and associated aspects (see Appendix C), the evaluators developed a self-assessment tool (and accompanying *Manual*) that focused on four major areas (the learning process, climate, teachers, and students) that should be affected as schools become more personalized. The tool's structure follows the Innovation Configuration Map model developed by Hall and Hord (2011). Schools completed the Driver Implementation and Personalized Learning Continuums (now DI/PL Maps) around the midpoint of Year Three. Table 5.1 provides the summary scale that guided schools as they considered their progress on driver implementation and personalized learning.

Table 5.1

Driver Implementation and Personalized Learning Maps Summary Scale

Rating Color Scheme		Map	Rating Definition
5	Sustaining	DI	A school that has embraced the grant supports associated with the driver to the extent that, even when the grant supports end, the school will continue a sustainable effort to pursue the dimensions of personalized learning connected to the driver.
		PL	A school where there is a firm, shared commitment to the principles and practices of personalized learning. The learning process, climate, and actions and attitudes of teachers and students consistently reflect this commitment. Structures and practices that support personalized learning are central to the school's vision and persist even through changes in leadership and teaching personnel.
4	Scaling Up	DI	A school where there is a widespread commitment to driver implementation. Key participants in the driver are beginning to influence others in the school to adopt the principles and practices associated with the driver's goals. Pockets of inconsistency linger, and there is risk changes in leadership or teaching personnel could jeopardize sustainability of efforts.
		PL	A school where there is a widespread commitment to the principles and practices of personalized learning. The learning process, climate, and actions and attitudes of teachers and students mostly reflect this commitment. Pockets of inconsistency linger, and there is risk changes in leadership or teaching personnel could jeopardize the sustainability of personalization efforts.
3	Implementing	DI	Where a school is when it has begun utilizing some key grant supports and is starting to understand the rationale for the driver, but there is limited understanding of how it links to personalized learning or how its impact might be measured.
		PL	A school where personalized learning has become a priority. Key teacher and administrative leaders are engaged in shifting the learning process and climate toward structures and practices that align with personalized learning. Teachers still maintain a largely directive role in the learning process and practices are not consistently implemented across the school.
2	Starting	DI	A school where stakeholders are just beginning to learn about the driver and some individual teachers or staff members are engaged with the grant supports associated with the driver on a limited basis, largely in isolation from one another.
		PL	A school where stakeholders are just beginning to learn about personalized learning and individual teachers engage in limited experimentation with personalized learning, largely in isolation from other teachers.
1	Continuing Status Quo	DI	Where a school might be if it never participated in the kid·FRIENDLy grant, or where all schools might have been at the beginning of Year 1 of the grant.
		PL	A school where stakeholders are largely unfamiliar with the concept of personalized learning.

Self-assessment results revealed a fairly normal distribution of average school self-assessment scores on both the DI and PL Maps, with a range of 1.2 to 4.8 on the DI Map and a range of 1.8 to 4.6 on the PL Map (see Appendices D and E). Rounding average scores allowed for placing all schools into one of the five implementation levels/color schemes described above. Percentages of schools in each level of driver implementation (by driver and overall) are reported in Table 5.2.

Table 5.2

Percentage of Schools in Each Level of Driver Implementation and Overall

Driver	Implementation Level				
	1 Continuing Status Quo	2 Starting	3 Implementing	4 Scaling Up	5 Sustaining
Student Empowerment	1%	18%	50%	28%	3%
College & Career Ready	3%	20%	39%	29%	9%
Communities of Practice	1%	25%	51%	20%	3%
Community of Learners	1%	18%	40%	37%	4%
OVERALL	0%	18%	50%	29%	2%

Note: Row percentages may not equal 100% because of rounding. The Overall level reflects the rounded average score across all drivers.

Percentages of schools in each level of personalized learning (by component and overall) are reported in Table 5.2.

Table 5.2

Percentage of Schools in Each Level of Driver Implementation and Overall

PL Components	Implementation Level				
	1 Continuing Status Quo	2 Starting	3 Implementing	4 Scaling Up	5 Sustaining
The Learning Process	1%	28%	64%	5%	2%
Climate	1%	40%	49%	9%	2%
Teachers	0%	4%	57%	34%	4%
Students	1%	18%	62%	18%	2%
OVERALL	0%	21%	70%	8%	2%

Note: Row percentages may not equal 100% because of rounding. The Overall level reflects the rounded average score across all components.

