



REQUEST FOR APPLICATION

KENTUCKY DEPARTMENT OF EDUCATION OFFICE OF CONTINUOUS IMPROVEMENT AND SUPPORT DIVISION OF INNOVATION

Kentucky Innovative Learning Network Travel Fund Grant

Deadline Date 4:00 P.M. (ET) on Monday, November 25, 2019	RFA Issued By Office of Continuous Improvement and Support Division of Innovation
Address Questions in Writing To: Procurement Branch KDERFP@education.ky.gov Deadline for Submission of Questions: 4:00 P.M. (EST) on Monday, November 11, 2019	Submit Applications To: Procurement Branch KDERFP@education.ky.gov
Comments/Special Instructions: 1. To be eligible for this Travel Fund Grant, the local Education Agency must be a participating member of the 2019-2020 Kentucky Innovative Learning Network (KY ILN). (See Appendix A.) 2. Grant recipients must agree to share their learning from their travel experience on a KY ILN call. 3. KDE reserves the right to waive minor technical deficiencies.	

Section I – Contact Information

District: Marion County Public Schools

Address: 755 East Main Street

City: Lebanon

State: KY

Zip: 40033

Superintendent: Taylora Schlosser

Grant Contact Name and Title: Troy Benningfield, Assistant Superintendent

Grant Contact Phone Number: (270) 692-3721

Grant Contact Email Address: troy.benningfield@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 2019-2020 school year. In addition, grant recipients agree to share learning from their travel experience on a KY ILN call. By signing below, you agree to these terms.

Superintendent signature:



Grant contact signature:



Section II – Narrative Questions

Responses to each question should not exceed 600 words.

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

2 The opportunity to see, first-hand, the very things we are working to add to our teaching and learning program has been invaluable. With limited support for using local resources for professional travel in our district, we very much appreciate the chance to re-imagine what school can look like in the future for our school community.

Our previous visits made possible by this award program and our participation in the Instructional Leadership Network allowed us to go to High Tech High, RSU2 in Maine, Wisconsin's Personalized Institute, and Shelby County (KY) Schools. These district visits have helped us continue our journey and connect with others about research based practices as they relate to personalized learning.

Opportunity + Access + Equity = Success Ready continues to serve as our focus for personalizing learning to meet the needs of ALL students. As a result, we are now in our second year implementing personalized learning study groups at both the elementary and secondary levels (attended by over 50 teachers volunteering their time outside of the school day) exploring best practices and cross-curricular collaborative opportunities - not just within school walls, but also among teachers across the district. Additionally, we have added one Exceptional Child Education, one math and one language arts teacher at our area technology center to further personalize core content as it relates to individual career pathways. Presently, we are exploring career academy models and partnering with the Southern Regional Education Board to help us transform our master schedule.

We clearly understand that there is still much work to be done to meet the needs of the changing world of work. We want our graduates to leave us with an adaptable skill-set that can help them optimize resources to compete locally, and even globally. Our community is fortunate to be home to nearly 35 industries that largely serve the automobile industry. Indeed, the chance we have had to experience what our colleagues in other parts of the country are doing has inspired us to dream bigger dreams and think about growing different kinds of relationships with our manufacturing base.

We would very much like to continue our journey by providing educators with the following experiences with options personalized for staff at various stages of understanding:

Henry County Schools - Georgia

This district has worked to provide student voice and choice. We are attracted to their advisory classes that focus on learner profiles to provide what the students need at any given moment. Next year, all secondary students will have a regular advisory time in their schedules for the first time in over a decade and we are interested in exploring schools that emphasize the whole child. Henry County is attractive to us because they appear to have numerous successful programs - despite a lack of modern facilities and

resources. Henry County also is enjoying some success with competency based learning. After communicating with them, it is clear that they are student focused and work to create project-based as well as service learning opportunities. We would also like to learn more about their online options for students. All of these things align with our current initiative to personalize instruction and meet ALL students where they are in the program of studies.

McGavock High School-Tennessee

Our SREB Coach, Aimee Wyatt, has worked extensively with McGavock and we want our teachers to see their Career Academy model. Ms. Wyatt, again, is helping us transform our master schedule to accommodate this model. We are also working closely with our chamber of commerce and economic development directors to assist with growing local partnerships that will support career academies. They have participated in our work sessions - along with other businesses and post-secondary partners - and all parties are intrigued with the work Nashville schools have done to align their coursework with viable career pathways and adaptable skills sets.

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

The MCPS Personalized Learning Study Group has grown to over 50 members with representatives from all schools within the district. We envision that up to 12 participants from this group (eg. teacher leaders at the elementary, middle and high school levels, new Area Technology Math and ELA teachers, principals from secondary schools) will participate in this school visit with the District Instructional Team (Superintendent, Asst. Superintendent, Instructional Supervisors, and Exceptional Child Director). The goal is to provide opportunities that - in and of themselves - are personalized. We want experiences that meet our teachers where they are based on their current experience.

