

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200008

Grants.gov Tracking#: GRANT13152849

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1236-GRE4T Budget Narrative.docx](#), [1234-GRE4T Abstract.docx](#), [1237-GRE4T Narrative FINAL 6-26-20.docx](#)

Application for Federal Assistance SF-424

| | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
|--|--|--|

| | |
|--|--|
| * 3. Date Received: <input type="text" value="06/25/2020"/> | 4. Applicant Identifier: <input type="text" value="806743159"/> |
|--|--|

| | |
|--|--|
| 5a. Federal Entity Identifier: <input type="text" value="806743159"/> | 5b. Federal Award Identifier: <input type="text" value="NA"/> |
|--|--|

State Use Only:

| | |
|---|---|
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> |
|---|---|

8. APPLICANT INFORMATION:

* a. Legal Name:

| | |
|--|--|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="[REDACTED]"/> | * c. Organizational DUNS: <input type="text" value="[REDACTED]"/> |
|--|--|

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

| | |
|--|--|
| Department Name: <input type="text" value="Teaching and Learning"/> | Division Name: <input type="text" value="Teaching and Learning"/> |
|--|--|

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Georgia's ReStart: Embrace, Engage, Expand, and Enhance Learning with Technology (GRE4T)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

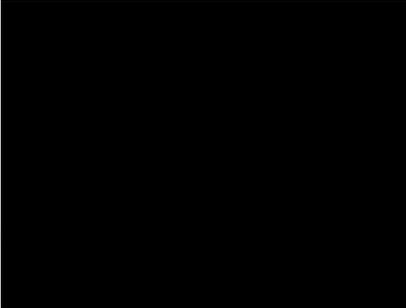
* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Georgia Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | 104,500.00 | 109,500.00 | 89,500.00 | | | 303,500.00 |
| 4. Equipment | 21,000.00 | 6,000.00 | 6,000.00 | | | 33,000.00 |
| 5. Supplies | 20,000.00 | 0.00 | 5,000.00 | | | 25,000.00 |
| 6. Contractual | 2,178,962.00 | 2,539,613.00 | 2,556,000.00 | | | 7,274,575.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 8. Other | 2,280,000.00 | 2,280,000.00 | 2,280,000.00 | | | 6,840,000.00 |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs* | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

***Indirect Cost Information (To Be Completed)**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S425B200008

| | | |
|---|---|--|
| Name of Institution/Organization Georgia Department of Education | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
|--|--|--|

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Georgia Department of Education

* Street 1: 205 Jesse Hill Jr. Drive Street 2: _____

* City: Atlanta State: GA: Georgia Zip: 303345004

Congressional District, if known: 1-14

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

| | |
|--|---|
| 6. * Federal Department/Agency: US Department of Education | 7. * Federal Program Name/Description: Education Stabilization Fund |
| | CFDA Number, if applicable: 84.425 |

| | |
|---|---|
| 8. Federal Action Number, if known: _____ | 9. Award Amount, if known: \$ _____ |
|---|---|

10. a. Name and Address of Lobbying Registrant:

Prefix: Dr. * First Name: Juan-Carlos Middle Name: _____

* Last Name: Aguilar Suffix: _____

* Street 1: 205 Jesse Hill Jr. Drive Street 2: _____

* City: Atlanta State: GA: Georgia Zip: 303345004

b. Individual Performing Services (including address if different from No. 10a)

Prefix: Dr. * First Name: Juan-Carlos Middle Name: _____

* Last Name: Aguilar Suffix: _____

* Street 1: 205 Jesse Hill Jr. Drive Street 2: _____

* City: Atlanta State: GA: Georgia Zip: 30334-5004

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: _____

* Name: Prefix: Dr. * First Name: Juan-Carlos Middle Name: _____
* Last Name: Aguilar Suffix: _____

Title: Director of Research and Innovative Programs Telephone No.: _____ Date: 06/25/2020

Federal Use Only: _____ Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

| | | | |
|--|----------------|-------------------|-----------------|
| | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | |
|--|--|
| * APPLICANT'S ORGANIZATION Georgia Department of Education | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: Dr. | * First Name: Juan-Carlos Middle Name: |
| * Last Name: Aguilar | Suffix: |
| * Title: Director of Research and Innovative Programs | |
| * SIGNATURE: [REDACTED] | * DATE: 06/25/2020 |

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

| | | | | |
|----------------|----------------------------|--------------|-----------------------|---------|
| Prefix: Dr. | First Name: Juan-Carlos | Middle Name: | Last Name: Aguilar | Suffix: |
|----------------|----------------------------|--------------|-----------------------|---------|

Address:

| | |
|-----------|--------------------------|
| Street1: | 205 Jesse Hill Jr. Drive |
| Street2: | |
| City: | Atlanta |
| County: | |
| State: | GA: Georgia |
| Zip Code: | 303345004 |
| Country: | USA: UNITED STATES |

| | |
|--|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
|  | |

Email Address:

| |
|--|
|  |
|--|

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

| |
|--|
| |
|--|

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|--|----------------|-------------------|-----------------|
|  | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

The Georgia Department of Education will ReStart schools in the fall of 2020 with a promise to refresh our commitment to equity, service, and support. This initiative will improve student learning and well-being across all subgroups through the promotion of personalized learning. Georgia will meet this promise by improving human, organizational, and technical infrastructures supporting student learning across the state. This three-year initiative will invite participation from all of 216 Georgia's local education agencies based on need and readiness. The state education agency will (a) improve leadership and educator professional learning to support engagement and personalized learning; and (b) improve the infrastructure of Georgia Virtual School to ensure statewide access and improve interoperability so students can earn Comprehensive Learner Records. Georgia's teachers will be equipped with the skills needed to create vibrant personalized learning experiences, while school leaders make the organizational and cultural shifts needed so that students are not merely accessing school digitally, but are engaged in cultures of thinking and learning that can be sustained well beyond the grant period. Additionally, Georgia will improve student connectivity across the state and improve the technical infrastructure of Georgia's Virtual School, which currently serves over 30,000 of the 1.8 million Georgia students, with interoperable learning technologies. Ultimately, Georgia will improve educational equity during a time in which the state has significant burden due to the COVID-19 crisis. After this crisis, Georgia will emerge stronger as educators throughout the state have access to an interoperable course delivery system and systems have the human and organizational capacity for personalized learning. Outcomes of the GRE4T Initiative will demonstrate improvement student attendance rates in face-to-face and online learning opportunities, student and parent satisfaction with personalized learning approaches, and student learning across racial and ethnic subgroups as well as in economically disadvantaged communities.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Georgia’s ReStart:
Embrace, Engage, Expand, and Enhance Learning with Technology
(GRE4T)

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Project Narrative

Introduction

Throughout the COVID-19 pandemic, Georgia has seen the most success in school systems and communities that were already equipped with digital devices and connectivity, and that already had been working with virtual courses and personalized learning opportunities. Therefore, Georgia seeks to achieve **Absolute Priority 2: Statewide Virtual Learning and Course Access Programs** using a two-pronged approach: (1) improving the human and organizational infrastructure and (2) improving the State's virtual learning courses and modules align with personalized learning infrastructures. The **purpose for the GRE4T initiative** is to leverage Georgia Virtual School to ensure student learning and wellbeing via personalized learning. At a time when COVID-19 threatens to exacerbate learning loss in Georgia, the state is poised to take an innovative stance to improve student learning across all sub-groups. Several research studies have demonstrated measurable academic improvements when personalized learning is implemented (Pane, Steiner, Baird, Hamilton, & Pane, 2017; RAND, 2020), thus the state sees promise in this approach especially during a time when students will be in and out of physical school buildings.

This purpose is achieved by two goals. The **first goal is to build the human and organizational infrastructure** to excel in personalized learning approaches to learning throughout the state. The **second goal is to bolster the existing capacity of Georgia Virtual School (GAV)** to provide technological supports for a personalized learning framework, in part using interoperable comprehensive learning records (CLR) (as required in the REM grant [American Workforce Policy Advisory Board, 2019]). Each of these goals will be **spearheaded by the State Educational Agency, the eligible entity** for this competitive grant. Georgia has a strong foundation in a research-based personalized learning approach, has already conducted extant statewide asset mapping and piloting of personalized learning, as well as has a robust statewide Virtual School program. Building upon these inputs, the GRE4T initiative turns the

state's COVID-19 crisis into an opportunity to better serve students. Ultimately, **outcomes of the GREAT Initiative** will demonstrate student and parent satisfaction with personalized learning approaches, improvement student attendance rates in face-to-face and online learning opportunities, and student learning across racial and ethnic subgroups as well as in economically disadvantaged communities.

Georgia COVID Burden Statement

US ED Calculated COVID Burden for Georgia

Based on the Secretary's factors identified upon release of the request for applications, Georgia ranked within the 61st-80th percentile for Coronavirus burden. Georgia has 13.2% of the population without broadband access. Almost one in five (19.50%) of Georgia's students (ages 5-17) live in poverty. About one in four students (26.63%) attend school in rural local education agencies (LEAs). At the transmittal of the request for proposals for the REM grant, Georgia had a 1.84% share in the national confirmed COVID-19 cases per capita.

Additional Data Regarding Georgia's COVID Burden

Georgia has experienced tremendous hardship due to the Coronavirus. According to the Georgia Department of Health, as of June 20, 2020, Georgia has over 63,809 cases and more than 2,642 deaths with an increasing trajectory. Georgia continues to see a spread in cases at about 1.08 Rt (Effective Reproduction Number, see [rt.live](https://www.rtlive.com/)). Georgia has 589.5 COVID-19 cases per 100K capita ([CDC, 2020](https://www.cdc.gov/)). The Centers for Disease Control and Prevention's "Social Vulnerability Index" (SVI) uses 15 Census variables that indicate how resilient counties and states might be in the face of disasters and crises such as the COVID pandemic. Georgia is in the most "at risk" quartile as of 2016. Appendix F provides the most recent map of Georgia's SVI in 2016. In terms of racial inequality, 30.5% of cases to date are African American which is consistent with 30.5% representation in the population; however, the rate of death for African Americans is 47.98%. African Americans are more vulnerable to the virus most likely because they are more likely to be disadvantaged in the state. Students and communities will hurt during COVID,

but we are especially concerned about rural, African American, and impoverished populations as they suffer these inequitable losses. Whatever we can do to mitigate that pain and suffering offers some hope in a desperate time.

COVID-19 has been so deadly in Georgia, and among the African American population specifically, because the state has significant and widespread poverty. In the African American population, poverty strikes at a higher rate, with African Americans accounting for over 21.5% of the overall poverty rate prior to the virus. Georgia ranked 40th in economic wellbeing (Annie E. Casey, 2019). About 50% of students do not have access to formal early care and learning, and about 20% grow up in families that require direct social services. Many of these impoverished communities lack access to healthcare; of 159 counties, 64 have no pediatrician, 79 have no obstetrician/gynecologist, and nine have no doctor at all. That makes Georgia worse than the national average for primary healthcare, ranking 45th in the nation (*Atlanta Journal-Constitution*, 2018; United Health Foundation, 2019). Georgian's lack health insurance 13.6%) at a rate far worse than the national average as well (8.6%) (United Health Foundation, 2019). Furthermore, the *Atlanta Journal-Constitution* (2020) recently reported that over 1 million Georgians are expected to lose their job-provided health insurance due to COVID. Compounding the issues of racial and economic disadvantage, the COVID virus hits harder in families that reside in multi-generational homes. According to the AARP, Georgia has over 300,000 children under age 18 (about 12%) living with grandparents; thus, the risk for these families to send their children to schools regularly worsens as does the risk for children to lose a primary caregiver (about 1/3 of these multigenerational households report that the elder is the guardian).

Georgia's poverty rate will likely increase at least for the foreseeable future. Between March and April of 2020, the unemployment rate across the state rose from 4.6 to 12.6% (US Bureau of Labor Statistics, 2020). Many of these jobs will not come back quickly as the economy slowly opens and as the COVID pandemic reshapes what society demands). Rural areas will have an especially difficult time

getting people back to work, and Georgia’s population is about 50% rural (Georgia Chamber of Commerce, 2020). Furthermore, while Georgia’s population with a bachelor’s degree or above is comparable to the national average, the average wage for those workers in most cities across the state is well below the national wage for bachelor’s degrees (Winters, 2020). Therefore, we anticipate that Georgia will have a significantly long and challenging recovery.

Already, the state has introduced budget cuts to schools and many schools have furloughed or reduced teacher workforces for the 2020-21 school year. The most recent legislative budget cut in state funds to schools was 14%, totaling about \$1.42 billion. The CARE Act stimulus grants totaling about \$441,000,000 given to schools will likely be used to reduce (yet not fully solve) these budget deficits. Teacher shortages are estimated to rise from about 6% to over 25% in some rural areas (Georgia Department of Education, 2020). Table 1 shows teacher shortages by area from the previous school year; we expect these numbers to grow.

Table 1. Teacher Shortages by Content Area.

| Content Area | Teacher Shortage* |
|------------------------|-------------------|
| Special Education | 17% |
| Science | 8% |
| Social Studies | 7% |
| Math | 6% |
| Elementary Instruction | 3% |

*Based on 2019 released Teacher Shortage data from Georgia Professional Standards Commission.

Table 2 shows retention rates from the past two school years; we expect retention rates to decrease with the stressors of COVID-19.

Table 2. Teacher Retention by Content Area

| Content Area | Teacher Retention | Teacher Retention |
|------------------------|-------------------|-------------------|
| | 2018 | 2019 |
| Elementary Instruction | 69.0% | 69.5% |
| Special Education | 64.3% | 63.8% |
| Social Studies | 78.3% | 78.8% |
| ELA | 83.1% | 83.2% |
| Math | 82.5% | 82.7% |
| Science | 79.1% | 79.4% |

In addition to foreseeable shortages, Georgia anticipates that many teachers will leave the workforce this year because they are considered “vulnerable populations” due to their age during COVID. About 10% of the current teacher workforce is eligible to retire and of retirement age (Governor’s Office of Student Achievement, 2018) and about 20% of teachers in high-demand content areas leave the profession annually. Some of these educators may be willing to teach virtually rather than face-to-face. Access to GAV courses is a necessary solution to ensure that all students have access to quality educational opportunity, yet not all districts currently utilize GAV courses. Therefore, the GRE4T initiative seeks to expand uptake of GAV courses and divide courses into modules for hybrid use; in addition, Georgia’s educators will better understand how these modules can be leveraged in a personalized learning context.

Learning loss among Georgia’s students during the pandemic is a serious threat; some experts estimates suggest that students could lose years of learning progress (Dorn, Hancock, Sarakatsannis, & Viruleg, 2020). Yet virtual learning alone cannot be the full answer. Based on the number of free-and-reduced lunch (frl) approvals, the Georgia Department of Education estimates that about 60% of students come from impoverished communities (Georgia Department of Education, 2020). Many of these communities are often unserved or underserved by broadband providers (Georgia Department of Community Affairs, 2020), and many rely on digital devices provided by the school systems. A survey conducted by Georgia’s team and found that, as of June 2020, 80,000 student households lack connectivity and about 500,000 students still require a digital device of their own. For this reason, some school systems (an estimate of about 85%) have not invested in digital teaching and learning strategies; Georgia will use personalized learning as a way to ensure that digital learning follows a pedagogical approach that is research- and data-informed.

Georgia’s Response to the COVID Burden

To respond to the COVID crisis, Georgia’s agencies, including the Department of Education, Governor’s Office, Governor’s Office of Student Achievement (GOSA), Public Library System, Department of Community Affairs, Georgia Technology Authority, and the Department of Administrative Services have worked together since March to (a) introduce additional public WiFi hotspots, (b) coordinate funds from multiple sources to purchase student devices and internet services; (c) negotiate lower provider rates that can be bundled for mass purchasing from internet providers; (d) provide a digital deployment ReStart Guide for district leaders (see [link](#)) to help them connect student households; and (e) create several grant programs, including use of Title 1A, 1003 funds and philanthropic funds, to support districts in their effort; to date, over \$23.5 million has been distributed. In fewer than three months, Georgia combined dollars from federal, philanthropic, and private industry to reduce the need for student devices from about 660,000 to about 500,000 and increased the number of public libraries and schools with public WiFi by over 700. While these numbers have been moving in the right direction, we still have much work to do (Georgia Department of Community Affairs, 2020). School leaders suggest that getting devices is not the largest challenge; barriers to moving forward have mostly been in coordinating the providers and school districts to negotiate local plans for improving internet access. Therefore, part of the GRE4T initiative will be to support improvements to household internet connectivity for students.

Georgia also responded to the COVID-19 crisis by introducing instructional resources and expanding access to GAV. With the knowledge that over 98% of households have public television access, the Department of Education partnered with Georgia Public Broadcasting to match educational television programs to the Georgia Standards of Excellence and offer content-specific daily viewing guides and activities for each grade level K-8 (see [Georgia Home Classroom](#)). Georgia also provided “readiness guides” for families of students in grades K-3 with simple “look fors” related to grade-level, and content-area, expectations. In addition, in Spring 2020 GAV introduced free “Mastery Courses”

which are fully online and asynchronous for required high school courses. Furthermore, using CARES Act state allocations, GAV has allocated “free seats” in synchronous, facilitated courses to students in grades 6-12 from rural systems for the 2020-21 school year to address foreseeable teacher shortages.

Additionally, Georgia secured a formative assessment program called “Beacon” for all students in 3-8 as well as expanded the offerings of Keenville, a gamified formative assessment for grades 1-2. Barriers to implementing these resources are (a) lack of familiarity among educators; (b) lack of rural uptake of GAV courses; and (c) a need for resources to be ingested into local Learning Management Systems (LMSs) or for the state to provide LMS support to smaller districts that have not yet invested in a platform.