Additionally, preliminary analyses suggest important relationships between schools' implementation of each driver and their movement toward personalization:

- Driver 1 (Student Empowerment) Implementation and Personalized Learning self-assessment average scores were positively and significantly correlated ($r = .51$, $n = 111$, $p < .01$).
- Driver 2 (College & Career Ready) Implementation and Personalized Learning self-assessment average scores were positively and significantly correlated ($r = .48$, $n = 111$, $p < .01$).
- Driver 3 (Communities of Practice) Implementation and Personalized Learning self-assessment average scores were positively and significantly correlated ($r = .45$, $n = 111$, $p < .01$).
- Driver 4 (Community of Learners) Implementation and Personalized Learning self-assessment average scores were positively and significantly correlated ($r = .53$, $n = 111$, $p < .01$).
- Overall Driver Implementation and Personalized Learning self-assessment average scores were positively and significantly correlated ($r = .59$, $n = 111$, $p < .01$).

Arguably, the Maps represent a major shift both in the mindset of kid·FRIENDLy staff and participating schools and in a clearer future "sustainability" orientation. Schools and kid·FRIENDLy staff consistently attest that the Maps are providing shared language and guiding schools and staff in envisioning what personalized learning would actually look like in schools. Additionally, descriptive language under the "sustainability" implementation level for map indicators are helping participating schools prepare for life after the end of the kid·FRIENDLy project.

● Chief Council on Fidelity (CCF) who observe and advise project implementation

After much discussion, the kid·FRIENDLy leadership team decided this group was no longer needed.

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

The evaluation team for this grant, entitled Rock Solid, continues to work with the kid·FRIENDLy leadership team and USED throughout all phases of the project. The evaluation team has developed tools for documenting activities related to the Scope of Work, including most recently the DI/PL Maps described earlier. Finally, the team works with the Kentucky Department of Education and other state agencies to gather, analyze, and report the summative outcome data required by USED.

kid·FRIENDLy Activities Relative to Year Three Scope of Work: 5.1, 5.1.3, 5.1.5, 5.3, 5.3.1, 5.4. and 5.4.1-5.4.4.

Scope of Work Project 5 Summary Table

SOW 5 N	Green	Yellow	Red	Blue
10	100%	0%	0%	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, and, now, in Year Three.

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.

Year Three's emphasis has been on Math, which started with a weeklong "Big Ideas of Early Mathematics" conference in Chicago led by the Erikson Institute. Through kid·FRIENDLy support, Erikson Institute leaders presented at both GRREC and OVEC regional meetings. The beginning of Year Three also began with a September meeting on sustainability that included the following goals:

1. Continue to meet with Community Based Childcare Directors and Teachers one to two time(s) per month to deliver assistance with curriculum implementation and models of research based lessons; follow schedule from Erikson Lessons or lessons chosen by teachers
2. Continue to collaborate with Public School District Point of Contact and/or Preschool Director on a regular basis to provide support for children ages 3 and 4 (target: at least once a month)
3. Continue to collaborate with Community Early Childhood Councils to plan and deliver supports for children in community ages 3 and 4; serve as a member of the councils
4. Continue to collaborate with the Regional Training Centers (RTC), Early Learning Leadership Network (ELLN) and other professional organizations to support children ages 3 and 4
5. Share Preschool Snapshots with each Leadership Mentor and attend District planning meetings to coordinate efforts among kid·FRIENDLy Staff; Mentors will set up time and place for these meetings
6. Attend Community of Learners (January 2016) and Communities of Practice (February 2016) forums; collaborate with Mentors to provide coordinated services to public school districts
7. Review and facilitate Kindergarten Readiness Screener Data Conversations with Preschool Directors, RTCs, and other partners

kid·FRIENDLy Activities Relative to Year Three Scope of Work: All original USED SOW items related to this project were completed in Year One. The kid·FRIENDLy leadership team created and completed four internal SOW items to monitor Year Two progress. No additional items were created for Year Three.

Highlights, Successes, and Summary of Progress

- 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 attending council meetings. This collaborative event led the director to purchase $30,000 worth of materials for public preschools.
- Preschool Pals visited the Foundry Christian Community Center in December and January to watch the Erikson model in action and learn how to coach childcare center directors and educators in the model.
- Preschool Pals played a key role in kid·FRIENDLy leadership team sustainability meetings.
- Preschool Pals worked together over several meetings to review the DI/PL Maps and then develop a Community Based Child Care (PL-CBC) PL Map specifically for childcare centers.
- Preschool Pals worked with childcare center directors to self-assess using the adapted PL-CBC Map.
- Using Covey's TLIM Playbook model, Preschool Pals have begun developing a coaching playbook.

Rock Solid Year Three 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, as described in the Year Two Annual Performance Report submitted to the U.S. Department of Education, as well as in the similar *kid·FRIENDLy Year Two Progress Report*, 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.