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

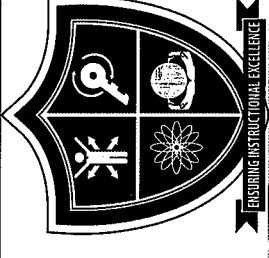
Proposed Visit Agenda

- I. Student/Teacher/Administrator Panel Discussion
- II. Student Guided Facility Tour
- III. Observations of Personalized Learning in Classrooms
- 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 regularly and will use the results of these visits to find new meaning in what we must strategically consider. Our extensive study of turning high-poverty schools into high-performing schools has lead us to our new Portrait of a Graduate -



- 2) Again, we will continue growing our Personalized Learning Study Group (currently comprised of over 50 educators). 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. Many of the members assume leadership opportunities by presenting at district staff development days as well Early Release Fridays (organized monthly).
 - 3) Five district instructional coaches will also contribute to the effort to drive best practices. They are instrumental in developing and leading support 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 district is continuing our journey toward personalized professional learning for teachers. Our innovation institute, previously held on a staff development day, was a huge success. And now we want to explore offering a similar experience during the summer months, much like an EdCamp experience where our teachers will be the presenters of best practices with technology and personalized learning. The main purpose of the day is always to inspire teachers to think outside the box and better understand personalized learning as it connects with teaching and learning.
 - 5) Our sixth annual spring summit will also serve as a catalyst for promoting community awareness and engagement. We understand clearly that a discussion of the year 2025 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 remain steadfast with our vision that by 2025, teachers will fully understand the new Generation Z paradigm with students having a much greater place in the decision-making process when it comes to their educational journey and completion of graduation credits. The classroom teacher will no longer be 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 one's own pace - that even includes earning post-secondary credentials. Our traditional structures have been in place for a hundred years. This change won't be easy, but exponential change - continuing with these visits - will continue to 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 21st 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			
Air fare			
Mileage reimbursement (total miles x 42 cents/mile)	2 cars going Mc Gavock HS- 320 miles total	4 people per car total of 8 People	\$270
	2 cars going to Henry Co Schools GA- 750 miles total	4 people per car total of 8 people	\$630
Car rental expenses			
Lodging	4 Rooms Mc Gavock-4 Rooms \$220 for one night	8 people	\$880
	4 rooms Henry County Schools \$150 per night for two nights	8 people	\$1200
Meals	McGavock HS-TN \$46 dollars per day per person (2 Days)	8 people	\$736
	Henry County School GA – \$46		\$1100

	Estimated expenses (per person)	Total number of people	Total estimated expenses
	dollars per day per person (3 Days)		
Other (please specify) Substitute Costs	McGavock Visit sub cost \$100 per teacher	4 people	\$400
	Henry County GA sub cost \$100 per teacher	4 People	\$400
Grand total of planned travel expenses			\$5616
TOTAL REQUESTED GRANT FUNDS			\$2500

APPENDIX C: SCORING RUBRIC

Kentucky Innovation Lab Network Travel Fund Grant Scoring Rubric

Section	Point Range	Excellent – Very Good	Good – Fair	Poor – Inadequate
Section II Question 1 <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>	0-5	It is clear why this school or organization was chosen. Explicit aspects of personalized learning are identified. Points: 5-4	It is clear why this school or organization was chosen. Aspects of personalized learning are mentioned but detail is not given. Points: 3-2	It is not clear why this school or organization was chosen. Points: 1-0
Section II Question 2 <i>Who from your district will you send on this visit?</i>	0-3	Explicit staff are named by their district role. Staff are clearly in a position to benefit from this visit. Points: 3	General staff are named by their district role, perhaps vaguely (e.g. “teacher”). It is implied but not clear how staff may benefit from this visit. Points: 2	It is not clear who from the district would be participating on this visit. Points: 1-0
Section II Question 3 <i>Give a rough sketch of your visit agenda.</i>	0-5	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. Points: 5-4	The visit agenda may include some opportunities for district staff to observe and learn, but lacks purpose. Points: 3-2	The visit agenda is vague and unclear. Points: 1-0
Section II Question 4 <i>How will you share learning from this experience with the rest of your district?</i>	0-5	It is very clear that the district will have a plan for sharing learning. The explanation is detailed, appropriate, well thought out, and valid. Points 5-4	There is evidence that the district plans to share learning, but specifics are lacking. Points: 3-2	The explanation is vague and not convincing. Points: 1-0

Section	Point Range	Excellent – Very Good	Good – Fair	Poor – Inadequate
Section II Question 5 <i>What changes might you see in your own district as a result of this visit?</i>	0-5	It is very clear that the district expects to implement change as a result of learning on this visit. Points 5-4	There is evidence that the districts expects to implement change as a result of learning on this visit, but specifics are lacking. Points: 3-2	Potential changes are vague and unclear. Points: 1-0
Section III Financial breakdown	0-2	The travel budget is reasonable, purposeful, and efficient. The district demonstrates personal financial commitment beyond using the grant funds. Points: 2	The travel budget is reasonable, but some funds may be allocated inefficiently. The district does not demonstrate a personal financial commitment beyond using the grant funds. Points: 1	The travel budget is unreasonable. Points: 0