Therefore, the GRE4T initiative will support an awareness/marketing campaign and interoperable delivery options of extant resources, and LMS supports.

Finally, Georgia continued to serve students’ needs beyond instruction. Georgia’s School Nutrition office oversaw waivers and expanded remote meal service to students across the state, with over 30 million school meals being distributed remotely. These efforts were paired a partnership with the Department of Administrative Services to expand telehealth and mental health services across the state for students who were no longer able to access these services in schools.

Georgia now has six ReStart Working Groups, comprised of educators, school leaders, family members, industry liaisons, and agency representatives to identify needs and provide Restart Guidance. The lead of this REM grant, Dr. Caitlin McMunn Dooley, is the leader of the Remote/Distance Learning ReStart group, and other members of this writing team are also members; therefore, the REM grant will fold nicely into Georgia’s ReStart plan.

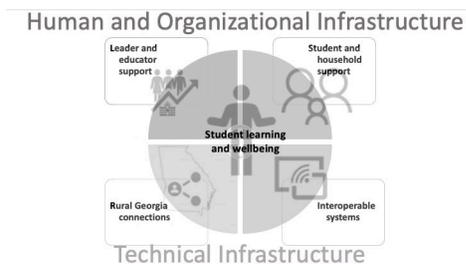
Project Services and Project Plan

Purpose and Goals

The **purpose** for the GRE4T initiative is to leverage GAV to ensure student learning and wellbeing during a time when COVID-19 is catalyzing a statewide movement toward student-centered

personalized learning. Investment in personalized learning has the power to bolster student achievement and create conditions for greater student ownership of learning (RAND, 2020; Pane, Steiner, Baird, & Hamilton, 2017; Pane, Steiner, Baird, Hamilton, & Pane, 2017). In short, Georgia envisions personalized learning as a way remake K12 education in ways consistent with the transformations taking place in other industries and as a means to bolster Georgia’s economic competitiveness while preparing students to thrive in a global economy. The model below illustrates Georgia’s approach.

Figure 1. GRE4T Logic Model



Georgia defines personalized learning as “an instructional approach that uses student voice to enact an individual path and pace through a collection of competencies” (Georgia Professional Standards Commission, Rule 505-3-.108). This purpose is met via **two goals**: (1) build human and organizational infrastructure for personalized learning; and (2) establish the technology infrastructure for GAV to be used for personalized learning.

Inputs and Assets. Georgia has conducted a needs assessment and analyzed a broad range of data to identify these goals and assess existing assets to accomplish them.

For **Goal One**, in 2019, the Regional Education Lab - Southeast conducted an asset map of all 216 Georgia school systems and found that 5 districts had clear evidence and 33 districts had some evidence of implementation of personalized learning initiatives (See Appendix G). These documents and data, as well as lessons learned from the districts, demonstrate the promise of personalized learning and

suggest that Georgia is on the path to innovation adoption (Rogers, 2003). Specifically, the lessons learned suggest the need to (a) work system wide; (b) promote student engagement and empowerment in order to address interest and perseverance in learning; and (c) support families in understanding and supporting students be successful in a personalized learning environment.

With partners at Kennesaw State University Bagwell College of Education (KSU) and several school districts, the Georgia Department of Education created a statewide vision for personalized learning (Lokey-Vega & Stephens, 2018; see Appendix H). Subsequently in 2018, KSU worked with the Georgia Professional Standards Commission to create a Personalized Learning endorsement Standards for certified educators (Georgia Professional Standards Commission, Rule 505-3-.108). Furthermore, the GOSA worked with KSU to create a pilot study that leveraged an initial investment of the Gates Foundation in Henry County Public Schools to grow additional county-system-side Personalized Learning initiatives in four school districts. Findings suggest that, simultaneous to these pilots, several districts and schools have been experimenting with personalized learning across the state. Georgia is ready to move to the next phase of transforming education, with a focus on providing a personalized learning opportunity for each and every child in the state.

For **Goal Two**, the Georgia Virtual School (GAV) is a primary asset for the state's movement toward personalized learning. GAV was awarded the 2018 IMS Global Learning Platinum Award for innovations conducted toward interoperability, demonstrating the readiness of GAV staff to promote interoperability and engage learners in personalized learning. Furthermore, in 2019 the Learning Council recognized GAV as one of the top digital schools in the nation. GAV offers over 130 courses for students throughout the state in grades 6-12 as a supplemental program. GAV is not a school; rather, it provides courses to supplement a school's offerings. GAV administers over 32,000 online courses annually. GAV also offers free downloadable Open Educational Resources for each of these courses. GAV also supports

strong professional learning by providing online courses available for all educators on how to teach online, how to support online learning, and how to support students remotely.

Each semester, GAV elicits parental perspectives about the program and how it meets their students' educational needs. In 2018-2019, 80% of parents felt they were equally or more connected with what was happening in their child's Georgia Virtual class(es). Seventy-eight percent felt their child learned the same or more with GAV as they did in their courses elsewhere. Parents describe the interactions they have with Georgia Virtual staff as being helpful, respectful, supportive, and collaborative. More than 80% of the parents feel GAV has established goals and a plan for improving student learning, provides students with access to a variety of information resources to support student learning, and provides a safe learning environment.

GAV conducted a thorough self-study as part of the accreditation process in the 2019-20 school year. To give context: out of all courses taught in grades 6-12 at any given time, only about 3% of those are taught as online courses. GAV hosts about 9.5% of those courses, equaling about 13,300 students each semester. About 89.2% of those students pass their courses (data from 2018-19). In examining this data, GAV found that rural students are less likely than metro students to enroll in GAV courses, but are just as successful as their urban counterparts when they do; therefore, GAV needs to conduct a formal marketing campaign in rural communities. Second, GAV found that about 70% of students persisted from enrollment to course completion during the Spring 2020 semester (i.e., "COVID spring"). While this number far exceeds common MOOC persistence (estimated to be about 10-15% [Jordan, 2015; HarvardX, 2018]), GAV staff want to more readily support students and families in remote learning.

Furthermore, GAV is seeing an increase in demand during COVID. Enrollments in Summer 2020 grew 10% year-over-year; whereas for the past two years prior, summer enrollments grew only about 3%. This suggests an increasing desire among Georgia's students to access online courses; therefore, GAV is primed to meet this market demand while also adjusting to the innovations that personalized

learning requires. Introduced as a legislative action in 2005, GAV has grown from being a simple course delivery option to a go-to thought leader in the state and nation. Although, GAV has not historically served grades K-5, the interoperable infrastructure created by GRE4T could be used by systems to integrate Open Educational Resources and utilize the Comprehensive Learner Record.

Activities

To ensure student learning and wellbeing during a time when COVID-19 is catalyzing a statewide movement toward personalized learning, Georgia will engage in the following activities.

Goal 1, Activity 1: Remote Instructional Coaching. The SEA will expand Georgia’s pilot for personalized learning instructional coaching for personalized learning.

The SEA will work with iTeach to expand the reach of virtual instructional coaching among educators. iTeach at Kennesaw State University is a team of highly effective and highly qualified coaches in a service unit of Kennesaw State University’s Bagwell College of Education in the Department of Instructional Technology. iTeach has unparalleled access to the most current research being carried out by industry leading professors at the nation’s largest R2 university. The iTeach full-time coaching staff of celebrated educators, media specialists, and administrators has expertise in personalized learning, leveraging instructional technologies, and teaching and evaluation techniques. This work builds upon prior success in Georgia’s Personalized Learning (PL) pilot project in which iTeach coaches planned, taught, and modeled for teachers and leaders in 14 schools across the state. The pilot advanced student achievement by establishing sustainable school frameworks and integrating technology to develop personalized learning classrooms. It builds a framework for sustainable statewide implementation of personalized learning. Each year, participating educators will receive: (a) Year-long experiential and job-embedded professional learning; (b) Access to four iTeach “playlists” for resources related to personalized learning; (c) Ability to earn microcredentials; (d) Self-paced learning cycles with quarterly

coaching support; (e) Just-in-time coaching support; and (f) 24-7 “chat room” availability for educators to discuss and share resources.

Participating educators will also be invited to earn an endorsement as an add-on to their professional certificate from KSU on personalized learning approved by the Professional Standards Commission. The endorsement requires educators to pass three courses related to implementing personalized learning.

Goal 1, Activity 2: Leadership Consortium. To support the technical and adaptive change needed to support teacher-led shifts in instruction, the SEA will leverage key educational leadership training groups statewide. Working intentionally together to support participating districts, these organizations will form Georgia’s Leadership Consortium for Personalized Learning. This consortium of intermediary organizations (Honig & Karlsson, 2004) with a history of effectively building leader capacity will utilize a Networked Improvement Community (NIC) approach to realize two purposes: (a) improve school and student outcomes for personalized learning (Bryk, Gomez, Grunow, & LeMahieu, 2015; US Department of Education, 2015, 2017b); and (b) build coherence across leadership development organizations and accelerate effective leadership development practice that helps leaders create conditions for personalized learning to thrive.

To accomplish these dual purposes, the consortium organizations will begin by collaboratively designing a common framework for supporting growth of district and school leader practice, district and school using *Leadership Competencies for Learner-Centered, Personalized Education* (Jobs for the Future & CCSSO, 2017) as the research base and reference point for effective leader practice. During this phase, consortium members will pool expertise to design deeply participatory convenings for leaders modeling a culture of thinking (Ritchart, 2015) and essential features of competency-based education (Sturgis & Casey, 2018), as well as map to Georgia Department of Education’s

continuous improvement framework Articulated in our state plan for the Every Student Succeeds Act.

This approach will yield a coherent roadmap of practice for each consortium organization, and will build organizational capacity to support leader participation in networked improvement communities as a vehicle for learning, problem-solving and generative thinking. In addition to a common framework of support that will be provided by consortium members to districts, the consortium will define a clear shared identity; a theory of action for how specific support provided by consortium members to leaders will lead to improvements in school and classroom culture, teacher working conditions, and student learning experiences; measures of consortium success, and a workplan including check points for monitoring progress and bringing artifacts of consortium organization learning to the NIC. The work of the consortium will be coordinated by one member organization (to be named) with a strong track record of success in serving as a backbone facilitator for other collective impact efforts (DuBow et al., 2018).

Once their common support framework is defined, consortium organizations will take a regional approach to provide direct services to build leader capacity. Each organization will lead systems (districts/schools) within one of three regions through a similar process as that of the consortium guided by research on improvement science (Bryk, Gomez, Grunow, & LeMahieu, 2015) and design thinking (Cross, 2011). This process includes engaging district and school leaders in assessing need; defining and redefining problems of practice; developing theories of action; and iteratively engaging in rapid improvement cycles, bringing artifacts of learning back to the regional NIC. This support will be provided through a combination of face to face and online convenings, coaching, and just-in-time, choice-driven personalized professional learning and technical assistance based on emergent needs and barriers. The three regions are divided along the state's existing P-20 and Regional Education Service Agency (RESA) regional boundaries so as to allow for systemic alignments; P-20 and RESA representatives will be

invited to participate with their regional leadership organization as well so as to build in systemic sustainability.

Over the three years, the systems will participate in their regional NIC by (a) attending one face-to-face regional convening (depending on Public Health guidance per COVID); (b) participating in five online NIC conversations with the regional team as well as within small groups; and (c) participating in coaching or technical assistance as needed by the Leadership Consortium Organization; and (d) collecting, analyzing and sharing on artifacts that show progress, investigate challenges, and create a sustainability plan for the local system to continuously improve personalized learning. Finally, any participating system will agree to have classroom educators and support staff participate in instructional coaching offered by iTeach.

iTeach Leaders will also participate in the Leadership Consortium as well as support local NIC objectives. Systems participating in the NICs will have the opportunity to invite iTeach virtual coaches to provide support and mentoring to instructional staff. Each system's leadership team will participate in an orientation in year one so they understand the methods used by iTeach.

To select participating systems, the SEA will rank all systems in each region based on need according to three indicators: (1) high poverty; (2) rural status; and (3) low internet connectivity. Then SEA will contact each district leader to invite them to apply to be in the GRE4T NIC. Interested district leaders will complete an application to be part of the GRE4T Leadership Cohort and will be selected based on the following readiness indicators: (1) low student achievement; (2) high growth in student achievement in 2017-2019; (3) device:student ratio close to 1:1; and (4) 80% or more agreement among students, families, and staff that they would like to participate in personalized learning. This process of prioritizing need and then assessing readiness should create a high likelihood of cohort success. Ultimately, the group will directly serve up to 75,000 students and indirectly influence all students statewide.

Each participating system will send a team to their regional NIC comprised of a superintendent; district leads for curriculum, instruction, and technology, parent liaison, principal(s), instructional coaches, teacher leaders, and students (US Department of Education, 2015).

The design of utilizing a consortium is a critical element of our sustainability plan. Rather than starting a new organization or importing services, Georgia will grow its own existing leadership organizations so that the state has a vast outreach effort. With this plan, the change toward personalized learning is integrated into the fabric of the state's market for leadership training providers. Thus, it is important for the GRE4T Initiative to source in-state public-private partners who will help transform local school systems. Together, these leadership organizations will create the consortium dedicated to systemwide change long after the grant period ends.

Goal 1, Activity 3: Competencies for Learning Records. The SEA will support widespread implementation of CLR based on cross-curricular, standards-based competencies.

The SEA will introduce the concept of CLR to the state agency and then work with the Leadership Consortium as well as participating schools to introduce use.

In year one, the SEA will coordinate across internal teams to (a) identify elements of standards-based learning that would contribute to a student's CLR for all academic content areas, fine arts, and physical and health education; (b) coordinate among SEA teams (GAV, Curriculum and Instruction, and Assessment) to determine SEA resources and the structure for the Learning Record; (c) determine how the SEA will implement technologies to determine mastery and format the digital record with necessary security and encryptions; and (d) pilot CLR in GAV mathematics curriculum to provide proof-of-concept and a minimum viable product.

In year two, the SEA will introduce the comprehensive learning record to the Leadership Consortium and regional system NICs. Together, the group will (a) create rubrics for educators to substantiate that the Learning Records have conceptual validity and would be deemed acceptable as

validation of mathematics learning; (b) create vertical alignment among CLRs to reference the standards-based learning in mathematics that is expected by educators; (c) address technical and security concerns so that systems can utilize local SIS to maintain comprehensive learning records.

In year three, the SEA will (a) incorporate CLRs across select GAV courses; (b) guide a sub-group of the Leadership Consortium and Regional NICs to move across additional standards and courses to address conceptual validity of CLRs; and (c) communicate in conferences and publications how the CLR can document student learning.

Goal 1, Activity 4: Household Engagement Strategies. The SEA will create supports for family and student engagement and wellbeing as well a household technical support team.

In year one, the SEA and Leadership Consortium will determine expected outcomes for household engagement as well as strategies to achieve those outcomes. In essence, the group will synthesize findings from multiple research centers to develop a rubric and survey items so that each NIC can self-assess how well they are engaging students and their families in personalized learning, especially when they are forced into a remote learning context (US Department of Education, 2017b). They will use research, policy, and practice statements from organizations such as Johns Hopkins University's Center for Technology in Education, the National Parent-Teacher Association, the National Association for Family, School, and Community Engagement, and Common Sense Media. The group will also analyze the system readiness assessments to identify potential tools that could benefit engagement, especially in remote learning contexts as expected due to COVID-19.

In years two and three, the all NIC participants will engage in a continuous improvement cycle four times across the year to assess engagement, identify strengths and needs, and respond accordingly. Progress in each NIC will be reported in the regional meetings. Ultimately, the community will publish a list of strategies deemed helpful for engaging students and families and empowering students to find

their way in personalized learning. Each NIC will conduct routine surveys and continuously improve their strategies in order to create an evidence-based report.

Goal 2, Activity 1: Improve Internet Access. The SEA will work across state agencies to continuously improve internet access in student households.

Georgia has mapped internet provider services to student households and, between March-June 2020, has reduced the number of disconnected households by 20,000 through negotiated and bundled provider contracts for household internet services. This new approach to ensuring that students have internet access in the home via government-funded bundled service was made possible by several federal policy changes in March 2020, including the Federal Communications Commission's waiver for gift rules and allowance of community use of e-rate funds. The SEA created a Connectivity ReStart guide for systems to use to assess need, communicate with local providers, and establish household or public internet access (Georgia Department of Education, 2020). Using this guide, systems can assess which households are not connected, evaluate what connection options are best for the local context, and utilize state procurements to purchase bundled household services. This will be an opportunity that exists for all of Georgia's schools. The GRE4T initiative will support a full-time technical support specialist who can provide one-on-one assistance to local system Informational Technology professionals to help ensure connectivity.

Goal 2, Activity 2: Rural Expansion of GAV. The SEA will engage a marketing communications company to establish a responsive strategic campaign to improve GAV uptake in rural communities.

GAV will engage a marketing communications company at the beginning of the grant period to research and then provide an analysis of communications strategies to reach rural areas more effectively. Together, they will determine the target audiences unique to Georgia's rural communities and determine GAV unique selling proposition. They will update GAV's existing brand book and outline success metrics. Depending on the budget, the GAV administrative team and/or the marketing

communications team will execute the plan. In years two and three, GAV will re-engage the company to update the plan and brand book given the newest metrics and information.

Goal 2, Activity 3: LEA Technical Assistance for Interoperability. The SEA will offer technical assistance for districts, schools, and directly to family households for integrating GAV resources into local Learning Management Systems (LMS) using interoperability standards.