In Year Three, evaluation efforts focused on finalizing and implementing the school self-assessment process using the review of artifacts and classroom observations to determine the effect of kid·FRIENDLy drivers on personalized learning at the individual school level. We (and the kid·FRIENDLy leadership team seems to agree) believe these efforts have reaped important and lasting dividends. The resulting DI/PL Maps, as well as the self-assessment results and school visits, described earlier are assisting kid·FRIENDLy team members and participating schools in reaching shared understanding of relationships among project implementation, movement toward personalization, and project outcome measures. This shared understanding is making kid·FRIENDLy personnel and participating school discussions more fruitful as they plan toward sustainability beyond the grant.

Unlike the evaluation notes in past APRs, the Rock Solid evaluation team sees no looming challenges and concerns related to the work of kid·FRIENDLy staff and participating schools as the grant moves into its final year *beyond the continuing challenge of staying the course and utilizing this coming year's resources to create support systems for sustainability*.

REFERENCES

Hall, G. E., & Horde. S. M. (2011). *Implementing change: Patterns, Principles, and potholes* (4th ed.). Upper Saddle River, NJ: Pearson.

APPENDICES

Appendix A: kid·FRIENDLy Staff – Year Three

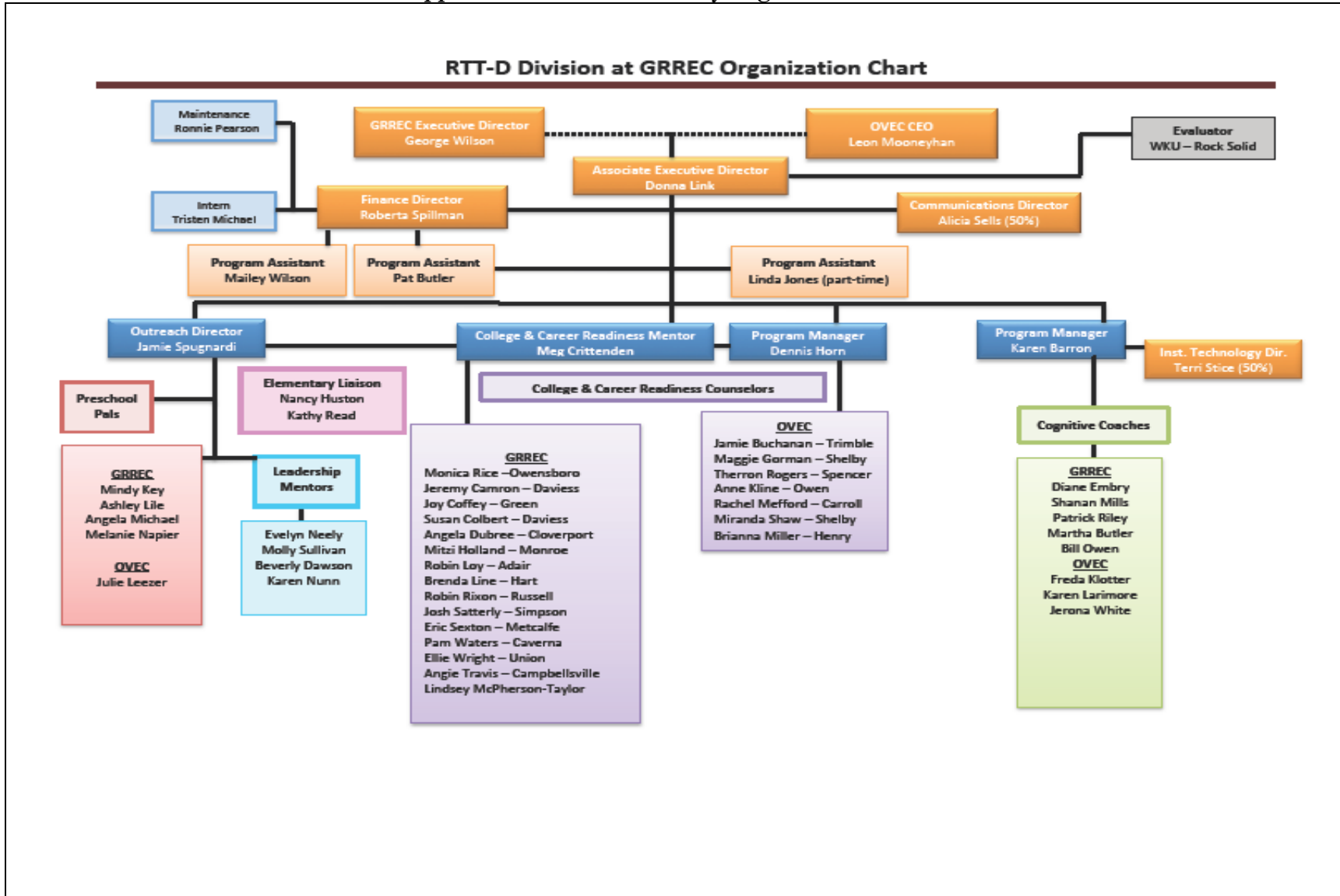| #	Staff	Salary Range	Description of role and responsibilities
7	Leadership Mentors	$45,756 - $74,462	This position is responsible for ongoing support for school principals and their local leadership teams as they implement the key components of the Leaders Developing Leadership strategies. Mentors are former school building leaders (principal) who mentor and support project principals as they begin to shift the cultures within their respective schools. In addition, the mentors provide face-to-face and remote support to principals as they implement components related to the project; they provide support on demand as well as in regularly scheduled sessions (individual; regional). Each mentor is assigned to multiple districts based on region and size of schools. Mentors help with data collection related to implementation and conduct site visits throughout their region. They work at the direction of the Leadership Director, senior project staff, and the Cooperative Executive Director.
1	Outreach Director	$51,450	This position is 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 is a project liaison with each community and supports Preschool Pals, Elementary Liaisons, and directors and personnel in Family Resource and Youth Service Centers (FRYSC). For example, the outreach director works 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 is responsible for assisting in the development of School Personalized Learning Plans in participating schools and helping stakeholder groups implement research-based supports that help the regions' youngest students become kindergarten ready. The outreach director reports to the Project Director and the Executive Director.
8	Preschool Pals	$31,454– 45,328	This position is 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. Preschool pals live in or around their assigned school districts and actively work in those communities each day. Preschool pals develop productive relationships and build capacity in others. The position includes evening and Saturday work to promote attendance of families and preschool personnel. Preschool pals are responsible for helping each young child living in their assigned districts to become kindergarten ready.
14	Cognitive	$36,343 -	This position is responsible for coaching, modeling, and supporting teachers as they

