



## REQUEST FOR APPLICATION

### KENTUCKY DEPARTMENT OF EDUCATION OFFICE OF CONTINUOUS IMPROVEMENT AND SUPPORT DIVISION OF INNOVATION AND PARTNER ENGAGEMENT

#### Kentucky Innovation Lab Network Personalized Learning Study Group Travel Fund Grant

<p>Deadline Date</p> <p><b>4:00 P.M. (ET) on Friday, December 1, 2017</b></p>	<p>RFA Issued By</p> <p>Office of Continuous Improvement and Support Division of Innovation and Partner Engagement</p>
<p>Address Questions In Writing To:</p> <p>Procurement Branch <a href="mailto:KDERFP@education.ky.gov">KDERFP@education.ky.gov</a></p> <p>Deadline for Submission of Questions: 4:00 P.M. (EST) on Friday, <b>November 10, 2017</b></p>	<p>Submit Applications To:</p> <p>Procurement Branch <a href="mailto:KDERFP@education.ky.gov">KDERFP@education.ky.gov</a></p>
<p>Comments/Special Instructions:</p> <ol style="list-style-type: none"><li>1. To be eligible for this Travel Fund Grant, the local Education Agency must be a participating member of the 2017-2018 Kentucky Innovation Lab Network (KY ILN) and have submitted a signed letter of commitment to the Division of Innovation and Partner Engagement no later than November 10, 2017. (See Appendix A.)</li><li>2. Grant recipients must agree to participate in the KY ILN personalized learning study group or agree to share their learning from their travel experience on a KY ILN call.</li><li>3. KDE reserves the right to waive minor technical deficiencies.</li></ol>	

**KENTUCKY DEPARTMENT OF EDUCATION  
OFFICE OF CONTINUOUS IMPROVEMENT AND SUPPORT  
DIVISION OF INNOVATION AND PARTNER ENGAGEMENT**

***KENTUCKY INNOVATION LAB NETWORK (KY ILN)  
PERSONALIZED LEARNING STUDY GROUP  
TRAVEL FUND GRANT***

Background

There are many schools in Kentucky implementing components of personalized learning, and district leaders are encouraged to visit exemplar schools within our state. There are also many examples of personalized learning across the country, and district leaders may benefit from site visits to other hubs of educational innovation, such as schools committed to competency based education or piloting blended learning initiatives. This grant is intended to support travel to exemplar schools outside the state of Kentucky. A list of suggested schools and other entities is included as Appendix B but travel is not limited to the suggestions in Appendix B and no particular preference will be given to applications for travel to schools mentioned in Appendix B.

Funding

A breakdown of planned travel expenses for all traveling district personnel is required as part of this application. Each local Education Agency (LEA) may apply for a grant amount to cover up to 80% of total planned travel expenses, with a maximum request of \$2500.

Eligibility

To be eligible for a Travel Fund Grant, the LEA must be a participating member of the 2017-2018 Kentucky Innovation Lab Network (KY ILN) and have submitted a signed letter of commitment to the Division of Innovation and Partner Engagement no later than November 10, 2017. See Appendix A for list of confirmed 2017-2018 KY ILN districts as of October 1, 2017.

Allowable Use of Funds

1. *Funds from the Travel Fund Grant must be used, for the visit described in the application, during the 2017-2018 school year.*
2. The Travel Fund Grant may be used to offset costs of any professional development or workshop fees directly associated with the visit; for example, workshops offered at the destination school during the visit. It shall not be used for professional development back at the LEA either before or after the travel visit.
3. The Travel Fund Grant may be used to offset costs induced by traveling; for example, air fare, mileage reimbursement (at the Kentucky state rate of 40 cents/mile), car rental expenses, lodging, meals, and related costs. It shall not be used for entertainment expenses during the trip.
4. The Travel Fund Grant shall not be used to offset costs induced by the LEA as a result of sending staff offsite; for example, paying for substitute teachers in the classroom.

### Application Components

The following must be included in each application:

1. A cover page with identifying information for the LEA.
2. Narrative responses to five questions which shall not contain any information that may be used to identify the LEA (i.e., district name, school name, county, individual names, etc.).
3. A completed budget estimate, including grant amount requested. The budget shall not contain any information that may be used to identify the LEA.

### Submission of Application

**The Kentucky Department of Education (KDE) must receive, in its email inbox, the application by Friday, December 1, 2017 4:00 PM (ET).** Applications received after this time and date will not be reviewed or considered for award. Furthermore, applications not complying with any of the technical requirements or applications with identifying information in the narrative or budget sections may be deemed non-responsive. It is the district's responsibility to check the KDE Competitive Grants webpage regularly for new information (including changes) regarding this RFA. Applicants are responsible for contacting KDE confirming the receipt of their application.