The SEA will provide a help-line for systems and families operated by a full-time technical support specialist. This help-line will offer specialized and customized support for system I.T. directors and curriculum directors that are new to integrating interoperable systems into the local network infrastructure such as the student information system and LMSs. It will also offer help-desk support for households as they solve connectivity problems. When necessary, the technical support specialist may travel to systems to provide technical guidance to help district technology personnel understand how to plan for and then implement technical components necessary to support digital instruction. The technical support specialist will also attend the NIC meetings for each region as a way to monitor issues and successes. In addition, the SEA will support rural systems that require additional supports to ensure connectivity in previously unreached areas. The technical support specialist will prioritize small grants based on the number of student households that could be connected by local internet providers. Finally, throughout each year, Georgia Virtual will offer coupons for systems to import full courses and/or modules using common cartridge files. These coupons will be distributed based on student ratios per system. The SEA will offer technical assistance for systems to integrate these files into their extant LMS or utilize the GAV LMS.

Goal 2, Activity 4: Interoperable Standards, Assessments, and Learning Records. The SEA will leverage interoperability with current assessment utilities offered in Georgia Virtual and CASE standards in order to establish the technical infrastructure for interoperable learning records

In year one, the SEA will implement the technical infrastructure for interoperability within the GAV ecosystem, specifically a modern student information system that will fully integrate with its LMS. Establishing a statewide LMS and Student Information System will be an important first step to ensure a more seamless integration between GAV and local districts. GAV already uses Canvas as its LMS; however, certain upgrades such as passthrough protocols (IMS Global's OneRoster, LTI, and LTI Resource Search) and app launchers (Single Sign-on utilities) are necessary to ensure seamless and transparent interoperability across multiple system technologies. Over the next two years, the GAV LMS and SIS will continue to evolve as more local school systems integrate them into local technology ecosystems. Ultimately, GAV will be able to offer a robust, bidirectional infrastructure of learning technology supports for systems, especially those so small that they do not have their own full-time informational technology director or the resources to implement themselves.

The GAV innovations will ensure that a student's mastery of learning standards achieved during their completion of a GAV course will be documented within digital, comprehensive learner records according to the Open Badging Initiative (OBI) protocol developed by IMS Global. Portable learning records will be downloadable for each student participating in GAV courses. Following the human and organizational capacity activities listed in Goal 1, the SEA will establish the technical infrastructure for comprehensive learner records. This will require that all Georgia Standards of Excellence are updated in the SALT server using the CASE (Competency and Academic Standards Exchange) standards (currently all Georgia Standards of Excellence have been uploaded except Career Technical and Agricultural Education (CTAE) Standards and will need to be updated regularly). The SEA will also align existing assessment utilities to the CASE-aligned standards frameworks. This will create an alignment of standard to assessment item. Then the SEA will align the established and agreed-upon competencies to the standards so that any instructional course and learning module that is inserted into the GAV LMS via

common cartridge can adhere to Georgia’s Standards of Excellence, Georgia’s assessments, and produce valid portable Comprehensive Learner Records.

Management Plan and Adequacy of Resources

Table 3 outlines the timeframe for activities over the three-year project period.

Table 3
Timeline for GRE4T Project

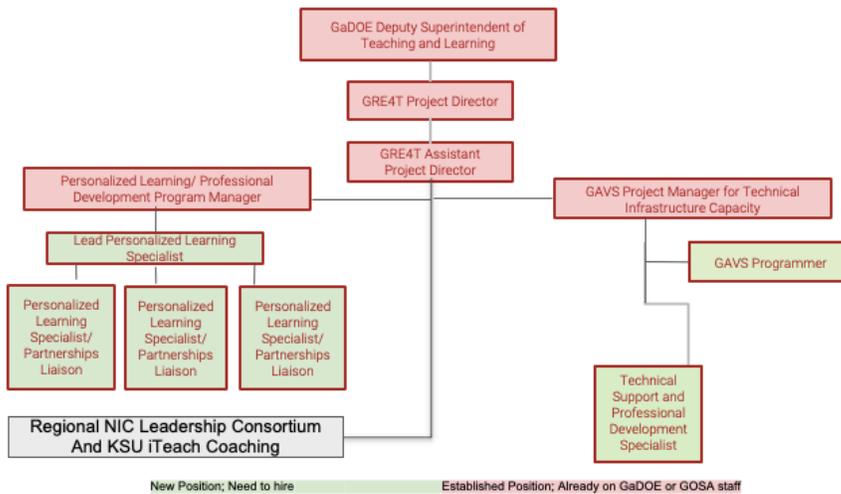
| | Year 1 | Year 2 | Year 3 |
|--|--|--|---|
| Goal 1 | | | |
| Leadership Consortium | Convene leadership organizations to determine regions, frameworks, and responsibilities Conduct state-team visit to model NC school Assign leadership orgs to regions Invite RESA and P-20 to participate in Regional NIC Select participating systems for Regional NICs Kick-off regional NICs with baseline data from readiness applications Conduct 3 NIC online conversations Coach leaders | Convene leadership organizations at beginning, middle and end of year to analyze progress Convene Regional NICs Conduct 5 Regional NIC online conversations Coach leaders Invite sub-group of Leadership Consortium and NICS to address conceptual validity and reliability issues | Convene leadership organizations at beginning, middle and end of year to analyze progress Convene Regional NICs Conduct 5 Regional NIC online conversations Coach leaders Participate in discussion about conceptual validity and reliability issues (Subset) |
| Remote Instructional Coaching | Conduct coaching with system instructors/educators Offer self-paced modules and online supports for personalized learning Invite system educators to enroll in KSU endorsement program and begin program as cohort 1 | Conduct visit to model Georgia school Conduct coaching with system instructors/educators Offer self-paced modules and online supports for personalized learning Complete KSU endorsement program (Cohort 1) | Conduct coaching with system instructors/educators Offer self-paced modules and online supports for personalized learning Offer KSU endorsement program to small group for cohort 2 |
| Competencies for Learning Records | Map standards to competencies for Comprehensive Learner Record Coordinate structure the Comprehensive Learner Record Pilot math Comprehensive Learner Record in GAV to provide MVP | Create rubrics for educators to substantiate validity of Comprehensive Learner Record Create vertical alignment for math Comprehensive Learner Records Address technical/security concerns | Incorporate Comprehensive Learner Records in select GAV courses Guide sub-group of Leadership Consortium and NICS to address conceptual validity and reliability issues Communicate about Comprehensive Learner Records in publications/presentations |

| | | | |
|---|--|---|--|
| Household Engagement Strategies | Conduct review of policies, practices, and research on improving household engagement in remote learning Assess household engagement baseline for all remote learning, GAV courses, and personalized learning | Disseminate strategies across NICS Assess household engagement baseline for all remote learning, GAV courses, and personalized learning Refine strategies | Publish/present strategies at national conference |
| Goal 1 Benchmarks | 80% Surveys collected across all targeted groups 98% Attendance of system teams in Regional NICS 85% Educators report modules/coaching are effective in improving instruction Enrollment rate of KSU endorsement program = 100% | 80% Surveys collected across all targeted groups 98% attendance of system teams in Regional NICS 85% Educators report modules/coaching are effective in improving instruction Completion rate of KSU endorsement program = 90% | 80% Surveys collected across all targeted groups 98% attendance of system teams in Regional NICS 85% Educators report modules/coaching are effective in improving instruction Deliverable: Publication/presentation about household engagement strategies for remote learning |
| Goal 2 | | | |
| Improve Internet Access | Analyze readiness assessments to identify internet access issues in potential participating systems Provide help-desk support for systems to connect internet services to households and public hotspots | Provide help-desk support for systems to connect internet services to households and public hotspots | Provide help-desk support for systems to connect internet services to households and public hotspots |
| Rural Expansion of GAV | Conduct marketing communications analysis of rural GAV uptake Update brand book and success metrics | Update brand book and marketing communications | Update brand book and marketing communications |
| LEA Assistance for Interoperability | Improve local internet connectivity via consultation and small grants Provide coupons for GAV imports | Improve local internet connectivity via consultation and small grants Provide coupons for GAV imports | Improve local internet connectivity via consultation and small grants Provide coupons for GAV imports |
| Interoperable Standards, Assessments, and Learning Records | Create detailed three-year technical plan Improve GAV LMS and SIS to prep for interoperability <ul style="list-style-type: none"> • One-Roster • LTI • LTI Resource Search Add app launchers and single sign-on Update CASE standards for GSE | Evolve GAV LMS/SIS Continue to update CASE standards for GSE Grow GAV LMS to allow for local integration Design prototype for aligning CASE to existing assessments | Evolve GAV LMS/SIS Continue to update CASE standards for GSE Update CASE standards for GSE Align existing assessments to CASE-aligned frameworks |
| Goal 2 Benchmarks | Deliverable: GAV Brand book and metric-driven marketing strategy | Deliverable: updated GAV brand book and communications | Deliverable: updated GAV brand book and communications |

| | | | |
|------------|---|--|---|
| | Deliverable: downloadable GAV courses/modules 25% YoY increase in GAV uptake in rural systems 75% Participating systems report household connectivity has improved | Deliverable: MVP for CLR 1/3 systems download GAV courses/modules 50% YoY increase in GAV uptake in rural systems 100% Participating systems report household connectivity has improved | Deliverable: 1/3 systems download GAV courses/modules 50% YoY increase in GAV uptake in rural systems 25% GAV courses integrate CLR 100% Participating systems report household connectivity has improved |
| Evaluation | Analyze Readiness Applications from Systems Conduct end-of-year satisfaction surveys Analyze attendance rates, course enrollment/completion rates (virtual, non-virtual, GAV), and end-of-course grades | Conduct end-of-year satisfaction surveys Analyze attendance rates, course enrollment/completion rates (virtual, non-virtual, GAV), and end-of-course grades | Conduct end-of-year satisfaction surveys Analyze attendance rates, course enrollment/completion rates (virtual, non-virtual, GAV), and end-of-course grades |

The organizational capacity of the SEA and partners will be bolstered through grant funding. Below is an organizational chart of grant-funded positions within the SEA and GOSA (Note: these two organizations reside in the same offices and share the work of many strategic priorities).

Figure 2: GRE4T Organizational Chart



Adequacy of resources is demonstrated in the budget (See Budget Narrative). The SEA will utilize executive leaders to guide the project's activities and hire at the specialist level to ensure that activities are implemented. This creates operational integration within the SEA without making the SEA too top heavy. Additionally, the plan utilizes existing external resources (e.g., leadership organizations) to coordinate a statewide effort. By enlisting existing external educational leadership organizations to transform their own work, the SEA creates the conditions for Georgia's leadership organizations to maintain a continuous improvement model for personalized learning in their future engagements with school systems.

The **cost per student** directly influenced by the GRE4T initiative is \$266; however, GAV and technical innovations will be available to all students in grades 6-12 (\$22.22 cost-per-student) and the professional leadership training organizations will continue to evolve to include personalized learning in all of their work, ultimately touching Georgia's 1.8 million student (\$0.90 cost-per-student).

The SEA will create technical tools that can be used statewide for interoperability as well. Systems, especially small rural systems that have limited technical capacity or resources, will especially benefit from the GAV improvements and offerings.

The SEA also utilizes resources to build technical assistance and professional development support that can be launched through statewide systems. The Professional Learning Offerings (PLO) and GeorgiaLearns are SEA-created statewide professional learning platforms that provide modules, professional learning communities, and real-time technical assistance. The SEA can leverage these existing platforms as the GRE4T team develops professional tools (rubrics, modules, instructional resources, etc.) for the state. This ensures that all personalized learning resources are shared beyond the immediate participant pool and that all educators throughout the state can engage in personalized learning supports developed through the GRE4T initiative.

Sustainability is established through the SEA's partnering with other state agencies, higher education, and private partners. The SEA will lead a transformation of the state's educational infrastructure by influencing other state leaders and integrating the work of personalized learning throughout the state's professional organizations, higher education, and state educational agencies. Each of these organizations has an important role to play in establishing norms and routines in the state's education system; therefore, utilizing multiple partners in the thinking, planning, implementation, and systemic continuous improvement will ensure that even after the three-year project period, personalized learning takes hold in Georgia in ways that improve student learning.

Quantitative data are managed through the state's Statewide Longitudinal Data System (SLDS) and will be issued to external evaluators after a Memorandum of Understanding is in place in compliance with FERPA and privacy laws. Data passed to any external evaluator must be de-identified and transferred via FTP encryptions. These data are maintained as .csv files. Qualitative data will be maintained as .docx files and imported to .csv for the purpose of data analysis. All qualitative data must be collected in accordance to Institutional Review Board (IRB) processes so as to protect vulnerable subjects.

Performance and Project-Specific Measures

US ED Performance Measures. Georgia will submit to the US Department of Education the following: (1) the number of students served by the project; (2) the percentage of parents who report satisfaction with the remote learning options available; and (3) the number and different types of new remote learning options provided.

Project-Specific Measures. Consistent with the requirements specified in the NIA, the Georgia state education agency proposes the following ambitious project evaluation and looks forward to working with the Secretary to establish common performance measures, data elements or data definitions. To achieve the goals of the project, the state education agency will (Goal 1) provide

leadership and educator professional learning to support engagement, digital learning, and personalized learning; and (Goal 2) improve the tech infrastructure of Georgia Virtual Learning to ensure statewide access, personalized learning, and improve interoperability so students can build a Comprehensive Learner Records. To inform the process of achieving the ambitious performance measures detailed in the proposal narrative, we propose to collect data from students, parents and educators.

Table 4. Outputs and Outcomes of the GRE4T Initiative

| Goal | Outputs | Outcomes | Years 2010-2021 | Targets |
|------|--|--|----------------------|---|
| 1 | Families: types and reach of communication to families | Family Survey: improve upon satisfaction with virtual learning communication, access, choice, engagement; Family communication numbers | 1, 2, 3 | 80% Families report satisfaction; 5% improvements annually |
| 1 | Educators: Course learning made available, PD offerings, new learning options, student curated portfolios, courses reflect design principles, teacher PLCs show inquiry and learning | Educator Survey: satisfaction with virtual coaching, targeted PD, virtual learning, PLC inquiry about student learning; Observations of educators for student engagement; Portfolio review results | 1, 2, 3 | 80% educators report satisfaction; 5% improvements annually |
| 1 | Students: Students attend and finish remote courses, complete curated portfolios of work, build a Comprehensive Record, correspond with virtual teacher, reach out for college/career counselor and/or tutor use | GA Student Survey: satisfaction with Comprehensive Record use, college/career counselor use, and/or tutor use, health measures like adult support and connection to school; Portfolio review results | 1 (baseline) 2, 3 | 80% students report satisfaction; 5% improvements annually |
| 1 | Selected school leader and IT specialists: early participation in cohort | GA School Leader and IT Survey: satisfaction with establishment of regional cohorts | 1 | 80% leaders report satisfaction; 5% improvements annually |
| 2 | Students participate in online learning | Improve upon the number of GA students served by internet (100% goal) | 1, 2, 3 | 5% annual improvement |
| 2 | Rural districts participate in GAVS courses | Number of rural GA districts using GAVS courses (100% goal) | 1, 2, 3 | 10% annual improvement |
| 2 | New visitors' access GAVS resources | Number of new visitors accessing GAVS resources (a quarterly check-in, add at least 50+ for each check-in) | 1, 2, 3 | Metrics indicate improvements to UX |
| 2 | LEAS/School receive technical assistance in implementing GAVS | At least 35 GA LEAS/Schools a year receive technical assistance in implementing GAVS | 1, 2, 3 | At least 35 LEA TA sessions |
| 2 | Students enroll and persist in GAVS courses at rates consistent across school district types (e.g., urban, suburban, rural) | Student enrollment and completion in GAV is determined using a remote learning ratio | 1, 2, 3 | GAV enrollments increase by 15% YoY across rural |
| 2 | The academic gap is reduced due through participation in the GAVS ¹ platform. | GAVS student outcomes—using student GPA, Beacon assessment (3-8), AP secondary assessment | 1 (baseline) 2, 3 | 3% YoY annual targets met per ESSA |

¹ Proposed student performance outcome

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Glossary

American Institutes for Research (AIR) – Provides policy, practice, and systems change work to help clients address educational issues and challenges at the local, state, national, and international levels by applying evidence-based practices in educational and community settings.

Blended learning - An approach to education that combines online educational materials and interactions with traditional classroom methods in which teacher and student are usually present and students can, in part, control the time, pace, and place of their educational process.

Competencies and Academic Standards Exchange® (CASE) - The Georgia Department of Education (GaDOE) is using this technical specification by IMS Global Learning Consortium (IMS Global) to enable a linked data version of state and national learning standards, local learning objectives and targets, and any competencies representing skills, knowledge, or abilities to resolve any barriers to blended learning. With CASE, open-educational resources can be more easily tagged and discovered, and districts and individual educators can build crosswalks to their local learning targets, organize assessment results, and discover content through these crosswalks.

Competency-based education (CBE) – A systemic academic approach based on the principle that all children can learn at high levels if they are provided with personalized learning opportunities in which the content and pace are relevant and tailored to each student’s unique needs.

Comprehensive Learning Record (CLR) – A holistic and verifiable digital record of student performance data that goes beyond just course grades to include a learner’s skills, competencies, outcomes, and accomplishments as demonstrated via assessments, courses, programs, and degrees, as well as co-curricular experiences such as internships.

Digital learning - Any instructional practice that uses a broad range of technology-enhanced educational strategies to strengthen students’ academic experiences. Additionally, digital learning can be used to provide personalized learning opportunities for students and professional learning for adults.

Educational equity - A measure of achievement, fairness, and opportunity in education designed to help all students develop the knowledge and skills they need to be engaged and become productive members of society.

English Learners (EL) – Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. English Learners are also called English Language Learners (ELL).

Every Student Succeeds Act (ESSA) - The nation's main education law for all public schools that was signed into law on December 10, 2015. The law holds schools accountable for how students learn and achieve and helps to provide an equal opportunity for students who get special education services. ESSA reauthorizes the Elementary and Secondary Act of 1965.

Free and Reduced Lunch (FRL) - Participating public schools receive federal funds for each breakfast and lunch provided for children from low income families.