	Coaches	$66,631	implement research-based strategies within their assigned schools across the regions. Cognitive coaches work with multiple schools, helping teachers integrate technology and research-based instruction and assessment strategies into their daily instruction. Through the coaching process, cognitive coaches help teachers develop demonstration classrooms and work with other teachers to observe the methods and practices being used in those classrooms. Cognitive coaches work on-site at assigned school campuses and collaborate with teams of teachers each week. Cognitive coaches 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. Cognitive coaches report directly to senior project staff.
24	College & Career Readiness Counselors	$56,662	This position will be responsible for providing career counseling to students. CCRCs provide support to teachers and students and assist students in their career planning. CCRCs 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. CCRCs are 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). CCRCs 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 also assists in collecting, organizing, and submitting data to assist the project director and external evaluator.
1	IT Director	$37,819	This position is responsible for leading the work of integrating technology-based personalized instructional strategies into the learning environments. This is done through regional trainings provided almost monthly throughout the project; in addition, the director ensures the coaches/consultants are fully trained and capable of modeling the authentic use of instructional strategies with students. The director works with coaches, consultants and others to develop model lessons to demonstrate the appropriate use of technology, and is a resource for available strategies, products, online resources, and more. The IT director also works with the Personalized Learning Teams to help them determine the best uses of their existing and BYOD technologies. The director facilitates the technology needs of the project as needed and also supports district technology directors as they implement new Wi-Fi networks on buses and in the community. The director conducts monthly networking opportunities for Technology Resource Teachers as well as CIO/DTC. The director provides instructional technology support/professional development experiences based on GRREC school districts' needs.
1	Project Director	$107,000	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 overall project director (PD) leadership for the implementation of the Race to the Top-District grant program. The PD is responsible for coordinating all activities and the day-to-day operations of kid-FRIENDLy as outlined in the proposal for funding. The PD provides management for project resources, budget, facilities, travel, school faculty, district-level support, and community partners. The PD works directly with both USED and the national evaluator in providing ongoing and summative reporting. On behalf of the project, the PD seeks out and cultivates meaningful partnerships and collaborative arrangements with a variety of agencies, institutions, and individuals, whose goals and objectives align with the project's goals and objectives and who can provide resources and other supports. The PD provides direct supervision for the project managers and other director level positions and reports to the GRREC and OVEC Executive Directors.
3	Program Managers	$92,719	Project managers are responsible for implementing day-to-day activities as outlined in the proposal for funding. Project managers 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 work with Personalized Learning Teams to create annual PL Plans to implement strategies appropriate to each district. Project managers work to communicate the needs of their districts to appropriate project personnel and are responsible for coordinating data collection and analysis in their region.
1	Finance Director	$51,510	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.
1	Marketing & Communication Director	$58,772	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.
1	Rock Solid	External Evaluator	
1	Data Specialist	$10,000	This position is responsible for expanding ongoing data collection, including aligning project outcomes to data. The data specialist works 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 primarily supports the work of project staff and reports to the Project Director and the Cooperative Executive Director.
1	Administrative Assistant	$33,624	This position is responsible for assisting the Race to the Top Director of Finance with daily tasks at the Director's discretion and helps the director maintain an accurate and efficient accounting system. This position is 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 position assists the director with payroll and Human Resources needs as they arise and works with the director to process and pay bills. The administrative assistant performs other non-financial office/clerical duties.
1	Administrative Assistant	$39,475	This position with the Green River Regional Educational Cooperative (GRREC) provides consortium support for the implementation of the Race to the Top-District grant program. This position is responsible for daily support to the senior project staff as they implement the RTT-D project components. The administrative assistant builds relationships with school and district leaders to facilitate communication and project goals and organizes and coordinates office activities, which includes planning, coordination, and implementation of professional development activities and meetings. The position creates and maintains 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 position compiles and submits required reports and data to the appropriate agency or staff and works at the direction of senior project staff.
1	Program Assistant	$21,463	This part-time position is responsible for daily support to the senior project staff as they implement the RTT-D project initiatives and events. The program assistant builds relationships with school and district leaders to facilitate communication and project