To formally submit an application:

1. Save the completed application in its entirety, including all signatures, to PDF format. The file name should be ***KYILNRFA-FY17-District***. (For example: Trigg County would save the original application as *KYILNRFA-FY17-Trigg County*.)
2. Email the completed application to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)
  - ☐ **The date/time on the received email must be on or before 4:00 PM (ET), Friday, December 1, 2017.** Applications not received by the deadline will not be reviewed or considered for award.
  - ☐ On the subject line of the email, type ***KYILNRFA/name of district***.
  - ☐ Keep in mind that email coming in to the Kentucky Department of Education is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.
  - ☐ Double check to ensure that, except for the cover page, applications do not contain any identifying information (i.e., district, school, county, individual names, etc.). Applications with identifying information will be deemed non-responsive.

### Evaluation of Application

A committee consisting of persons knowledgeable about personalized learning initiatives will review applications meeting all eligibility criteria using the scoring rubric found in Appendix C. The Kentucky Department of Education reserves the right to negotiate the budget with funded applicants.

### Award

LEAs will receive notice of award on or around January 3, 2018. LEAs chosen to receive a Travel Fund Grant agree to participate in the KY ILN personalized learning study group, or agree to share their learning from their travel experience on a KY ILN call.

**Section I – Contact Information**

Total Requested Grant Funds:  
(insert from gray box in Section III)

2500.00

District: Marion County Public Schools

Address: 755 East Main Street

City: Lebanon

State: KY

Zip: 40033

Superintendent: Taylora Schlosser

Grant Contact Name and Title: Tammy Newcome, Chief Academic Officer

Grant Contact Phone Number: 270-692-3721

Grant Contact Email Address: tammy.newcome@marion.kyschools.us

*LEAs chosen to receive a Travel Fund Grant agree to use the funds to facilitate the site visit described in the application during the 2017-2018 school year. In addition, grant recipients agree to participate in the KY ILN personalized learning study group, or to share learning from their travel experience on a KY ILN call. By signing below, you agree to these terms.*

Superintendent signature:

Taylora Schlosser

Digitally signed by Taylora Schlosser  
DN: cn=Taylora Schlosser, o=Marion County Schools,  
ou=Superintendent, email=taylora.schlosser@marion.kyschools.us,  
c=US  
Date: 2017.12.01 09:56:14 -0500

Grant contact signature:

Tammy Newcome

Digitally signed by Tammy Newcome  
DN: cn=Tammy Newcome, o=Marion County Schools, ou=Chief  
Academic Officer, email=tammy.newcome@marion.kyschools.us,  
c=US  
Date: 2017.12.01 09:59:23 -0500

## Section II – Narrative Questions

Reminder: Do NOT identify your district by name in any of your narrative responses. While responses ought to be detailed, avoid revealing any personal identifying information as this portion of your application will be scored blindly.

Responses to each question should not exceed 600 words.

1. Which school(s) or organization do you plan to visit? Why did you select this particular school(s)? What aspects of personalized learning do you hope to observe?

### High Tech High

High Tech High offers project-based opportunities as well as student voice and choice. We have identified these items as essential in our efforts to redefine readiness for all students. High Tech High's four principles of equity, personalization, authentic work, and collaborative design are key in developing a framework for 2040 that will best serve the individual needs of our students and community partners.

### Owensboro Independent Schools

The Owensboro Innovation School is also a district we are interested in exploring. Their work to create an incubator that combines opportunities to learn alongside operating business and industry is a concept we very much respect. This is the kind of model that cultivates inclusive communities and promotes work that is interwoven with learning. With our community's strong manufacturing base (over 35 industries), this concept will help us to further connect the dots with our available resources.

### Taylor County Schools

Taylor County's work with personalized learning has created a culture of self-exploration with a learning anywhere, anytime paradigm we want to learn more about. In particular, we are interested in seeing, first-hand, the work they are doing with dropout prevention and project-based learning. In particular, we are interested in their school-based enterprises, blended learning approach, and their physical plant (our district recently passed a recallable nickel and is presently determining how best to plan for new facilities conducive to the needs of 21st Century students)

### RSU2

This school in Maine keeps catching our attention - specifically their work to move from a teacher centered process to one that is student centered. This is the kind of voice and choice piece that is currently a great need. Moving teacher perspectives can be daunting and we would value the opportunity to explore their transformation. Student self-discovery is also part of their foundation and can help us address core social-emotional skills we know our students must have to be successful in the future.

2. Who from your school will you send on this visit? Give their *roles* not their names. E.g.: 4<sup>th</sup> grade classroom teacher, assistant superintendent, CAO, elementary school team leader.