Georgia Association of Educational Leaders (GAEL) - The organization that provides unity of school leadership groups in Georgia.

Georgia Department of Community Affairs (GDCA) - Supports local leaders in their efforts to build strong, vibrant communities. DCA has a broad reach that includes comprehensive planning, safe and affordable housing, downtown development, community infrastructure, and economic development finance.

Georgia Department of Education (GaDOE) - An agency that governs public education throughout the state, ensuring that laws and regulations pertaining to education are followed and that state and federal money appropriated for education is properly allocated to local school systems. The department also informs parents, teachers, government officials, and the media of education-related news.

Georgia Leadership Consortium – A newly formed GRE4T group comprised of the state’s educational organizations and divisions working together to promote and support the effective application of quality school and district leadership practices through greater awareness and understanding.

Georgia Leadership Institute for School Improvement (GLISI) – supports the development of leaders from the classroom to the school building to the central office by designing learning experiences and publications rooted in research, allowing educational leaders to practice skills in real time and receive targeted feedback from experts. GLISI was born in 2001 and incorporated as an independent non-profit organization in 2012.

Georgia’s Restart Embrace Engage Expand and Enhance Learning with Technology (GRE4T) Grant – Georgia’s official name for its Rethinking K12 Education Models (REM) grant.

Georgia School Leadership Academy (GSLA) - Provides high-quality, selective, research-based leadership preparation and support designed to develop high-capacity school and district leaders across Georgia. GSLA is sponsored by the Governor’s Office of Student Achievement (GOSA).

Georgia Standards of Excellence (GSE) – The state’s required public school curriculum and content framework for all subjects designed to prepare students for success in college and/or the 21st century workplace.

Georgia Technology Authority (GTA) - Currently manages the delivery of information technology (IT) through unique education, training, research, and practical methods and ensures the state's IT infrastructure is stable, secure and well-governed. GTA also offers a range of services to state and local governments, commercial entities, and the general public.

Georgia Virtual School (GAV)- A program of the Georgia Department of Education's Office of Technology Services that is SACS CASI accredited and operates in partnership with schools and parents to offer middle school and high school level courses across the state. GAVS provides a teacher led, virtual classroom environment that equips students with an online media center and guidance center to support their course experience.

Governor’s Office of Student Achievement (GOSA) - Strives to increase student achievement as the state's P-20 education agency by collaborating with other state agencies and organizations to improve teaching and learning and conduct research, evaluations, and audits to ensure programs and schools are having a positive impact on students statewide.

Hybrid distance learning - Allows educators to share content with students or other educators live in the classroom as well as others either viewing live online in a remote location and watching later in a time-shifted format.

Hybrid teaching and learning – Cohesively combining face-to-face instruction with online activities completed away from the traditional school environment by reducing the amount of seat time in a face-to-face classroom and increasing the amount of course delivery online.

iTeach – A highly skilled staff of instructional technology and education specialists who have the experience and resources to help move classes/schools/districts into the next frontier of education, especially in the area of personalized learning. The service is provided by Kennesaw State University's (KSU) Bagwell College of Education.

Implementation science - The scientific study of methods and strategies that facilitates the uptake of evidence-based practice and research into regular use by seeking to identify barriers and systematically close the gap between what we know and what we do.

Interoperable Learner Record (ILR) – A digital record of learning that can document a person's broad range of educational experiences attained through structured schools and programs, the workplace, and/or other learning experiences that could be difficult to document on a traditional transcript.

Kennesaw State University (KSU) - One of Georgia's most innovative higher education institutions for teaching and learning. The campus houses the iTeach facility that promotes and supports personalized learning services for educators statewide.

Learning - The acquisition of knowledge or skills through experience and study or by being taught. Learning is also the ability to appropriately adapt and apply acquired knowledge and/or skills in an everchanging variety of circumstances.

Learning Management System (LMS) - A variety of software applications created for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs. An LMS can support school effectiveness by expanding teaching and learning beyond the traditional classroom.

Local Educational Agency (LEA) – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary schools or secondary schools in a city, county, township, school district, or other entity.

Network Improvement Communities (NIC) - Groups of practitioners and researchers that work together to solve common educational problems and improve schools nationwide.

McKinney-Vento Homeless Assistance Act of 1987 – A United States law that includes a definition of who is considered homeless and what makes children eligible for related services. Based on the law, if the residence is not fixed, regular, and adequate, it is considered a homeless situation for the student.

Multi-tiered System (MTS) – An approach with three levels designed to identify and specifically support students with learning and behavior needs. Formerly called RTI, the process begins with high-quality instruction and universal screening of all children in the general education classroom and assigns interventions and services based on student data.

Personalized learning - Personalized learning in Georgia is an educational paradigm shift that values learner differences and harnesses technology to allow the educator and learner to co-plan an individualized educational experience.

Pilot-scale - A small-scale preliminary study or proof of concept conducted to evaluate feasibility, time, cost, scaling factors, unpredicted results, and further develop a process to properly design and implement a full-scale process of an experimental or exploratory project.

Regional Educational Laboratories Southeast (REL-SE) - Serves the educational needs of designated regions, using applied research, development, dissemination, training, and technical assistance; to bring about the latest and best research and proven practices into school improvement efforts.

Regional Educational Service Agency (RESA) - Comprised of 16 agencies strategically located around the State to service all school districts throughout Georgia.

Remote learning – An opportunity for students and educators to remain connected and engaged with the content through online access while working from their homes or other locations beyond the traditional classroom environment. Remote learning, also referred to as distance learning, can often occur for students during emergency situations that pose a threat to safety.

Research Triangle Institute (RTI) International - An independent, nonprofit institute that provides research, development, and technical services to government and commercial clients.

Rural schools - Characterized by geographic isolation and small population size.

School and District Effectiveness (SDE) – A division of the Georgia Department of Education (GaDOE) that works with all Georgia schools and districts to engage with and support them in their improvement efforts, providing helpful tools, resources, and professional learning.

Southern Regional Educational Board (SREB) - Works with Georgia policymakers, colleges, and schools to help them improve public education at every level, from pre-K through Ph.D. SREB is a nonpartisan, nonprofit organization headquartered in Atlanta.

State Educational Agency (SEA) - The state-level government organization within each U.S. state or territory responsible for providing information, resources, and technical assistance on educational matters to schools and residents.

Student agency - Refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. Student agency allows learners of all ages to have a voice, and often a choice, in making, creating, doing, sharing, collaborating, and publishing in ways that are meaningful to them.

Students with Disabilities (SWD) – A way to describe the characteristics of special education students by their disability category, while also noting that students within a single category may have diverse characteristics and needs.

Subgroups - A type of analysis done by breaking down study samples into subsets of participants based on a shared characteristic. In educational research studies, common student subgroups include gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classifications.

Teacher and Leader Support and Development (TLSD) – A division of the Georgia Department of Education (GaDOE) that provides programs and resources to enhance teacher and leader effectiveness that include the following: Title II, Part A grant awards; teacher and leader effectiveness systems; and professional learning.

Virtual classroom – Employs educational technology in a Web-based platform and digital communication to create an interactive and student-focused online educational environment that replaces the traditional physical classroom for distance learners. Students can join virtual classes from any location.

Virtual learning – An educational experience that is enhanced through utilizing computers and/or the internet both outside and inside the facilities of the educational organization. This instructional approach most commonly takes place in an online environment using digital solutions. Unlike remote learning that often occurs during emergencies, teachers and students are accustomed to having distance in a non-traditional environment during virtual learning instruction.

Other Attachment File(s)

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Georgia's ReStart: Embrace, Engage, Expand, and Enhance Learning with Technology
(GRE4T)

Reviewer Checklist

Application Requirements

- ___ (1) Applicant's approach to addressing one Absolute Priority (pp. 2-3)
- ___ (2) Analysis of immediate needs in the state to support remote learning and how the project will address those needs (pp. 6-7)
- ___ (3) Description of the State's coronavirus burden based on indicators and information other than those provided in the application (pp. 3-6)
- ___ (4) Analysis of State assets and collaborative efforts made by the state to improve student learning during the national emergency (pp. 6-8)
 - ___ (a) Steps that the State has taken at the time of the application to address immediate needs
 - ___ (b) A description of the barriers the State has faced in meeting those needs
- ___ (5) Assurance that the applicant will provide information to the Secretary as requested (Appendix E)
- ___ (6) Governor's Letter of Support (Appendix A)

Application Selection Criteria

- ___ (A) Coronavirus Burden
 - (1) US ED weighted factors (p. 3)
 - (2) Additional information (pp. 3-6)
- ___ (B) Quality of Project Services and Project Plan
 - (1) Absolute Priority approach (pp. 2-3, 8-11)
 - (2) Gaps in infrastructure (pp. 8-11)
 - (3) Expand access to remote learning options and improve student outcomes (pp. 8-11, pp. 24-26)
 - (4) Up-to-date knowledge from research and effective practice (see references throughout)
- ___ (C) Quality of Management Plan and Adequacy of Resources
 - (1) Clearly defined responsibilities, timelines, and milestones for accomplishing those tasks (pp. 21-23)
 - (2) Proposed use of funds will adequately support the proposed project (see Budget Narrative)
 - (3) Reasonable costs and potential significance (p. 24-26)
 - (4) Reasonable costs in relation to persons served and potential benefit (p. 24)

Appendix A

Governor's Letter of Support



STATE OF GEORGIA
OFFICE OF THE GOVERNOR
ATLANTA 30334-0090

Brian P. Kemp
GOVERNOR

Secretary Betsy DeVos,

I am writing to express my support for the Georgia Department of Education's application for the Education Stabilization Fund's Discretionary grant called Rethink K12 Education Models grant (ESF-REM) offered by the US Department of Education. Georgia's application proposes to create models for personalized learning that local education agencies can use to improve student learning and ensure that COVID-19 does not disrupt learning progress.

The Georgia Department of Education has a strong record of successful implementation of innovative programs. The Literacy for Learning, Living, and Leading for Georgia (L4GA) grants competitively awarded have improved literacy learning across all grade levels and regions. The National Science Foundation competitively awarded grants have improved student access to computer science courses by increasing professional learning available for teachers and school leaders. Georgia Virtual School has been in operation for over a decade and has proven results; the ESF-REM grant would leverage this platform using innovative learning technologies. The Department is poised to usher these additional competitively awarded dollars to provide a national model for reimaging education.

The Georgia Department of Education has collaborated with statewide partners and professional organizations to write the grant application. These partners build on the successes and lessons learned from personalized learning models within several Georgia school systems. They also leverage the research on evidence-based practices related to learning technologies and leadership for continuous improvement. Ultimately, these partners will ensure the successful implementation of Georgia's ESF-REM grant-supported program.



Governor

Appendix B

Key Personnel Resumes

Caitlin McMunn Dooley, Ph.D.

Educational Leader, Strategist, and Researcher



SKILLS

Leadership. Strategic thinking. Grant writing and implementation. Metrics-driven, research-informed continuous improvement.

EXPERIENCE

Georgia Department of Education Atlanta, GA - *Deputy Superintendent of Teaching and Learning*

JUNE 2015 - PRESENT

- Leading team of 70+ staff to improve statewide K12 education outcomes
- Improved Georgia's national ranking for K12 Achievement from 34th to 13th in the nation in six years (*Ed Week, Quality Counts*)
- Improved Georgia's graduation rate from 76% to 82.4% in six years
- Surpassed national average for SAT, ACT, and AP outcomes
- Earned competitive grants to support literacy education and computer science education totaling over \$250M
- Introduced first-ever K12 Computer Science standards; co-authored national Computer Science Frameworks for Code.org

Georgia State University, Atlanta, GA - *Tenured Full Professor*

AUG 2005 - AUG 2017 (Still Full Professor affiliate faculty in Learning Technologies division)

- Published 50+ articles and chapters about literacy development, learning technologies, elementary computer science education, education policy, and teacher learning
- Coordinated all graduate programs in elementary and early childhood education (8 total); Started or revised four programs:
 - revised Ph.D. program for Early Childhood and Elementary Education
 - started dual-certificate Special Education/Elementary Education Bachelors degree program
 - revised Elementary Education Bachelors degree to include an endorsement for English as a Second Language
 - started Master of Arts in Creative and Innovative Education program
- Mentored and advised 9 doctoral students and 100+ Educational Specialist students studying educational research
- Earned competitive grants to improve teacher education, literacy learning, and computer science education totaling over \$20M
- Editor for *Language Arts* for five years, the premier elementary journal for the National Council of Teachers of English

University of Texas, Austin, TX - Instructor

AUG 2000 - MAY 2005

- Taught courses on language and literacy development, reading difficulties, and classroom management
- Associate editor for the *Literacy Research Association Yearbook* for four years

Texas Education Agency, Austin, TX - Assessment Consultant

AUG 2000 - AUG 2001

Children's Literacy Initiative (501c3), Philadelphia, PA - Literacy Coach

AUG 1999 - AUG 2000

Williamsburg-James City County, Williamsburg, VA - Teacher

AUG 1997 - MAY 1998

Newport News Public Schools, Newport News, VA - Teacher

AUG 1995 - MAY 1997

EDUCATION

University of Texas Austin, TX - Ph.D.

AUG 2000 - DEC 2004

Ph.D. in Curriculum and Instruction with specialization in language and literacy development.

University of Virginia, VA - MAT and B.A.

AUG 1990 - MAY 1995

Master of Arts in Elementary Education with specializations in Educational Technologies and English Education; Bachelor of Arts in Psychology with specialization in child development.

AWARDS

2020 Georgia Association of Education Leaders, "Jimmy Stokes" Service Award

2018 IMS Global Learning Consortium, Learning Impact Platinum Award

2017 Georgia Public School Relations Association, Gold Award

2012 National Professional Development Schools Network, Spirit of Partnership

2010 Georgia State University, Edi Guyton Faculty Mentoring Award

2008 Association for Literacy Educators and Researchers, Jerry Johns Promising Researcher Award

JULIE NOLAND

Objective

Ready to offer exceptional leadership and planning abilities to take on new role as Director of Special Projects. Demonstrated expertise in cultivating and managing exceptional teams to meet and exceed demanding targets. Well-versed in project management and educational trends. Served as a Middle School teacher in (Math and Business Applications). Assistant Principal for Elementary School, Director of Accountability/Technology in NC and GA. Assisted with the design of the computer skills assessment for North Carolina.

Skills/Strengths

- Manage multiple budgets simultaneously
- Establish strategies for communication to ensure all stakeholders are
- Excellent problem-solving skills
- Easily manage multiple tasks efficiently
- Quickly identify risks to avoid time loss on projects
- Empower teams to take ownership and pride in work towards goals
- Cultivate a clear vision for successful project implementation
- Data Analysis Skills
- Technology Skills
- Educational Initiatives
- Self-Directed and Motivated

Work History

Director of Special Projects and Research

04/2019 to Current

Governor's Office Of Student Achievement – Atlanta, GA

- Programs under my supervision: GHP, Growing Readers, Personalized Learning, GRASP, Connections for Classroom, and Research/Evaluation team
- Recruited and developed employees for various projects
- Coordinated special projects to effectively communicate with various agencies and stakeholders and establish communication best practices
- Created, managed and executed new projects to successful implementation
- Communicated best practices among internal and external personnel to align efforts and goals
- Effectively supervised staff of nine personnel by implementing new work strategies and time management to maximize personnel for efficiency

- Successful Projects Implemented: Words2Reading, RealTeachers RealVoices, Technology Tools for Teachers, Personalized Learning Initiative, GRASP, and Early Intervention Program Statewide Audit and Growing Readers RESA Program.)
- Maintained financial accuracy for all projects and programs (Approx 15 Million

Program Manager: Special Projects 03/2017 to 03/2019
Governor's Office Of Student Achievement – Atlanta, GA

Program Manager: Title IIA 01/2016 to 03/2017
Georgia Department Of Education – Atlanta, GA

Education Evaluation Specialist 05/2012 to 05/2016
Georgia Department Of Education – Atlanta, GA

Education

Education Specialist: Supervision And Administration 05/2007
University of North Georgia - Gainesville, GA

Bachelor of Science: Mass Communications 12/1991
Appalachian State University - Boone, NC

Master of Arts: Instructional Technology: Computer Systems 12/2001
Appalachian State University - Boone, NC

TAWNI E. TAYLOR, ED.S.

Post Office Box 705



Redan, Georgia 30074



PROFESSIONAL PROFILE

Highly skilled, innovative program manager and former principal committed to teacher and leader development seeking an Assistant Director position in your organization. Possess extensive experience in the analysis, implementation, and capacity building of educator's best practices, including personalized learning, student assessments, goal setting, and classroom observations. Quality interpersonal, verbal, and written communication skills used to support these talents:

| | | |
|---------------------------|------------------------------|---------------------------|
| Virtual Learning | Digital Skills/Solutions | Coaching and Feedback |
| Depth of Knowledge | Special Education | Competency-based Learning |
| Data Analysis Skills | Root Cause Analysis | PK-12 Trend Knowledge |
| Inter Rater Reliability | Curriculum Implementation | Continuous Improvement |
| Staff/Program Evaluations | Family Engagement Strategies | Engaging Presenter |

Maintained outstanding scores on staff performance tools. Equally strong qualifications in meeting deadlines, scheduling, researching to stay current, and creating a culture of collaboration with vertical and horizontal communication. Repeatedly proven to be competent with shared decision making, peer coaching, coordinating efforts, and identifying/resolving issues using evidence. Strong, energetic, and disciplined work ethic complete with self-direction and self-motivation. Quick learner in independent and group experiences and can easily manage overlapping high priority tasks in busy environment.