			goals. The position organizes and coordinates office activities, which includes planning, coordination, and implementation of professional development activities and meetings. The position creates and maintains 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 position compiles and submits required reports and data to the appropriate agency or staff and works at the direction of senior project staff.
1	School/Community Liaison	$38,423	This position works as a bridge between preschool pals and elementary and preschool programs.
1	Student Leadership Director	$70,827	The Student Leadership Director (SLD) with the Green River Regional Educational Cooperative provides consortium support for the implementation of the Race to the Top-District grant program. This position is responsible for daily support of schools and districts as they implement the Students as Leaders component of the project and as schools build a student culture around the 7 Habits of Highly Successful People. The SLD works with national consultants to ensure teams of local teachers/leaders in each school become certified in the process, enabling them to further sustain the model. Other duties include the ordering of materials, event/training scheduling in each of the 100+ school, and site visits for data collection and support. The SLD works at the direction of senior project staff as well as the communication/marketing director to create aligned messaging across the project and support a positive message for each community.
1	College and Career Readiness Mentor	$45,846	The College and Career Readiness mentor (CCRM) is responsible for providing mentoring and leadership to the College and Career Readiness Counselors (CCRC) working in the districts as part of the Race to the Top-District grant. The CCRM supports CCRCs, administrators, and teachers participating with the kid·FRIENDLy grant to maximize the impact of college and career readiness strategies with all students. The CCRM primarily assists the CCRCs within the project high schools, as well as their feeder schools. The CCRM is responsible for assisting the program manager in monitoring the implementation 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). This position also assists in collecting, organizing, and submitting data to assist the project director and external evaluator.

Appendix B: kid·FRIENDLy Organization Chart

RTT-D Division at GRREC Organization Chart

Maintenance
Ronnie Pearson

GRREC Executive Director
George Wilson

OVEC CEO
Leon Mooneyhan

Evaluator
WKU – Rock Solid

Intern
Tristen Michael

Finance Director
Roberta Spillman

Associate Executive Director
Donna Link

Communications Director
Alicia Sells (50%)

Program Assistant
Mailey Wilson

Program Assistant
Pat Butler

Program Assistant
Linda Jones (part-time)

Outreach Director
Jamie Spugnardi

College & Career Readiness Mentor
Meg Crittenden

Program Manager
Dennis Horn

Program Manager
Karen Barron

Inst. Technology Dir.
Terri Stice (50%)

Elementary Liaison
Nancy Huston
Kathy Read

College & Career Readiness Counselors

Preschool
Pals

GRREC
Mindy Key
Ashley Lile
Angela Michael
Melanie Napier

OVEC
Julie Leezer

Leadership
Mentors

Evelyn Neely
Molly Sullivan
Beverly Dawson
Karen Nunn

GRREC
Monica Rice –Owensboro
Jeremy Camron – Daviess
Joy Coffey – Green
Susan Colbert – Daviess
Angela Dubree – Cloverport
Mitzi Holland – Monroe
Robin Loy – Adair
Brenda Line – Hart
Robin Rixon – Russell
Josh Satterly – Simpson
Eric Sexton – Metcalfe
Pam Waters – Caverna
Ellie Wright – Union
Angie Travis – Campbellsville
Lindsey McPherson-Taylor

OVEC
Jamie Buchanan – Trimble
Maggie Gorman – Shelby
Therron Rogers – Spencer
Anne Kline – Owen
Rachel Mefford – Carroll
Miranda Shaw – Shelby
Brianna Miller – Henry