For Initial Visits - District Innovation Team Members

Superintendent of Schools

Chief Academic Officer

Instructional Supervisor

Director of Special Education

High School Principal

3. Give a rough sketch of your visit agenda. Will you observe classrooms? Meet with district leaders? Take formal workshops?

Proposed Visit Agenda

- I. Student/Teacher/Administrator Panel Discussion
- II. Student Guided Facility Tour
- III. Observations of Personalized Learning
- IV. Review of capstone presentations and other culminating event activities related to learning experiences



## 4. How will you share learning from this experience among the rest of your district?

We have several constructs in place to disseminate information and work toward reshaping how we teach and ultimately learn:

- 1) A district leadership team comprised of all school principals and central office supervisors meets weekly and will use the results of these visits to find new meaning in what we must strategically consider. We have recently completed an extensive study of turning high-poverty schools into high-performing schools and are ready to consider the impact of social-emotional perspectives on systemic change.
- 2) We also have an existing structure developed through the Next Generation Leadership Network which consists of three teacher leaders from every district school. That group is in its second year or working toward creating a professional learning community that is highly focused and functioning. The ultimate goal is to create a pipeline for professional learning that delivers a message that helps mobilize all stakeholders toward a common understanding that our students face a rapidly changing future.
- 3) Six district instructional coaches will also contribute to the effort to drive best practices. They are instrumental in developing and leading supports in the trenches every single day. They are afforded the opportunity to explore and model best practices with personalized learning as well as assist with in-house professional learning.
- 4) Our third annual innovation institute - held on a staff development day - is a conference-style opportunity for teachers and administrators to explore all things related to the use of technology. Participants choose among 25 different sessions offered concurrently throughout the day. The event includes a keynote which has centered on future trends as well as digital citizenship and digital leadership. The main purpose of the day is to inspire teachers to think outside the box and better understand personalized learning as it connects with teaching and learning.
- 5) Our fifth annual spring summit will also serve as a catalyst for promoting community awareness and engagement. We understand clearly that a discussion of the year 2040 and the redefining of systems will require all of us. Our community partners will be challenged to join us in creating new collaborative experiences that will challenge students to take more initiative to think differently and solve problems in a real world setting.

5. What changes might you see in your own district as a result of this visit?

We envision a district in 2040 where students are in the driver's seat of their educational journey. The classroom teacher is no longer a sage on the stage, but a facilitator of learning. That learning experience will include a foundation for readiness that is nothing like our current design. We see classrooms without walls, flexible schedules, work experiences that directly connect to learning expectations, opportunities to advance at your own pace - that even include post-secondary credentials. Our traditional structures have been in place for a hundred years. This change won't be easy, but exponential change - starting with these visits - will provide a lens through which we can see how to instill a sense of urgency and necessity for a future that is going to be very uncertain and radically different. Specifically, we find the opportunity to see first-hand the work described in this network as the best kind of learning experience. We are becoming well-versed on 21<sup>st</sup> Century constructs, but lack the chance to see and visit those schools and districts that have been bold enough to implement the kind of transformational changes.



**Section III – Financial Breakdown**

	Estimated expenses (per person)	Total number of people	Total estimated expenses
Site visit tour or workshop fees			\$ 0.00
Air fare	\$ 750.00	6	\$ 4,500.00
Mileage reimbursement (total miles x 40 cents/mile)	\$ 150.00	1	\$ 150.00
Car rental expenses			\$ 0.00
Lodging	\$ 650.00	6	\$ 3,900.00
Meals	\$ 120.00	6	\$ 720.00
Other (please specify) <div></div>			\$ 0.00
Grand total of planned travel expenses			\$ 9,270.00
<b>TOTAL REQUESTED GRANT FUNDS</b> (up to 80% of grand total, with maximum request of \$2500)			<b>\$ 2,500.00</b>

## APPENDIX A: 2017-2018 CONFIRMED KY ILN DISTRICTS

*This is a list of Kentucky school districts who have returned a signed letter of commitment (LOC) to the Kentucky Department of Education's Division of Innovation and Partner Engagement. This list is current as of October 1, 2017.*

*Districts must be on this list to be eligible for the "KY ILN Personalized Learning Study Group" grant.*

*If you do not see your district on this list and believe that this is a mistake, please contact Kristina Catanese ([kristina.catanese@education.ky.gov](mailto:kristina.catanese@education.ky.gov)).*

*If you are not a current member of the KY ILN, but are interesting in becoming a member, please visit the Kentucky Department of Education KY ILN website for more information: <https://education.ky.gov/school/innov/Pages/Innovation-Lab-Network.aspx>. Signed letters of commitment must be turned into Kristina Catanese ([kristina.catanese@education.ky.gov](mailto:kristina.catanese@education.ky.gov)) by November 10, 2017 to be considered for this award.*