EDUCATION, CERTIFICATIONS & TRAINING

- L-6 Certification in School Leadership K-12, State of Georgia
- Ed.S.- Specialist in Education, Administration and Supervision, University of West Georgia, 2003
- Certificate in Educational Leadership, State University of West Georgia, 2000
- M.Ed.- Master of Education, Special Education, Valdosta State University, 1994
- B.S.-Bachelor of Science, Communications, Georgia Southern University, 1992

EXPERIENCE

GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT (GOSA); Atlanta, Georgia

Program Manager (formerly Program Specialist) Twin Towers, School Districts 2017-present

- Oversee overall Personalized Learning (PL) Grant efforts by processing expenditures, optimizing grant administration process, ensuring compliance with grant regulations, reviewing proposals, analyzing grant databases, and engaging stakeholders in continuous evaluation cycles
- Coach, train, lead, and provide individualized support to the grant's stakeholders, which includes regular travel
- Supervise and monitor four PL Grant personalized learning specialists who served each grant district
- Engage with and secure service providers and oversee execution of services based on school need in grant schools
- Manage and support a program specialist for the GRASP Grant and oversee district payments for this grant

GEORGIA DEPARTMENT OF EDUCATION (GaDOE); Atlanta, Georgia

Evaluation Systems Specialist Twin Towers, School Districts Statewide 2011-2017

- Provide servant leadership and guidance to teachers and leaders across the state for the Teacher and Leader Keys Effectiveness Systems (state's required evaluation tools) with limited supervision; State credentialed in the implementation of Teacher and Leader Keys
- Coach, train, lead, and provide regular support to the teachers and leaders of LEAs and charters, which includes frequent travel. Design and create effective and multiple face-to-face and online professional learning.
- Use data to inform decisions, training needs, and systems implementation for continuous success.

DEKALB COUNTY SCHOOL SYSTEM; Stone Mountain, Georgia

Principal Redan Elementary School, Lithonia, Georgia 2003-2010

- Instructional leader, positive and rigorous environment sustainer, personnel manager, fiscal leader, and school improvement specialist for up to 1100 pupils in grades PK-5 and over 90 staff members. Earned Perfect Attendance Award for seven consecutive years as a principal.

Assistant Principal E. L. Miller Elementary School, Stone Mountain, Georgia 2000-2003

- Testing coordinator, discipline manager, master scheduler, organizational support, and school leader.

Teacher Sky Haven Elementary School, Atlanta, Georgia 1994-2000

- Data driven and standards-based instruction, classroom management, and planning for many settings. Recipient of "Teacher of the Year" Award.

KEITH OSBURN, ED. D.

EDUCATION

| | |
|---|-------------|
| Valdosta State University, Valdosta, GA Ed.D. in Adult and Career Education and Educational Leadership Dissertation: <i>Credentialing Public Education's Technology Specialist Workforce: A Delphi Study</i> | 2012 |
| Georgia Southern University, Statesboro, GA M.S. Ed. in Instructional Technology with an Emphasis on Media | 2001 |
| Valdosta State College, Valdosta, GA B.S. Ed. in Broad Field Science Education Areas of Concentration: Biology, Chemistry, and Physics Secondary Education – Outstanding Achievement Award | 1991 |

WORK EXPERIENCE

| | |
|--|-----------------------|
| Georgia Department of Education, Atlanta, Georgia Associate State Superintendent, Georgia Virtual Learning | 2015 - Current |
|--|-----------------------|

Responsibilities include:

- Member of the Superintendent's State Leadership Collaborative
- Provide guidance about virtual learning and the purposes of learning technologies for the state of Georgia and all Georgia districts
- Increase awareness of interoperability standards and their uses in Georgia's school districts
- Catalyst for innovative practices to help teaching and learning staff implement learning technologies
- Education Strategist for the use of virtual learning to create equity for all learners
- Directly responsible for the success of the Georgia Department of Education's Georgia Virtual School, the third largest virtual school in the nation
- Direct fiduciary responsibility and management of the Georgia Virtual School's \$13 million-dollar annual budget
- Increase awareness of data literacy and help promote data visuals and Business Intelligence tools
- Managed the progression of a new State Agency Professional Development platform

| | |
|--|--------------------|
| Jeff Davis County Schools, Hazlehurst, Georgia CIO and Special Programs Director | 2009 - 2015 |
|--|--------------------|

Responsibilities include:

- Member of the Superintendent's district leadership team
- Directly responsible for the selection and design, implementation, and upkeep of all media and technology initiatives for the school district
- Direct fiduciary responsibility and management of all local, state, and federal dollars attributed to the technology program
- Interface with Fiscal and Human Resources departments to ensure fluid workflow of information between these departments and the district's staff
- Ensure business continuity by formulating the district's disaster recovery plan

- Provide guidance about school law and the purposes of technology and media to the Superintendent’s Aspiring Leaders group
- Plan directly with all school and district leaders to ensure the technology needs of their schools and programs are met
- Provide guidance and input for the district’s strategic plan and to help determine measures for the district’s balanced score card
- Appoint members to the district’s technology and media committees and provide guidance to these committees as future technology and media needs are determined
- Report to the local Board of Education about the state of technology and its usage within the district
- Share information about the district and its schools to community stakeholders by leveraging the use of social media
- Supervise a staff of two network engineers, one technology specialist, and four media specialists
- Draft the district’s technology Acceptable Use Policy and Electronic Message Archiving procedures, and ensure compliance of all federal and state regulations regarding technology use by students, staff, and administrators
- Since 2010, secured almost 3 million dollars from the FCC’s Universal Service Fund used then to modernize and fortify the district’s network infrastructure
- District’s Federal Program Manager for Title III (English to Speakers of Other Languages) and its staff of seven; Title I, Part C (Migrant Education) having a staff of two, and the district’s gifted education program having a staff of three full-time teachers and several part-time gifted endorsed teachers, and visit the state’s colleges and universities to recruit teachers

Technology Director – Telfair County Schools

1998

- Directly responsible for all technology and media initiatives for the district
- Secured approximately 400,000 dollars from the FCC’s Universal Service Fund to allow the district to implement a robust network infrastructure
- Directly responsible for the district’s FTE process which generated the district’s State funding

Technology Specialist – Lanier County Schools

1993

- Directly responsible for all technology initiatives for the district

RELATED EXPERIENCE

IMS Global K-12 Institutional Board

Representative for the Georgia Department of Education

January 2016 - Current

Responsible for the state of Georgia’s interest in IMS Global. Specifically, the Competency and Academic Standards Exchange (CASE) and LTI Resource Search standards. Georgia DOE, under my direction, was the first state in the nation to fully convert its Georgia Standards of Excellence to the CASE standard and continues to lead the nation in development of this standard. Georgia has also been the first State Education Agency to advance the importance of the LTI Resource Search standard. Georgia, and specifically Georgia Virtual School, was the 2018 IMS Global Platinum Learning Impact Award Recipient

GAMEIS (Georgia Association of Managers of Educational Information Systems) Board

July 2014 - Current

Board member

Responsible for the annual conference held for Georgia’s K12 technology leaders and support specialists

Hazlehurst-Jeff Davis County Board of Tourism

Chairman of the Board

January 2012 – April 2016

- Work closely with the executive director, also appointed by the board, to engage in tourism related programs designed to benefit Hazlehurst and Jeff Davis County

Jeff Davis County Public Library Board

Vice-Chairman

May 2010 – April 2016

- Promote the use of the library along with its materials and services to the citizens of Jeff Davis County
- Helped manage the construction of a new public library using funds granted to our board from a private estate
- Served as the technical consultant to recommend the network infrastructure equipment to be included in the new facility

Ochoopee Regional Library System Board of Trustees

Trustee

2013

- Represent the interests of the Jeff Davis County Public Library and to construct and implement policies and procedures that promote the Ochoopee Regional Library System and its satellite libraries

Advisory Board Member for Technology Education

Altamaha Technical College

2008

- Help determine curriculums to be considered for use by the technical college by providing informed guidance that best prepared technical school graduates with the skills that will help them be successful in their chosen field of work



STEPHANEES STEPHENS

INSTRUCTIONAL TECHNOLOGY LEADER HIGHER EDUCATION AND B-12

OBJECTIVE

To inspire an educational reality where technology powers innovative personalized experiences that require best in class pedagogies. To partner with leaders to creatively imagine solutions which allow this reality to be scaled for all learners.

SKILLS

Change Leadership

Personalized Learning

Instructional Technology Solutions Mapping

Building trust and rapport with clients and partners

Strategic prioritization and fiscal conservancy

EXPERIENCE

DIRECTOR, ITEACH • BAGWELL COLLEGE OF EDUCATION • KENNESAW STATE UNIVERSITY • FEBRUARY 2016-PRESENT

- Responsive leadership of the iTeach staff (35).
- Develop a robust partnership portfolio.
- Lead the design and development of the iTeach MakerBus, and diversification of iTeach offerings.
- Respond to Grant, RFP, and RFQ opportunities.
- Co-led the creation of a State of Georgia PSC Endorsement in Personalized Learning.
- Design and develop a personalized online course. Part-time Instructor.
- Multiple publications in peer-reviewed journals, and international presentations.
- Evaluate and make purchasing decisions.
- Consult and train in Instructional Technology and Personalized Learning
- Participate on the Dean’s Leadership Team.

PROGRAM SPECIALIST, INSTRUCTIONAL TECHNOLOGY • FULTON COUNTY SCHOOLS • OCTOBER 2013-FEBRUARY 2016

- Co-develop a district vision and implementation plan for Personalized Learning across 102 schools.
- Co-authored and evaluated submissions to Requests for Bids and Qualification.
- Project management of 3 million-dollar SPLOST-funded partnerships.
- Supported district-level and school-level leaders with change management, communication, strategic planning, and data collection.
- Collaborated on inter-department collaboration between IT and Academic units.
- Supported the FCS Vanguard Team



SCHOOL



PR,



STEPHANE STEPHENS

INSTRUCTIONAL TECHNOLOGY LEADER HIGHER
EDUCATION AND B-12

AWARDS

Kennesaw State University
Supervisor of the Year, 2018

Metro Team of the Year-
Georgia Middle School
Association, 2009

State of Ohio Senatorial
Commendation, 2004

PRESS

**Please see LinkedIn or
Twitter Profile for most
recent publications and
press*

SPANISH TEACHER, AUTREY MILL MIDDLE SCHOOL • FULTON COUNTY SCHOOLS • AUGUST 2005-OCTOBER 2013

- Develop, facilitate and reflect upon instruction of five courses of Spanish I (160 students daily).
- PLC Team Leader
- Member of the school Leadership Team
- Lead Teacher on 1:1 Pilot of Amplify, Inc. Tablet Solution (2012-13)

Education

DOCTORATE, INSTRUCTIONAL TECHNOLOGY • FALL 2020 KENNESAW STATE UNIVERSITY, GA

4.0 GPA, Coursework foci: instructional technology management, coaching, and professional development. Research focus: Personalized Learning, Qualitative Methodology.

M.ED., INCLUSIVE EDUCATION, TESOL • 2009 KENNESAW STATE UNIVERSITY, GA

Magna Cum Laude, Coursework focused on supporting diverse learners, and specifically those who speak languages other than English. Thesis in Critical Pedagogy, leveraging adaptive software, and Universal Design for Learning

B.ED., MULTI-AGE EDUCATION; B.A. SPANISH • 2005 UNIVERSITY OF TOLEDO, OH

Cum Laude, Dual Bachelor's Degrees. Completed teaching assignments in Rota, Spain, Toledo Public Schools, and Swanton Schools. Management Team member, Camp Adventure. Student Assistant, Dean's Office, College of Education.



SCHOOL



Appendix C

Indirect Costs Agreement

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Georgia Department of Education
1666 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334

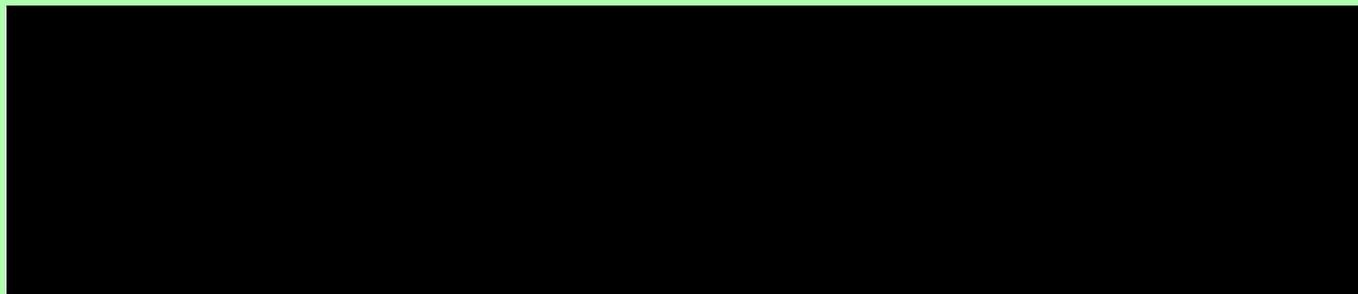
Date: June 21, 2019

Agreement No: [REDACTED]

Filing Reference: This replaces previous Agreement [REDACTED]

Dated: 12/21/2016

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.



Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Georgia Department of Education
1666 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450

Signature

Name

Title

Date

Signature

Frances Outland

Name

Director, Indirect Cost Division

Title

June 21, 2019

Date

Negotiator: Nelda Barnes
Telephone Number: XXXXXXXXXX

Appendix D

Proprietary Information found in the Application

Not Applicable

Appendix E

Assurances

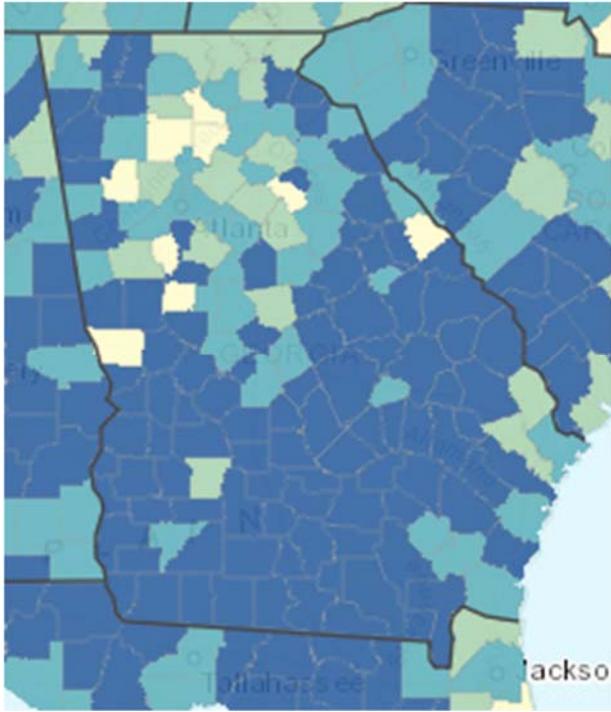
The Georgia Department of Education assures that any information requested by the Secretary for evaluations of this program will be provided. A signed letter of support from Governor Brian P. Kemp has been included in the application materials.

If awarded under this grant competition, Georgia will openly license to the public grant deliverables created in whole or in part with US Department of Education funds.

If awarded under this grant competition, Georgia will ensure necessary procedures are in place to comply with reporting requirements in 2 CFR part 170 under 2 CFR 170.110(b).

Appendix F

2016 SVI for the state of Georgia



Appendix G

REL Asset Map of Personalized Learning in Georgia

Personalized Learning & CBE in Georgia

Phase I: Information Gathering - Summary Document

Districts and states across the county have begun to implement personalized learning and competency-based education (CBE) as a strategy to transform traditional education systems and improve student outcomes (Aurora Institute, 2019). On behalf of the Georgia Department of Education (GaDOE), the REL SE conducted an online search to understand the level of implementation of these strategies through two lenses. The first lens assesses what personalization and CBE work is occurring in Georgia at the statewide level, while the second lens focuses on work happening at the local level by school districts. For both the statewide and local review, links to relevant program information, news, and/or media articles were identified. This document details the findings from the online search, specifically highlighting statewide and district level examples.

Statewide Examples

As a state, Georgia has been highlighted for its personalized learning work by several national education nonprofit organizations. Its status as a participant in the US Department of Education's Innovative Assessment Pilot has also received recognition at the federal and statewide levels. Georgia runs numerous personalized learning programs, ranging from a Personalized Learning Grant from the Governor's Office of Student Achievement to personalized learning pathways created by the GaDOE for schools and districts across the state.