Cognitive Coaches

GRREC
Diane Embry
Shanan Mills
Patrick Riley
Martha Butler
Bill Owen

OVEC
Freda Klotter
Karen Larimore
Jerona White

Appendix C: Personalized Learning Map Development – A Brief Overview

Theoretical Framework for the Personalized Learning Map

The Personalized Learning Continuum, now Personalized Learning Map (PL Map), was developed based on learning and motivational theories and empirical findings relevant to the field of educational psychology. The PL Map describes a continuum personalized learning implementation relative to its impact on the learning process, the school climate, the behaviors of students and teachers. We define personalized learning as follows:

- Personalized learning is an approach to education that emphasizes the student as the most important actor in the learning process.
- In personalized learning, the school climate is structured to empower students and create opportunities for learning that are responsive to individual students' readiness levels, interests, and progress toward mastery of learning goals.
- Personalized learning helps schools more fully realize the goal of helping students emerge from their educational experience with a deep base of content knowledge and the cognitive, leadership, and emotional skills to effectively apply that knowledge in a broad range of real-world contexts.

The PL Map is designed to assist schools with personalized learning implementation through self-assessment and self-reflection. The theoretical and empirical background of the Map are discussed in the sections below.

Learning Theories

One of the theories used in developing the PL Map was Vygotsky's (1978, 1997) Zone of Proximal Development. The zone of proximal development is that region between the students' actual development—what they have mastered—and their potential development—what they are now ready to master. The essential idea of the zone of proximal development is that students are assigned to complete tasks that are sufficiently challenging. Tasks are not too easy so that students are able to complete them effortlessly, but, at the same time, they are not so difficult that students become frustrated and stop trying. Activities in the zone of proximal development present just the right level of difficulty so that using the present skills that they have, along with teacher scaffolding, students are able to complete them. In so doing, students are challenged beyond their present level of mastery, thereby tapping into their zone of proximal development.

Essential to the idea that students are capable of managing challenging work is the idea of a growth versus fixed mindset. A fixed mindset hinges on the belief that intelligence is innate and finite, whereas people with a growth mindset believe that their intelligence can be developed through effort placed on learning and practice (Dweck, 2012). It is important for students to maintain a growth mindset, as it impacts their academic success (Aronson, Fried, & Good, 2002). Parents and teachers must also model this growth mindset not only to promote learning, but also to facilitate the development of such mindsets in children (Dweck, 2015).

The theory of self-regulated learning is also applicable to personalized learning. According to Zimmerman (2002), students engaging in self-regulated learning apply the processes of forethought

for goal-planning, goal-setting, goal-monitoring, and self-reflection. By engaging in these processes, students are able to appropriately define the goals they have set for themselves, develop a plan for achieving these goals, execute the plan, and finally, evaluate their progress towards accomplishing the goals. An important part of the goal-setting phase is maintaining high self-efficacy (i.e., confidence that they have the capacity to accomplish these goals). Learners who engage in self-regulation experience greater autonomy in their learning (Zimmerman, 2002).

Motivation Theories

Goal orientation theory describes the underlying motivations students have for completing tasks or working toward a goal. Being performance-oriented means that students are motivated by a desire to perform better than or comparable to their peers (Ames & Archer, 1988). On the other hand, mastery-oriented learners are more concerned with mastering a particular skill or concept independent of how others perform (Ames & Archer, 1988). With a focus on mastery goals, students' academic and engagement outcomes tend to be enhanced (Richardson, Abraham, & Bond, 2012).

Closely related to goal orientation is the idea of intrinsic and extrinsic motivation. Intrinsic motivation stems from activities students engage in to pursue their own interests, whereas extrinsic motivators take the form of external rewards or punishments (Deci & Ryan, 2000). A focus on intrinsic motivation can instill a sense of autonomy in children, which can lead to greater student achievement (Deci, Ryan, & Williams, 1996). Reeve and Halusic (2009) maintain that supporting student autonomy promotes learning and increases student engagement. Student autonomy and intrinsic motivation are essential components of personalized learning.

Eggen and Kauchak (2013) developed a framework by which teachers could instill motivation in students for learning. This framework incorporated classroom climate factors, such as how success is defined, as an important way in which teachers can motivate students. Eggen and Kauchak suggest that success should be defined in terms of *progression* towards the goal, rather than just the accomplishment of the goal itself. This definition speaks to a mastery orientation for goal attainment. This perspective also encourages students to value the journey toward goal attainment and the experiences this provides. Another element of the Eggen and Kauchak framework is teacher expectations. Teachers can motivate students by maintaining and communicating high expectations for student learning.

Empirical Studies

Brickhouse and Bodner (1992) conducted a qualitative study employing a case study paradigm in which they chronicled the struggles of a first-year science teacher. The teacher perceived the need to adhere to the textbook to fulfill the curriculum as a constraint on his teaching. Brickhouse and Bodner highlighted that more experienced teachers are better able to extend learning beyond the textbook. Similarly, Ornstein (1994) encourages meaningful departures from the textbook to better meet the needs and readiness levels of students.