### 2017-2018 Kentucky Innovation Lab Network districts

- Barren County
- Boone County
- Boyle County
- Corbin Independent
- Danville Independent
- Eminence Independent
- Fort Thomas Independent
- Grant County
- Graves County
- Hancock County
- Hardin County
- Henry County
- Hickman County
- Jefferson County
- Lee County
- Marion County
- Marshall County
- Mason County
- McLean County
- Metcalfe County
- Owensboro Independent
- Owsley County
- Paducah Independent
- Russell Independent
- Shelby County
- Taylor County
- Trigg County
- Warren County
- Webster County

## APPENDIX B: EXEMPLAR SCHOOLS AND OTHER ENTITIES

*This is a list of exemplar schools and other entities across the United States that are implementing components of personalized learning. Inclusion on this list does not represent endorsement of the school by the Kentucky Department of Education. This list is meant to guide applicants towards some possible school visit options but travel is not limited to the suggestions here and no particular preference will be given to applications for travel to any of the below schools.*

### **Exemplar Schools and Other Entities**

*websites are linked when possible*

#### California

- Galt Unified School District
- Lindsey Unified School District
- High Tech High

#### Colorado

- Mesa County Schools (District 51)
- Westminster Public Schools (District 50)

#### Maine

- Casco Bay High School
- RSU2

#### New Hampshire

- PACE district – Concord
- PACE district – Pittsfield
- PACE district – Rochester
- PACE district – Sandborn
- PACE district – Southeagan

#### Vermont

- Winooski School District

#### Wisconsin

- Wisconsin Institute for Personalized Learning

## APPENDIX C: SCORING RUBRIC

### Kentucky Innovation Lab Network Personalized Learning Study Group Travel Fund Grant Scoring Rubric

Section	Point Range	Excellent – Very Good	Good – Fair	Poor – Inadequate
<b>Section II</b> <b>Question 1</b> <i>Which school(s) or organization do you plan to visit and why were they selected? What aspects of personalized learning do you hope to observe?</i>	0-10	<p>It is clear why this school or organization was chosen. Explicit aspects of personalized learning are identified.</p> <p><b>Points: 10-8</b></p>	<p>It is clear why this school or organization was chosen. Aspects of personalized learning are mentioned but detail is not given.</p> <p><b>Points: 7-4</b></p>	<p>It is not clear why this school or organization was chosen.</p> <p><b>Points: 3-1</b></p>
<b>Section II</b> <b>Question 2</b> <i>Who from your school will you send on this visit?</i>	0-5	<p>Explicit staff are named by their district role. Staff are clearly in a position to benefit from this visit.</p> <p><b>Points: 5-4</b></p>	<p>General staff are named by their district role, perhaps vaguely (e.g. “teacher”).</p> <p><b>Points: 3-2</b></p>	<p>It is not clear who from the district would be participating on this visit.</p> <p><b>Points: 1-0</b></p>
<b>Section II</b> <b>Question 3</b> <i>Give a rough sketch of your visit agenda.</i>	0-10	<p>The visit agenda, while only a rough outline, is purposeful and clear. There is evidence that district staff will have opportunities to observe and learn.</p> <p><b>Points: 10-8</b></p>	<p>The visit agenda may include some opportunities for district staff to observe and learn, but lacks purpose.</p> <p><b>Points: 7-4</b></p>	<p>The visit agenda is vague and unclear.</p> <p><b>Points: 3-0</b></p>



<b>Section II</b> <b>Question 4</b> <i>How will you share learning from this experience with the rest of your district?</i>	0-10	<p>It is very clear that the district will have a plan for sharing learning. The explanation is detailed, appropriate, well thought out, and valid.</p> <p><b>Points 10-8</b></p>	<p>There is evidence that the district plans to share learning, but specifics are lacking.</p> <p><b>Points: 7-4</b></p>	<p>The explanation is vague and not convincing.</p> <p><b>Points: 3-0</b></p>
<b>Section II</b> <b>Question 5</b> <i>What changes might you see in your own district as a result of this visit?</i>	0-10	<p>It is very clear that the district expects to implement change as a result of learning on this visit.</p> <p><b>Points 10-8</b></p>	<p>There is evidence that the districts expects to implement change as a result of learning on this visit, but specifics are lacking.</p> <p><b>Points: 7-4</b></p>	<p>Potential changes are vague and unclear.</p> <p><b>Points: 3-0</b></p>
<b>Section III</b> <b>Financial breakdown</b>	0-5	<p>The travel budget is reasonable, purposeful, and efficient.</p> <p><b>Points 5-4</b></p>	<p>The travel budget is reasonable, but some funds may be allocated inefficiently.</p> <p><b>Points: 3-2</b></p>	<p>The travel budget is unreasonable.</p> <p><b>Points: 1-0</b></p>