News & Media

- [Networks of Learning that Power Change in Georgia](#) (YouTube, 2019) - EdElements
- [Georgia and North Carolina Become Latest States to Test New Ways to Assess Student Achievement](#) (2019) - US Department of Education
- [Bringing Vision Into Focus: Georgia's Journey to a Statewide Vision for Personalized Learning](#) (Stephens, 2018) - EdElements
- [Georgia's Education Reform Commission Recommends Moving to Competency Education](#) (Sturgis, 2016) - CompetencyWorks
- [Putting the Pieces Together](#) (Phillips, 2016) - ExcelinEd
- [3 Smart State Approaches to Competency-Based Education](#) (Phillips, 2015) - ExcelinEd

GaDOE-Specific Programming

- [A Vision for Personalized Learning in Georgia K-12 Schools](#) (Lokey-Vega & Stephens, 2018)
- [Personalized Learning Grant - Governor's Office of Student Achievement \(GOSA\)](#)
 - The grant aims to support teachers, schools, and districts in:
 - Implementing personalized instructional strategies to increase achievement
 - Integrating instructional technology tools as a resource to enhance personalized learning
 - Utilizing ongoing professional support in the form of modeling and coaching to increase the effectiveness of school and staff
 - Establishing a school framework for sustainability and building capacity for personalized learning

Personalized Learning & CBE in Georgia

Phase I: Information Gathering - Summary Document

- Participating schools chosen from the Turnaround Eligible Schools list include:
 - **Bibb County Schools:** Dr. Martin Luther King Jr. Elementary, Southfield Elementary, Veterans Elementary
 - **Savannah-Chatham County Public Schools:** Brock Elementary, Haven Elementary, Hodge Elementary
 - **Dougherty County School System:** Alice Coachman Elementary, Robert H. Harvey Elementary, Northside Elementary
 - **Muscogee County School District:** Brewer Elementary, Dorothy Height Elementary, Davis Elementary, Martin Luther King, Jr. Elementary, Rothschild Middle
- [Georgia's Path to Personalized Learning](#) (GaDOE)
- [Georgia Department of Education Learning Standards Published in CASE Format](#) (GaDOE)
 - [CASE: Competency and Academic Standards Exchange](#)
 - Competency Frameworks listed for several departments
 - Pathway to Personalized Learning

District-Level Examples

REL SE staff reviewed the websites of the local school districts in Georgia to assess their level of implementation of personalized learning and CBE. Based on the findings, districts were then categorized into one of three categories: 1) Clear Evidence, 2) Some Evidence, and 3) No Evidence. The definitions for each of these categories is found below. Of the 180 school districts in Georgia, just over 20 percent are engaged in personalized learning or CBE, with 3 percent of the districts falling into the “Clear Evidence” category and 18 percent falling into the “Some Evidence” category. At more than 20 percent, districts within Georgia are ahead of the curve based on the estimate of 6-8 percent of districts in the nation engaging in CBE or personalized learning, according to CompetencyWorks.¹ Appendix A provides a table showing the lists of districts included in each category. Districts that were categorized as Clear or Some Evidence are further detailed below.

- **Clear Evidence** of Personalized Learning/CBE indicates that there is a personalized learning section on the school district’s website that highlights specific actions and/or initiatives that the district is taking to advance personalized learning. These districts may also have news/media about their work with personalized learning listed explicitly on their website.
- **Some Evidence** of Personalized Learning/CBE indicates that there are components to personalized learning scattered throughout the district/district’s website, but there is no dedicated space to outline specific personalization initiatives. For example, many districts include personalized learning in their mission or vision statements or as part of their district strategic plans.
- **No Evidence** of Personalized Learning/CBE indicates that little to no information was found on the district’s website about personalized learning in any capacity. Programs like work-based

¹ <https://www.inacol.org/news/press-release/a-new-definition-of-competency-based-education-for-k-12-education-transformation/>

Personalized Learning & CBE in Georgia

Phase I: Information Gathering - Summary Document

learning, STEM, or dual enrollment were not considered “personalized” approaches for this effort.

Districts with “Clear Evidence” of Personalized Learning/CBE

Five districts in Georgia emerged with clear evidence of implementing personalized learning and CBE: Forsyth, Fulton, Henry, Liberty, and Muscogee. These districts are highlighted below.

Forsyth County Schools

Forsyth County has been highlighted in local news for their work in personalized learning. The district also has its own personalized learning design principles used in schools across the county.

News & Media

- [Struggling with math? Local schools turn to AI](#) (Popp, 2019) - Forsyth County News
- [Meet Ben Jones, Shiloh Point Elementary’s new principal](#) (Popp, 2019) - Forsyth County News

Forsyth County-Specific Programming

- [Forsyth County Schools Personalized Learning Design Principles](#)

Fulton County Schools

Fulton County has been engaged in personalized learning work for at least five years, drawing attention from many well-known education news outlets like CompetencyWorks and The Hechinger Report. Fulton County Schools is thinking about culture and structures to support students, educators, and schools, which is directly aligned to the REL SE Alliance’s [CBE Mastery Framework](#).

News & Media

- [A year of personalized learning: Mistakes, moving furniture and making it work](#) (Elsen-Rooney, 2018) - The Hechinger Report
- [Atlanta Educators Reflect on Lessons From Personalized Learning Initiative](#) (Abamu, 2017) - EdSurge
- [Personalized Learning for Every Student: How 2 Very Different School Systems Pursued a District-Wide Strategy](#) (Hawkins, 2017) - The 74 Million
- [Implementing Competency Education in K-12 Systems: Insights from Local Leaders](#) (Sturgis 2015, p. 57) - CompetencyWorks
- [Fulton County Schools: A Big District Approach to Competency Education](#) (Sturgis, 2014) - CompetencyWorks

Fulton County-Specific Programming

- [Fulton County Schools: Student-Focused Learning](#)

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Henry County Schools

Henry County Schools have been in the media spotlight for their work with personalized learning for many years. Prominent education sources CompetencyWorks and EdWeek have highlighted Henry County's work multiple times. Henry County's College and Career Academy is a great example of what personalization can look like for every child.

News & Media

- [What Is Personalized Learning According To Henry County's Career Academy?](#) (Walton, 2017) - Georgia@Work
- [Students Pinpoint Their Academic Needs in Georgia District](#) (Cavanagh, 2016) - EdWeek
 - [Personalized Learning at Work: "What I Need" Sessions in Henry County, Ga.](#) (EdWeek Video - YouTube)
- [Henry County Schools: Four Big Takeaways](#) (Sturgis, 2016) - CompetencyWorks
- [Ensuring Success for Each Student](#) (Sturgis, 2016) - CompetencyWorks
- [Scaling Strategies for Mid-Sized Districts](#) (Sturgis, 2016) - CompetencyWorks
- [What All of This Means for Schools](#) (Sturgis, 2016) - CompetencyWorks
- [Impact Academy](#) (Sturgis, 2016) - CompetencyWorks
- [Advice for School Principals on Implementing Competency Education](#) (Stack, 2015) - CompetencyWorks

Henry County-Specific Programming

- [Academy for Advanced Studies: The Henry County College and Career Academy](#)

Liberty County School System

Liberty County School System is beginning their next phase in the Liberty Learning Experience, Phase II - Personalized Learning. They have compiled a list of resources to support educators with personalized learning, but do not have any specific news and media posted on the work so far.

News & Media

- N/A

Liberty County-Specific Programming

- [Liberty Learning Experience \(Grades 4-12\), Phase II - Personalized Learning](#)
- [LCSS Vision for Teaching and Learning](#)

Muscogee County School District

In the Fall of 2019, Muscogee County School District officially launched a district-wide Personalized Learning initiative. The multi-year plan provides all middle and high school students with Google Chromebooks and transforms instructional practices district-wide. During the previous school year, three elementary schools received funding from the Governor's Office of Student Achievement to begin implementing Personalized Learning in second and third grades. Since then, personalized learning has

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expanded to fourth and fifth grades in those schools and personalized learning support has been added for two additional schools.

News & Media

- [Personalized Learning initiative advances with students receiving Chromebooks](#) (Agyemang, 2019) - Muscogee County School District Media Release
- [All middle, high school MCSD students to receive Chromebooks as part of Personalized Learning Initiative](#) (Gunn, 2019) - WTVM News
- [Personalized Learning with MCSD](#) (2019) - Muscogee County School District video
- [Here's how two schools got off state's failing list](#) (Rice, 2016) - Ledger-Enquirer

Muscogee County-Specific Programming

- [Personalized Learning](#)

Districts with “Some Evidence” of Personalized Learning/CBE

During the statewide district scan, themes emerged within the category of “some” evidence of personalized learning and CBE. Most of the districts that exhibited some evidence had a statement in their districtwide mission or vision, or included personalization as a goal within their strategic planning documents. Other themes that emerged included a reference to blended learning, the use of a learning management system as a personalized learning tool (i.e., Infinite Campus), and the use of adaptive assessments (i.e., Measures of Academic Progress - MAP).

Further, additional districts who were categorized as displaying “some” evidence of personalized learning and CBE are highlighted below because of their unique situations or connections to some of the Georgia statewide programming.

- *Pike County Schools and Bibb County Schools.* Both of these districts have individual schools who are engaged in personalized learning practices, though the implementation of personalization is not districtwide at this time.
- *Gwinnett County Schools and Cobb County Schools.* As the two largest school districts in Georgia, it is important to note here that both districts fall into the category of demonstrating some evidence of personalized learning and CBE. Gwinnett includes personalized learning in their strategic plan, and Cobb focuses on personalization through their Academic Division.
- *Bibb County Schools and Savannah-Chatham County Schools.* Both of these school districts were recipients of a Personalized Learning Grant from the Governor’s Office of Student Achievement. These schools only displayed some evidence of personalization, whereas one of the other awarded districts displayed no evidence and the fourth district awarded displayed clear evidence of personalization.
- *Social Circle City Schools, Toombs County Schools, and Valdosta City Schools.* These districts applied for IE2 Grants, which are now called Strategic Waivers School System (SWSS) Partnership Contracts. Both districts had their contracts revised in early 2016, though there is little to no evidence on either district’s websites outlining the changes they have made or what

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improvements they have seen in the implementation of personalized learning since their contracts were updated.

A more comprehensive look at why districts were categorized into some evidence of personalized learning and CBE can be found in the table below.

| District Name | Some Evidence of Personalized Learning |
|-------------------------|--|
| Cobb County | Personalized Learning Program deaprtment focused on acceleration and intervention - http://academics.cobbk12.org/index.php/ad/tl/apl/personalized-learning/#1496278268290-d304ce23-f513 |
| Decatur County | Received an Innovation Fund Planning grant to develop Personalized Learning Communities for students at risk for not completing high school - https://www.boe.dcboe.com/Content/930 |
| Gilmer County | Strategic Plan reference to individualized learning - https://www.gilmerschools.com/common/pages/DisplayFile.aspx?itemId=22873508 |
| Griffin-Spalding County | Strategic Plan reference to persoanlized learning - https://simbli.eboardsolutions.com/StrategicPlan/PlanDetail.aspx?S=4079&PID=4595 |
| Gwinnett County | Strategic Plan references to more choices and persoanlized learning - https://publish.gwinnett.k12.ga.us/gcps/wcm/connect/6a3520be-e827-4c63-a7c9-7dc9cde74340/2019-Strategic-Priorities-Report_FINAL.pdf?MOD=AJPERES&CVID=mFVjWSj Personalized Learning Story - https://assets.pearsonschool.com/asset_mgr/pending/THREE_FieldStory_Gwinnett_R5.pdf |
| Hall County | Programs of Choice offer personalized learning experiences - https://www.hallco.org/web/programs-of-choice/ |
| Haralson County | Student Handbook reference to commitment to ensuring success and creating student agency through personalized learning - http://www.haralson.k12.ga.us/Downloads/Student%20Handbook%202019-2020%20Final%20Copy.pdf |
| Harris County | Strategic Plan reference to mastery of standards and competencies - https://simbli.eboardsolutions.com/StrategicPlan/PlanDetail.aspx?S=4085&PID=6662 |
| Jackson County | Dedicated position to Personalized Learning & Innovation Coordinator - https://www.jacksonschools.ga.org/our-district/teaching-learning/content-specialists/ |
| Lamar County | Reference in district beliefs that "All students can experience academic growth with engaging, rigorous, and individualized learning." - http://lamar.k12.ga.us/home |
| Lanier County | Use a Pyramid of Intervention to apply instrucional strategies to meet individual student needs - https://sites.google.com/a/lanierbulldogs.org/lcstest/student-services/poi |
| Lee County | Strategic Plan reference to Lee County Middle School (East Campus) focused on personalized learning environments through a teaming approach - https://www.lee.k12.ga.us/userfiles/-16/my%20files/exhbit%20a%20-%20lcss%20strategic%20plan%20(1).pdf?id=866 |

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|-------------------------|---|
| Marietta City | Strategic Plan references to personalized learning - https://www.marietta-city.org/cms/lib/GA01903590/Centricity/Domain/647/MCSStrategic%20Plan.pdf |
| Morgan County | Mission includes personalized education - https://www.morgan.k12.ga.us/about-us/mission |
| Pickens County | District Improvement Plan reference to personalized learning - https://www.pickens.k12.ga.us/parents/federal-programs/district-improvement-plan/ |
| Pierce County | Reference to individualized instruction and opportunities for meeting student needs/goals - https://www.pierce.k12.ga.us/Content2/122 |
| Pike County | Zebulon High Schools has a commitment to personalized learning for students through flexibility in time, place, and pace- https://www.pike.k12.ga.us/Domain/14 |
| Richmond County | References to personalized, flexible education choices for students - https://www.rcboe.org/Page/21146 |
| Rockdale County | Strategic Plan reference to mastery-based learning - https://simbli.eboardsolutions.com/StrategicPlan/PlanDetail.aspx?s=4138&pid=6608 |
| Savannah-Chatham County | GOSA funding for Personalized Learning Specialists - http://go.boarddocs.com/ga/sccs/Board.nsf/goto?open&id=BFWS7T712FAC and schools have personalized learning plans |
| Social Circle City | Strategic Waiver School System - https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=1262&AID=713719&MID=49375 |
| Telfair County | School Improvement Plan reference to personalized learning - https://www.telfairschools.org/site/handlers/filedownload.ashx?moduleinstanceid=1001&ataid=726&FileName=TCES%20SWP%202017.pdf |
| Tift County | References blended learning as a personalized approach - https://www.tiftschools.com/apps/pages/index.jsp?uREC_ID=269041&type=d&pREC_ID=701255 |
| Toombs County | Strategic Waiver School System - http://www.toombscountyschools.org/uploads/3/0/5/8/30581605/toombs_county_ie2application_february_2016_final_submission_to_sboe.pdf |
| Treutlen County | Strategic Waiver School System, flexible learning program - https://www.treutlen.k12.ga.us/docs/TES%20FLP%20FY15.pdf |
| Twiggs County | Accreditation report notes personalized learning as the next step for Twiggs County - https://www.twiggs.k12.ga.us/userfiles/-16/my%20files/advanced_document.pdf?id=54 |
| Valdosta City | Strategic Waiver School System - https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=1262&AID=702901&MID=49364 |
| Vidalia City | District Improvement plan references to personalized learning - http://images.pcmac.org/Uploads/VidaliaCity/VidaliaCity/Divisions/DocumentsCategories/Documents/FY18VIDALIACITY_DIP%20%281%29_%207BSIS6626A2EA1D97%7D.pdf |

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| | |
|------------------|--|
| Walker County | Strategic plan references to standards-based teaching and grading (districtwide) - http://www.walkerschools.org/wp-content/uploads/2019/07/WCSD-Strategic-Plan-FINAL-2019-20.pdf |
| Walton County | References to blended learning - https://www.walton.k12.ga.us/InstructionLearning.aspx and Strategic Plan reference to standards based instruction - https://www.walton.k12.ga.us/Downloads/strategicplan2014-19.pdf |
| White County | Belief statements and references to personalized and individualized learning - https://www.white.k12.ga.us/ |
| Wilkes County | Strategic Plan references to increased personalized learning opportunities - https://www.wilkes.k12.ga.us/docs/district/depts/20/ww%20strategic%20plan.pdf |
| Wilkinson County | Strategic Plan references to personalized learning - https://drive.google.com/file/d/1QIWKKDIG-1bd2CglidOCFd9Nbouton_-/view |

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Appendix A: Categorization of School Districts

| <i>Clear Evidence of Personalized Learning/CBE</i> | <i>Some Evidence of Personalized Learning/CBE</i> | <i>No Evidence of Personalized Learning/CBE</i> |
|---|--|---|
| Total Districts: 5 / 180 (2.78%) | Total Districts: 33 / 180 (18.33%) | Total Districts: 142 / 180 (78.89%) |
| Districts, alphabetically: <ul style="list-style-type: none"> ● Forsyth County ● Fulton County ● Henry County ● Liberty County ● Muscogee County | Districts, alphabetically: <ul style="list-style-type: none"> ● Cobb County ● Decatur County ● Gilmer County ● Griffin-Spalding County ● Gwinnett County ● Hall County ● Haralson County ● Harris County ● Jackson County ● Lamar County ● Lanier County ● Lee County ● Marietta City ● Morgan County ● Pickens County ● Pierce County ● Pike County ● Richmond County ● Rockdale County ● Savannah-Chatham County ● Social Circle City ● Telfair County ● Tift County ● Toombs County ● Treutlen County ● Twiggs County ● Valdosta City ● Vidalia City ● Walker County ● Walton County ● White County ● Wilkes County ● Wilkinson County | Districts, alphabetically: <ul style="list-style-type: none"> ● Appling County ● Atkinson County ● Atlanta Public Schools ● Bacon County ● Baker County ● Baldwin County ● Banks County ● Barrow County ● Bartow County ● Ben Hill County ● Berrien County ● Bibb County ● Bleckley County ● Brantley County ● Bremen City ● Brooks County ● Bryan County ● Buford City ● Bulloch County ● Burke County ● Butts County ● Calhoun City ● Calhoun County ● Camden County ● Candler County ● Carroll County ● Carrollton City ● Cartersville City ● Catoosa County ● Charlton County ● Chattahoochee County ● Chattooga County ● Cherokee County ● Chickamauga City ● City Schools of Decatur ● Clarke County ● Clay County ● Clayton County ● Clinch County ● Coffee County |

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| | | |
|--|--|---|
| | | <ul style="list-style-type: none">• Colquitt County• Columbia County• Commerce City• Cook County• Coweta County• Crawford County• Crisp County• Dade County• Dalton Public Schools• Dawson County• DeKalb County• Dodge County• Dooly County• Dougherty County• Douglas County• Dublin City• Early County• Echols County• Effingham County• Elbert County• Emanuel County• Evans County• Fannin County• Fayette County• Floyd County• Franklin County• Gainesville City• Glascock County• Glynn County• Gordon County• Grady County• Greene County• Habersham County• Hancock County• Hart County• Heard County• Houston County• Irwin County• Jasper County• Jeff Davis County• Jefferson City• Jefferson County• Jenkins County• Johnson County• Jones County• Laurens County• Lincoln County• Long County• Lowndes County• Lumpkin County• Macon County• Madison County |
|--|--|---|