Burns (1987) examined the impact of self-paced instruction in a mathematics class. Students in the self-paced group progressed to a greater extent, even after accounting for ability, than students in the control group, where the pace was set by the teacher as determined by the steering group. The steering group, as described by Burns, consisted of the middle third of students, so that students in

the upper third were not adequately challenged and students in the lower third were overwhelmed. Burns explained that allowing student learning to progress in a self-paced manner eliminated the negative effect of a steering group.

Gray and Chanoff (1986) described the highest level of self-pacing at a school in Boston, wherein students have complete autonomy over their learning. Students were able to decide their learning goals and how they would be assessed on these goals. The school did not have a curriculum or formal learning assessments. Gray and Chanoff admitted that in the absence of a set curriculum and teacher-set learning objectives, some students may have left school with deficits; however, when surveyed 1-13 years after graduating, these students were better equipped to compensate for these gaps in their learning when compared to students who graduated from the traditional school system who also have gaps in their learning. Students indicated that they were able to transfer the autonomy they develop to other phases and areas of their lives.

Keller's personalized system of learning (1968) focuses on students attaining mastery. In Keller's personalized system, students have multiple opportunities during the semester to demonstrate they have mastered the concepts presented in the course. Kulik, Kulik, and Cohen's (1979) meta-analysis of research on Keller's personalized system of learning in post-secondary institutions found that this system offered greater student outcomes in achievement and course satisfaction.

Development of the Personalized Learning Map: Application of Theories

The PL Map was initially developed to serve as an innovation configuration map. Hall and Hord (2011) encouraged the development of innovation configuration maps to be used as tools to guide the implementation of educational innovations by assisting stakeholders in conceptualizing the impending change. Following a review of the literature, the initial iteration of the PL Map was developed by incorporating the respective expectations of the innovation planning team, school community, students, teachers, and school leaders. The second iteration was developed by first eliminating the cases of overlap and redundancy by collapsing closely related categories into a single category. One of the goals of this second iteration was to ensure the PL Map was more closely tied to the theoretical framework. As such, only those indicators that were directly aligned with the literature were retained, and indicators that were missing from the previous iteration were added.

The final iteration that resulted from this process contains indicators based on the theories described in the previous section. The current PL Map is divided into four standards and supporting indicators, outlined below:

- Standard 1 – The Learning Process: The school community works collaboratively to develop instructional and assessment practices that are in harmony with personalized learning. This standard describes the activities that should be involved in planning and executing personalized instructional, while progression of learning describes the activities involved in day-to-day implementation of a personalized learning approach. Below are its indicators along with references (if any) to relevant literature:

  1.1 Pre-assessment
  1.2 Planning (Brickhouse & Bodner, 1992)
  1.3 Assessment Development

1.4 Challenge (Burns, 1987; Vygotsky 1978)
1.5 Pacing (Gray & Chanoff, 1986).
1.6 Collaboration
1.7 Autonomy (Deci, Ryan, & Williams, 1996)
1.8 Mastery (Keller, 1968)
1.9 Grading (Keller, 1968)

- Standard 2 – Climate: School administrators and the wider school community demonstrate a commitment to providing an adequate setting in which personalized learning can thrive. This standard captures elements of both the internal school climate, as well as that of the wider community. It primarily describes the changes to be made to the physical structures as well as the operational infrastructure to accommodate personalized learning approaches. Below are its indicators along with references (if any) to relevant literature:

  2.1 School Structures
  2.2 Success (Eggen & Kauchak, 2010)
  2.3 Networks Beyond School
  2.4 Location

- Standard 3 – Teachers: Teachers understand personalized learning concepts and are committed to implementing them in guiding students to achieve learning goals. This standard outlines the activities in which teachers should be engaged as innovators of personalized learning. These activities involve overseeing students, as well as continually reflecting on their own practice. This section captures the need for teachers to maintain high expectations of students, as well as foster the development of strong student-teacher relationships. Below are its indicators along with references (if any) to relevant literature:

  3.1 Self-efficacy (Zimmerman, 2002)
  3.2 Modeling (Dweck, 2007)
  3.3 Monitoring
  3.4 High Expectations (Eggen & Kauchak, 2010)
  3.5 Student-Teacher Relationship (Eggen & Kauchak, 2010)

- Standard 4 – Students: Students understand personalized learning concepts or activities and use them as the foundation for progression towards clear and meaningful learning targets and growth goals. This standard describes how students become intrinsically motivated, mastery-oriented goal setters who actively engage in self-regulation. Below are its indicators along with references (if any) to relevant literature:

  4.1 Goal Setting (Ames & Archer, 1988)
  4.2 Goal Monitoring (Meece, Anderman, & Anderman, 2006)
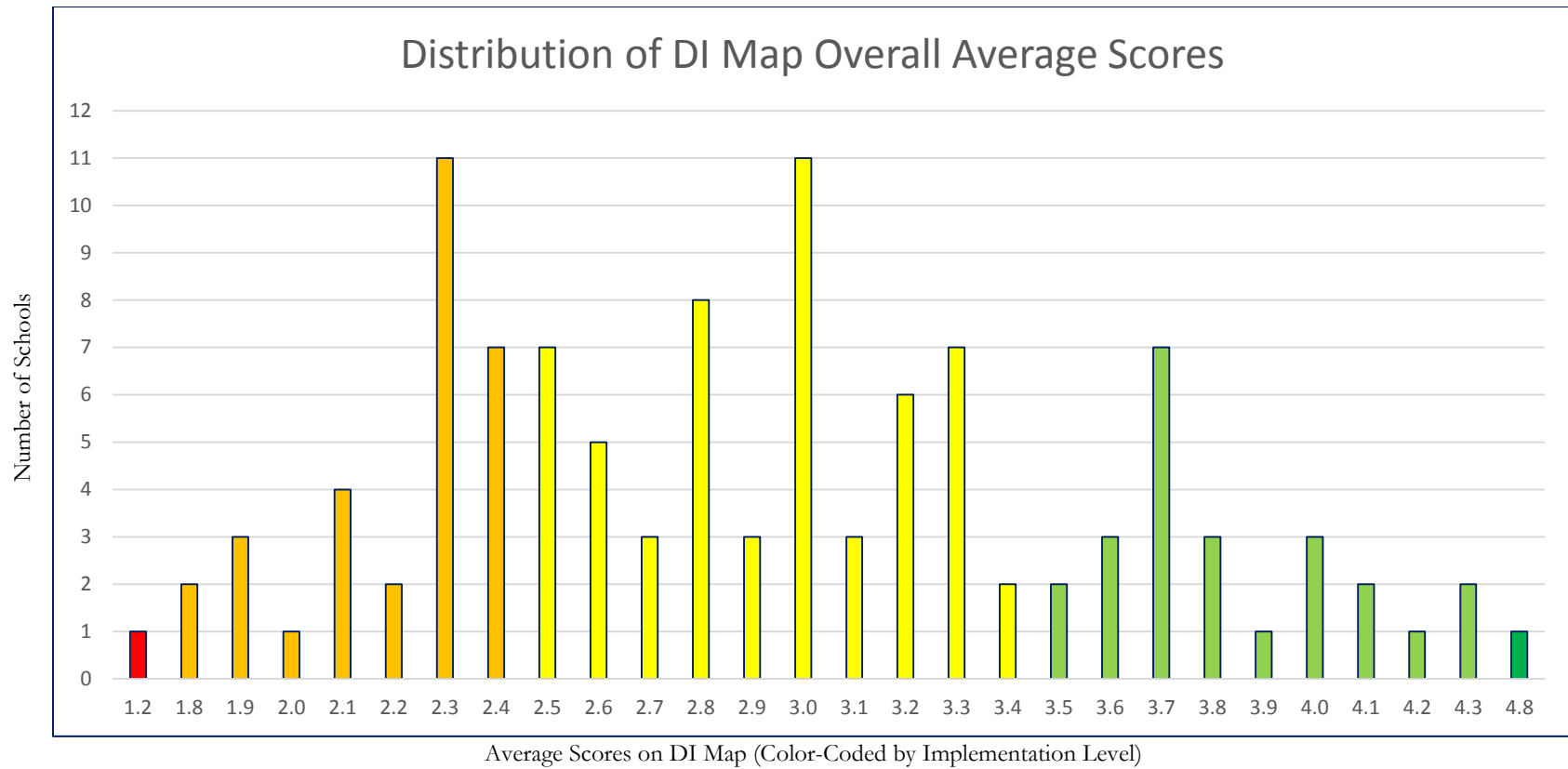 4.3 Self-Regulation (Zimmerman, 2002)

Conclusion

Despite growing interest in personalized learning, few efforts have been made to create an operational definition of personalized learning or describe it at varying levels of implementation.

The PL Map is based on well-established learning theories supported by empirical research and serves as a tool by which schools can measure their progress in creating personalized learning environments.

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Appendix D: Driver Implementation Map Score Distribution

Distribution of DI Map Overall Average Scores

Number of Schools

Average Scores on DI Map (Color-Coded by Implementation Level)

Appendix E: Personalized Learning Map Score Distribution

Distribution of PL Map Overall Average Scores

Average Scores on PL Map (Color-Coded by Implementation Level)