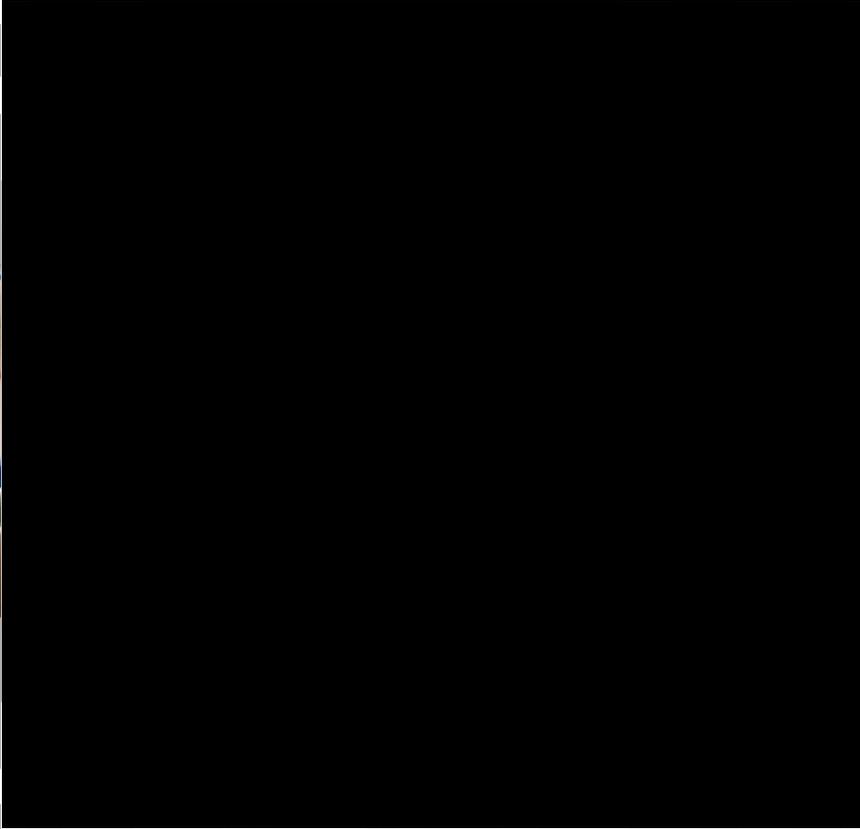
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| | | |
|--|--|---|
| | | <ul style="list-style-type: none">• Marion County• McDuffie County• McIntosh County• Meriwether County• Miller County• Mitchell County• Monroe County• Montgomery County• Murray County• Newton County• Oconee County• Oglethorpe County• Paulding County• Peach County• Pelham City• Polk County• Pulaski County• Putnam County• Quitman County• Rabun County• Randolph County• Rome City• Schley County• Screven County• Seminole County• Stephens County• Stewart County• Sumter County• Talbot County• Taliaferro County• Tattnall County• Taylor County• Terrell County• Thomas County• Thomaston-Upton County• Thomasville City• Towns County• Trion City• Troup County• Turner County• Union County• Ware County• Warren County• Washington County• Wayne County• Webster County• Wheeler County• Whitfield County• Wilcox County• Worth County |
|--|--|---|

Appendix H

Personalized Learning Vision Statement for Georgia



A VISION FOR PERSONALIZED LEARNING IN GEORGIA K-12 SCHOOLS

WRITTEN BY

**Anissa Lokey-Vega
Stephane Stephens**

PR/Award # S425B200008

Page e51

First Edition, 2018

ACKNOWLEDGEMENTS

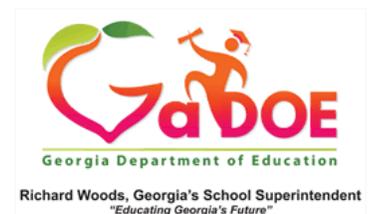
The road to this vision involved many contributors who deserve recognition, because this document would not have been possible without the collective efforts and bright minds of these individuals and organizations. This process was full of inspiring conversation balanced with debate and constructive critique. First, we would like to thank the individuals who participated in the KSU Personalized Learning Delegation including John Floresta and Jason Waters of Marietta City Schools; Keith Osburn of Georgia Department of Education; Traci Redish, Walt Justice, and Andy Boyle of Kennesaw State University. We would like to thank those schools and teachers who invited this delegation into their spaces to share their exciting work aligned with personalized learning including Barnwell Elementary School, Autrey Mill Middle School, Centennial High School, and Riverstone Montessori Academy.

We would like to thank the many focus group participants who joined us from Marietta City Schools, Henry County Schools, Georgia Department of Education, iTeach at Kennesaw State University, and others. The readability and design appeal of this document can be attributed to the brilliance of Heather Cox, Education Technology Specialist with iTeach. Finally, this work would not be possible without the leadership and support of our department and college leadership in the Bagwell College of Education, Traci Redish and Arlinda Eaton. We are indebted to the vast community that has contributed to the development of this document, and we hope to continue the conversation.

Anissa Lokey-Vega, PhD
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"Ensuring Success for Each Student"

FOREWORD

Personalized learning is already being enacted in several school districts across Georgia. These districts have expressed frustration with barriers to growing personalized learning beyond individual pilot classrooms. One barrier was teacher preparation, and we began a pursuit to design educator preparation programs and professional learning systems that would support teacher expertise and build capacity in personalized learning. However, we quickly discovered that similar barriers affected our efforts to grow personalized learning from our own setting and role. Barriers that persist beyond districts and schools of education are more closely related to state policies, laws, organizational structures, accreditation, assessments, and limited technologies.

Systemic change needs to occur, and personalized learning cannot effectively depend on teachers and teacher educators to hold the full responsibility as this would predestine the change efforts to failure. First, there must be a common awareness and understanding of what personalized learning is for our context here in Georgia. Such a vision should not critique the work of those districts already deep in the trenches of this change, but instead complement and validate their efforts. The purpose of this vision is to provide a common understanding of personalized learning for all stakeholders, and serve as a guidepost for strategic planning processes throughout the state. Secondly, beyond a common vision, we must name the stakeholders who have a role in this change to perk everyone's ears and help them see how they fit in such a huge shift for education. We must not wait to be told our policies and processes are a barrier. Using a common vision, we must anticipate how we can support this important work and open pathways that encourage and celebrate innovation.

This document is not intended as a static unchanging vision, but instead must be reviewed and rewritten as experience and research in personalized learning gives us new knowledge of what best practices have the greatest impact on Georgia's learners. In the future, we hope to include case studies of stakeholder successes and lessons learned. We look forward to expanding our collaborations in the future such that the voice behind this vision grows larger

and increasingly united.

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Suggested Citation

Lokey-Vega, A. & Stephens, S. (2018) A Vision for Personalized Learning in Georgia K-12 Schools. White paper retrieved from www.bagwell.kennesaw.edu/personalizedlearning.
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EXECUTIVE OVERVIEW

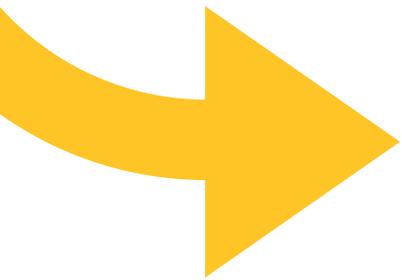
- This document is intended to provide a common high-level vision for personalized learning such that all stakeholders can build complementary systems that meet the unique interests and needs of each learner in Georgia.
- An educational shift to personalized learning is needed in Georgia as a means to effectively prepare children for college and career in the 21st century.
- Personalized learning is an educational paradigm shift that values learner differences and harnesses technology to allow the educator and learner to co-plan a unique educational experience.
- While a traditional learning environment operates on the need to support deficits, personalized learning capitalizes on those individualities as assets and gives responsibility back to the learner to drive his/her learning on a unique path that serves that learner best.
- Educators and stakeholders must work together to break down educational barriers to personalized learning that are enshrined in laws, policies, evaluation instruments, and traditions that perpetuate a common pace and a common path for all learners.
- Personalized learning has nine Essential Conditions for success including: Prioritized Executive Function, Growth Mindset, Individual Path, Flexible Content, Learner Voice, Authentic and Adaptive Assessment, Dynamic Communication, Expanded Collaboration, and Mastery Dispositions.
- School systems must begin with planning, teaching, and assessing learner executive function as the first essential condition, because of the level of learner agency required for success in implementing the other eight essential conditions of personalized learning.
- Executive Function are the skills and cognitive processes needed to plan and achieve one's own educational goals. These skills, well established in cognitive science, are also the foundational cognitive processes needed for the "Soft Skills," "Essential Skills," and "Social Emotional Skills" learners need for 21st century college and career success.
- After executive function is prioritized, a school system will implement additional Essential Conditions as fitting for the unique needs and processes of that school system until all nine Essential Conditions are fully operationalized.
- The personalized learning classroom requires an efficient division of responsibility, starting first with learners as driving agents in the educational process.
- A more challenging adjustment is the specialization of educator roles. The educator has traditionally designed and implemented all lessons for all learners in the classroom; however, in a personalized setting this would be over burdensome. Today, many teachers share and divide the job of instructional design as grade level and departmental teams. This division of responsibility between the Educator as instructional designer will become increasingly distinct from the Educator as learning coach as personalized learning matures in the school settings.
- This shift results in the three major roles of responsibility in the personalized learning classroom to be Learner, educator as Instructional Designer, and educator as Learning Coach.



RATIONALE

Concerns of the effectiveness of Georgia's education system to prepare children for college and career in the 21st century are growing. Georgia's children are the state's greatest resource, and the educators who nurture and teach them are an invaluable asset to shaping Georgia's future. Current educational systems and processes often serve as a barrier to unleashing the true potential of educators and learners. To date, we have not harnessed the full capabilities of stakeholder individualities or the power of technology to revolutionize education. To optimize the impact of the educator and empower Georgia's children to become adaptable college and career ready young-adults, we must change the paradigm.

Technology and information networks have changed consumer and employer expectations. Adaptable systems that celebrate and serve individualities are becoming the norm. Industries such as medicine are moving to a consumer-focused, personalized system based on our DNA that is both more efficient and increasingly effective. Additionally, as consumers, we expect a personalized experience, one that is supported by huge processing power to enable immediate, media-rich, and archivable interactions. These changes are affecting the skills required by Georgia's workforce, and impacting industry growth across the state.



IN ORDER FOR GEORGIA TO DEVELOP FUTURE ADULTS WHO ARE ADAPTABLE TO THIS EVER-CHANGING WORKFORCE DEMAND, GEORGIA MUST TAKE ON STATEWIDE CHANGE IN THE EDUCATION SYSTEM THAT MIRRORS THE CHANGES OF PERSONALIZATION WE SEE IN OTHER INDUSTRIES.

Rather than continuing to create initiatives and bureaucracies around the traditional education model established over a century ago during the Common School Movement, Georgia needs to realign the values foundational to teaching and learning. The system must move away from defining learner differences as deficits, but instead, Georgia should adopt the same value of individuality that industry has adopted. Industry has capitalized on those individualities as assets and given the consumer the opportunity to drive their unique personalized experience. This gap between industry and education in Georgia reveals a crisis in the education system. The crisis is that the traditional mass production model of education does not truly prepare learners for careers in any personalized industry. By changing the same foundational value and celebration of individuality, mass production of a common educational experience is no longer relevant in a personalized technology-rich world. According to Thomas Kuhn (Kuhn, 1962), when an existing field has a fundamental change in values or beliefs, a crisis is initiated, and a new paradigm can follow.

This document defines a vision for the personalized learning paradigm shift emerging in the state of Georgia, described the essential conditions for facilitating the shift, and specifies the roles that all stakeholders play as we move towards systemic change. Without a common vision for the state, various stakeholders may develop systems or policies the inhibit the work of one another. This mindset will help Georgia move toward a common goal and vision.

A VISION FOR PERSONALIZED LEARNING

Personalized learning is an educational paradigm shift that values learner differences and harnesses technology to allow the educator and learner to co-plan an individualized educational experience. Since personalized learning is an educational paradigm shift, it cannot be reduced to simply a new initiative or instructional strategy. A paradigm shift implies a change to the values on which the education system is built and therefore the roles of all stakeholders in the system must also change. Personalized learning is an ideal for which we will strive. The definition of the term stated above will evolve as research and practice in the field develops. This process requires flexibility, comfort with uncertainty, and the ability to take risks.

PERSONALIZED LEARNING IS AN EDUCATIONAL PARADIGM SHIFT THAT VALUES LEARNER DIFFERENCES AND HARNESSSES TECHNOLOGY TO ALLOW THE EDUCATOR AND LEARNER TO CO-PLAN AN INDIVIDUALIZED EDUCATIONAL EXPERIENCE.

VALUES

Several stakeholders and organizations contributed to this vision, which is founded on a value of diversity and inclusion. Personalized learning requires a commitment to serve all students in a meaningful manner, and support them to reach their individual potential through embracing that which makes each person unique including but not limited to their race, gender, ethnicity, culture, age, learning challenges, talents, interests, abilities, and voice. With equity in mind, personalized learning necessitates learners get interventions and supports as they are needed to optimize the pace of learning towards the learner's full potential.

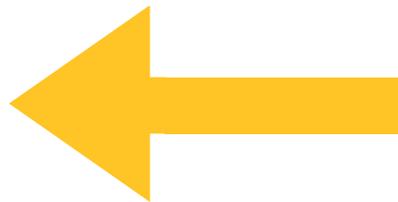
WHILE A TRADITIONAL LEARNING ENVIRONMENT OPERATES ON THE NEED TO SUPPORT DEFICITS, A PERSONALIZED LEARNING ENVIRONMENT CAPITALIZES ON THOSE INDIVIDUALITIES AS ASSETS AND GIVES RESPONSIBILITY BACK TO THE LEARNER TO DRIVE HIS/HER LEARNING ON A UNIQUE PATH THAT SERVES THAT LEARNER BEST.



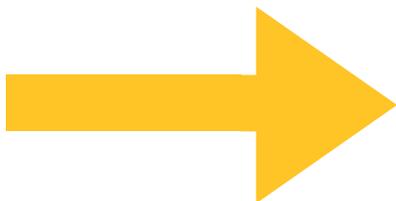
PERSONALIZED LEARNING: A SHIFTING PARADIGM

Operationalizing personalized learning is difficult due to the disruptive nature of a paradigm shift that is incomplete...we are not yet implementing all of the conditions necessary, so the outcomes are illusive and hard to capture or describe definitively. Each system and stakeholder will interpret personalized learning through his/her own lens, making a common description difficult at this point in time. Since we have a clear understanding of the traditional education paradigm we are leaving, it becomes easier to propose how personalized learning is different from what we already know. To distinguish personalized learning from traditional education, we have identified nine essential conditions. This collection of conditions helps to better operationalize and communicate a common vision of personalized learning.

Efforts to establish all of the conditions of personalized learning cannot be done all at once, nor by a single educator.



Establishing all of these conditions in a learning environment require a systemic commitment to advancing personalized learning.

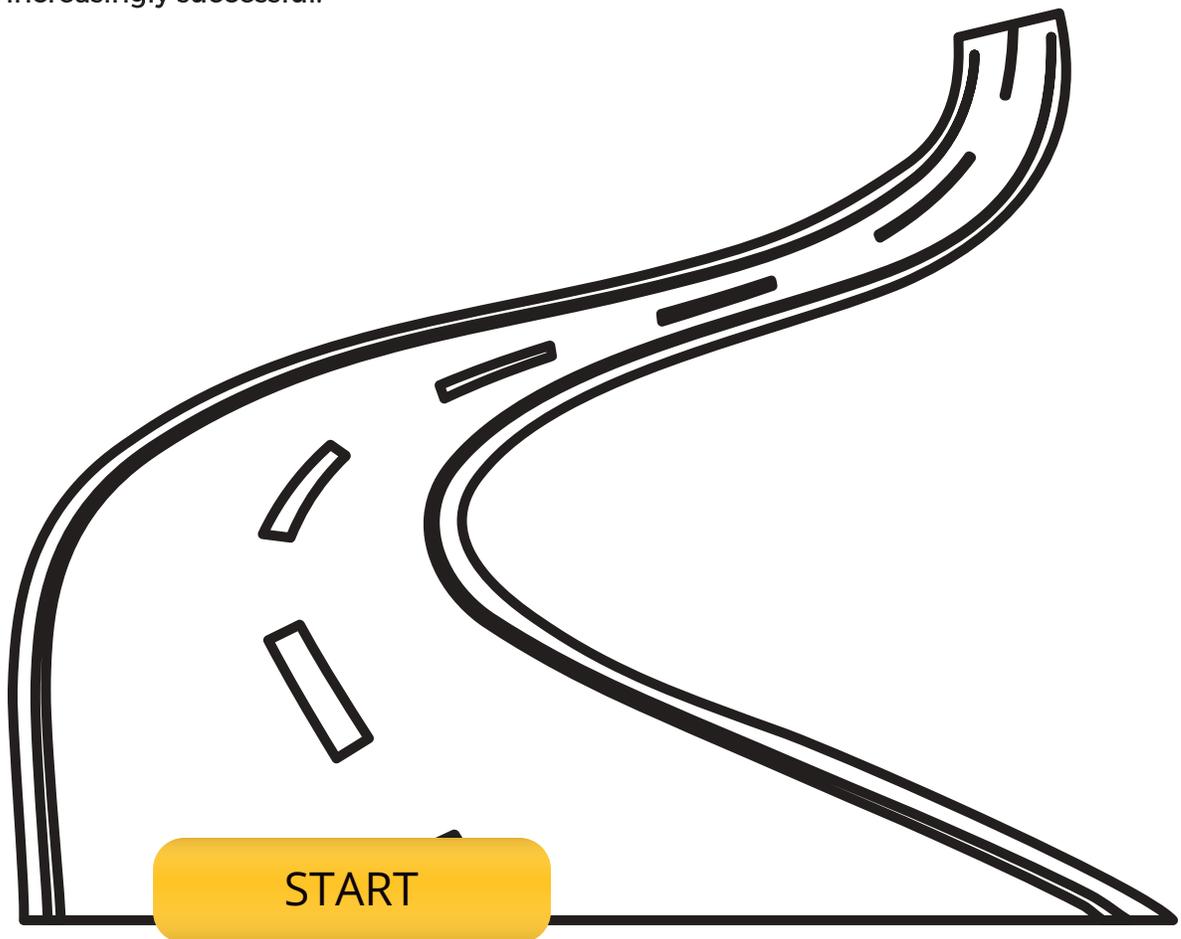


Educators and other stakeholders must work together to break down educational traditions and build up new policies, tools, and actions that all align to a common vision of personalized learning.

Each stakeholder in the system must begin by playing his or her part and tackle those conditions, which are within his/her realm of influence to move the system forward.

CONDITIONS FOR PERSONALIZED LEARNING

The nine Essential Conditions of personalized learning are: Prioritized Executive Function, Growth Mindset, Individual Path, Flexible Content, Learner Voice, Authentic and Adaptive Assessment, Dynamic Communication, Expanded Collaboration, and Mastery Dispositions. These conditions were informed by school visits, multiple stakeholder validation, and the literature on personalized learning. By design, Prioritized Executive Function is first among the conditions, as it acts as a prerequisite for the remaining eight. The path towards implementing these conditions will vary in every instance, and so long as there is a foundational focus on learner executive function, personalized learning environments will be increasingly successful.



Prioritized Executive Function

In personalized learning, **it is not possible for the educator to dictate the behaviors and learning of all learners at all times.** Instead, learners must have the skills and complex cognitive processes to direct their own learning and reach their own unique goals. Without this learner skillset, personalized learning is too large a burden for an educator. This condition that activates learner agency must be met before any other conditions can be effectively pursued. In personalized learning, educators must explicitly teach students the skills of executive function, teach practices of metacognition, and prepare the learning environment to allow student agency.



Individual Path

Personalized learning does not free the learner of a pre-defined set of curriculum competencies, but instead requires the learner to be aware of competency dependencies to make informed choices in planning a unique progression and pace through mastery in partnership with the educator. Learners may also make a plan to master additional competencies that address learner needs and interests, however, traditional seat time policies are irrelevant in this context. The unique pace and path of curriculum mastery, makes grade-level divisions arbitrary and invalid. The group of learners that fill a classroom may include multiple ages, and educators may loop or stay with a group of learners for multiple years.



Growth Mindset

In personalized learning this binary of success and failure does not function, as learning is an on-going progression that never arrives at a definitive point of either success or failure. **Instead, what might have been considered failure in a traditional classroom, is instead simply a moment in the journey of growth, an opportunity for revision, and a practice of perseverance.** This growth mindset requires the lines between grade-level successes to fade in relevance, and for individual goals to become the focus of measurement.



Flexible Content

Personalized learning leverages technology to house a collection of digital instructional content that is organized by and aligned with the competencies. Such digital collections allow the learner to choose from a collection of expertly designed instructional content that meets his/her unique preferences and interests, repeat content as many times as needed, or try different content options. Additionally, **in personalized learning the learner and/or the educator is provided the flexibility to propose and plan unique ways to master the competencies, and not be limited to the digital collection.** Learner analytics within digital content systems provide instructional designers with information for continuous improvement of content.



Learner Voice

In personalized learning, **learner voice is integral to planning the path and pace of competency mastery.** Learners are not only encouraged, but required to voice their needs, preferences, and interests to plan and drive their education. Explicit training of learners to use their voice in the co-planning and conferencing process may be necessary.



Authentic and Adaptive Assessment

In personalized learning, mandated state assessments and local on-going assessments are used to measure individual growth and mastery of competencies. Mandated state assessments should include digital intelligent testing systems that provide learners with the opportunity to show mastery of any and/or all competencies by dynamically adapting in real-time to student item performance, and not limit the learner to a grade-level set of questions or performances. For ongoing assessment, district benchmark tests lack validity when a common pace and path are no longer expected. **On-going assessment is authentic, flexible, relevant, varied, and performance-based.** The learner co-plans with the educator to collect evidence of mastery using varied and data-rich performances. The learner is then responsible for entering mastery evidence into a unique profile in a digital portfolio system. Personalized learning assessments are not conducted for the purpose of comparing or sorting learners, but instead to inform the educator and learner in their co-planning processes, and to provide systems analysis data for leaders.



Dynamic Communication

In a personalized learning environment, the learner has equal responsibility for communication which should occur through formal and informal conferencing. **Personalized learning requires a belief that communication should be flexible, occurring in a variety of formats, and should flow multi-directionally from all stakeholders to meet learner needs.** Most important is that communication not occur at only prescribed times through the learning cycle, but that it is frequent and on-demand.



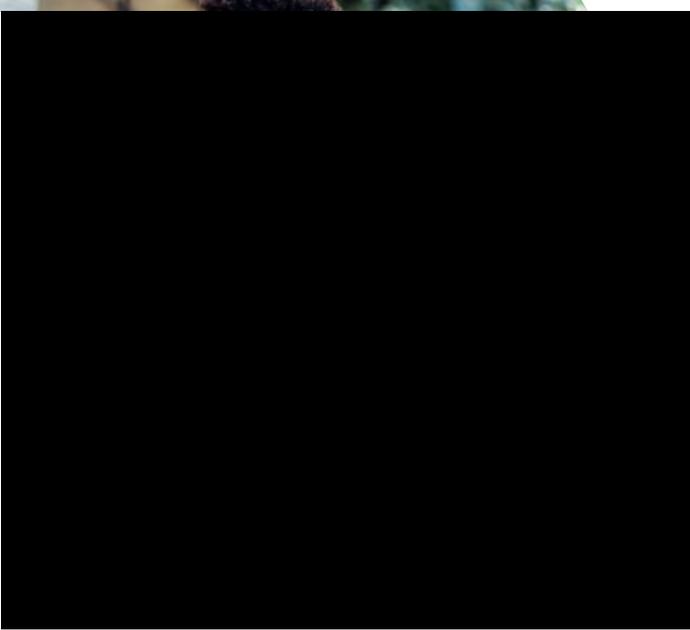
Expanded Collaboration

In a personalized learning environment, **learners are equal contributors in the planning process.** A focus on setting short and long term goals collaboratively strengthens the rapport and relationship between educators and learners. Another method to strengthen collaboration and relationships in a personalized learning setting is to keep educators with a group of learners as they progress through many competencies that may extend into several 'grade levels'. In the traditional setting, this method is known as looping.



Mastery Dispositions

In personalized learning, learners are encouraged to focus on a competency until it is fully mastered, such that no gap is perpetuated. For an individual learner, the time taken to master any competency will greatly vary, and self-identity should instead be tied to individual strengths, interests, and needs. **A mastery philosophy of teaching and a belief that any learner can master any competency given the necessary time and support, makes any amount of time spent with a learner or improving curriculum a worthy investment.**



ROLES IN THE PL ENVIRONMENT

Teacher burnout and workload was as a major consideration when anticipating the success or failure of personalized learning environments. In efforts to build educator capacity to serve in personalized learning environments, educator preparation institutions and professional development organizations need a set of standards of practices as a foundation on which to design courses.

In the set of standards below, we have considered three main roles: the Learner, the educator as Instructional Designer, and the educator as Learning Coach. In the traditional classroom, educators are expected to serve as both an instructional designer and a learning coach; however, often educators divide the role of lesson planning out among members of their grade level or department teams. This division of responsibility between the educator as instructional designer will become increasingly distinct from the educator as learning coach as personalized learning matures in the school settings.

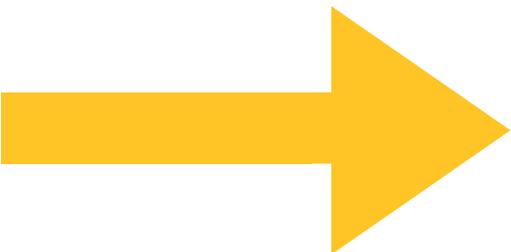
In a personalized learning classroom, when digital content is limited and only one educator is available, the responsibilities of both roles will still fall to one person. However, when the roles can be more efficiently specialized among two or more people, optimal outcomes are possible. In this scenario, the educator as Instructional Designer is charged with the development and design of the instructional content, lessons, or learning modules, while the educator as Learning Coach is primarily focused on co-planning, guiding, and facilitating learning experiences in a classroom space alongside the learner. This division of roles is informed by current practice in K-12 virtual schools and trends in team-teaching approaches found in brick-and-mortar schools.

ROLE OF THE LEARNER

This set of standards would not be complete without a description of learner responsibilities. In a personalized learning environment, the learner has significant contributions to make in the planning and execution of his/her learning. Rather than personalized learning being seen as concierge schooling, this model calls for the weight of responsibility to be felt by the one most impacted...the learner.

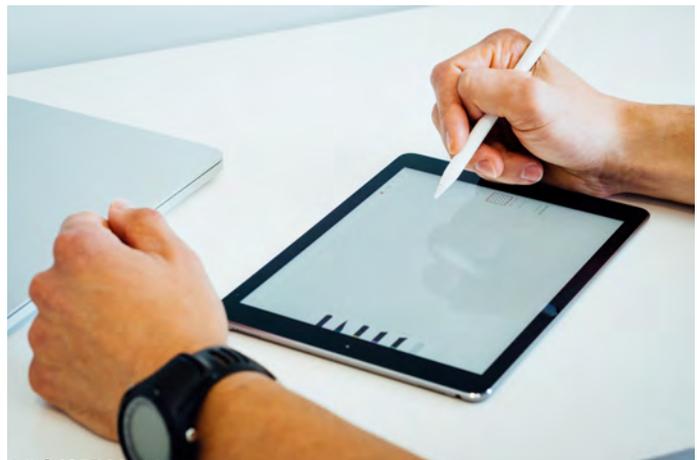
The traditional understanding of classroom management being the primary responsibility of the educator is not sustainable in a personalized learning environment.

Educators should not be expected to direct this type of learning for dozens of individuals each day, while also monitoring and managing student behavior. Learners must practice executive function in this environment to be successful, and these skills must be explicitly taught.



ROLE OF TECHNOLOGY

While many associate personalized learning with technology initiatives, these standards don't explicitly focus on technology. However, technology has enabled these learning environments to form due to the advancement of the Internet, educational technologies, and information systems which are necessary to scale personalized learning. Stakeholders may consider adopting the ISTE Standards for Educator and Students as a guide in the area of technology use.



STANDARDS OF PRACTICE FOR THE THREE KEY ROLES OF PERSONALIZED LEARNING

1 PRIORITIZED EXECUTIVE FUNCTION

- 1.1 **Learner** takes responsibility for his/her learning through the acquisition and practice of executive function.
- 1.2 **Instructional Designer** designs curricula that supports learner acquisition and practice of executive function. This requires the Instructional Designer to consider the cognitive development of the learner.
- 1.3 **Learning Coach** teaches the skills of and provides an environment that allows learners to practice executive function. This requires the Learning Coach to measure and report learner executive function for the purpose of growth.

2 INDIVIDUAL PATH

- 2.1 **Learner** chooses a challenging path and current competency of focus through co-planning and consideration of content interdependencies.
- 2.2 **Instructional Designer** organizes competencies based on interdependency, and provides learners with multiple paths toward mastery.
- 2.3 **Learning Coach** uses data of previously assessed competencies to co-plan current and future learning paths.

3 GROWTH MINDSET

- 3.1 **Learner** is monitoring their own pace and progress to co-plan short and long-term goals for growth.
- 3.2 **Instructional Designer** can diagnose cause of learner struggles within competency acquisition for individual learners, prescribe a solution, and co-plans with learners to set short and long-term goals for growth.
- 3.3 **Learning Coach** employs a mastery philosophy in the design of adaptive learning experiences to support a growth-driven model.

STANDARDS OF PRACTICE FOR THE THREE KEY ROLES OF PERSONALIZED LEARNING

4 FLEXIBLE CONTENT

4.1 Learner seeks out or selects content from a curated menu of educational resources that address the competency of focus.

4.2 Instructional Designer curates, mines, creates, and organizes high impact educational resources and makes them accessible to learners. The Instructional Designer employs engaging pedagogies and research-based best practices of instructional design.

4.3 Learning Coach monitors and observes the effectiveness of educational resources in real-time and suggests or seeks out alternatives as needed.

5 LEARNER VOICE

5.1 Learner voices preferred modalities, talents, and interests when co-planning experiences that support competency mastery.

5.2 Instructional Designer embeds flexibility for learner voice to influence learning systems.

5.2 Learning Coach considers learners' preferred modalities, talents, and interests when co-planning experiences that support competency mastery.

6 AUTHENTIC AND ADAPTIVE ASSESSMENT

6.1 Learner identifies, documents, and defends formal and informal learning experiences to build an assessed portfolio as evidence of competencies mastered.

6.2 Instructional Designer considers multiple means of demonstration when designing assessments aligned to competencies.

6.3 Learning Coach assesses learner's experiences (formal and informal) in both formative and summative ways as they align to acquisition of competencies. Assessment strategies should be varied but also include intent and focused observation.

STANDARDS OF PRACTICE FOR THE THREE KEY ROLES OF PERSONALIZED LEARNING

7 DYNAMIC COMMUNICATION

7.1 Learner capitalizes on opportunities to communicate with educators, peers, and parents as he/she advocates for her/himself and the learning community in the pursuit of continued growth.

7.2 Instructional Designer effectively communicates curricula to ensure that resources are leveraged for best outcomes.

7.3 Learning Coach models and nurtures effective communication strategies.

8 EXPANDED COLLABORATION

8.1 Learner effectively collaborates in all classroom interactions such as co-planning and peer-to-peer time.

8.2 Instructional Designer collaborates using tools and strategies to acquire real-time feedback and data from learners, educators, and parents which will inform ongoing content iteration.

8.3 Learning Coach collaborates effectively with learners to co-plan learning paths, and commits to timely personal interaction with individual learners.

9 MASTERY DISPOSITIONS

9.1 Learner values his/her own individuality as an asset to learning as well as the diversity of peers and educators. The learner rejects the success/failure binary to focus on personal growth by learning from mistakes and perseverance.

9.2 Instructional Designer practices responsive design in a way that values diverse learner characteristics as assets. Educator values and participates in learning communities and/or networks for ongoing professional learning.

9.3 Learning Coach believes all students can learn any competency given adequate resources and time and values diverse learner characteristics as assets. Educator values and participates in learning communities and/or networks for ongoing professional learning.

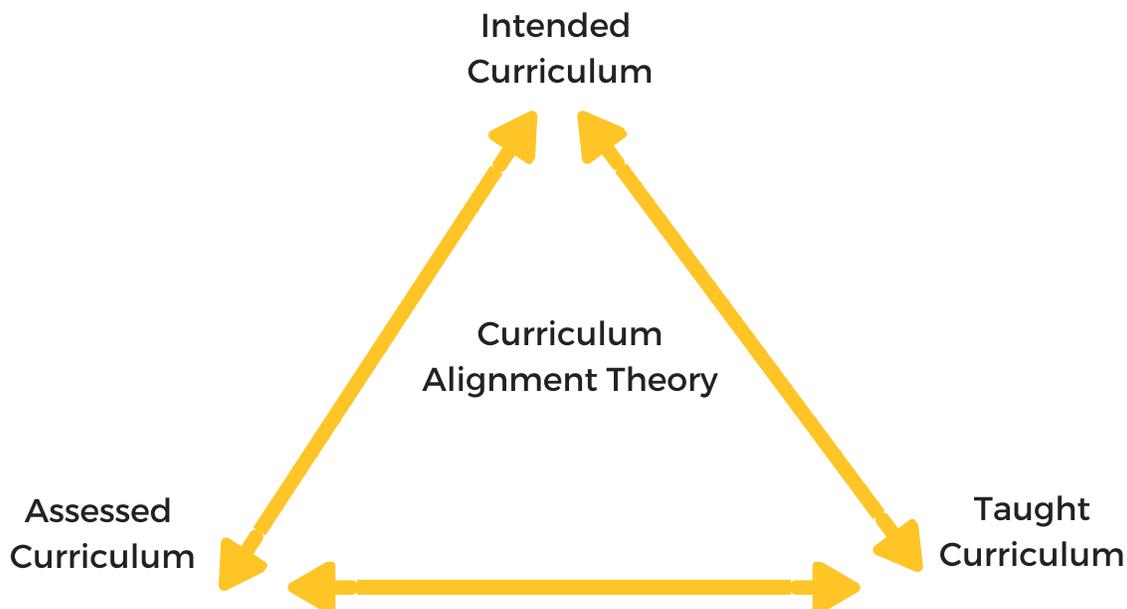


A FRAMEWORK FOR SYSTEMIC CHANGE

A paradigm shift requires systemic change. For Georgia to enact a paradigm shift toward personalized learning, a plan for systemic change must be articulated. To do this, stakeholders need a list of responsibilities and actions that they can influence to facilitate change toward the ideal of personalized learning in all of Georgia's school systems and these actions must be included in organizational strategic plans. A systems analysis can help move action forward in a productive direction.

To frame a systems analysis of roles and actions for change, we have adopted curriculum alignment theory developed by English & Steffy (2001) and Porter & Smithson (2001) to author a plan of roles and responsibilities for systemic change. Curriculum alignment theory posits that effective curriculum has three components that are interdependent and well-aligned to one another: the intended, taught, and assessed curriculum. The intended curriculum includes all roles, decisions, policies, actions, and products that surround the curriculum standards or competencies. The taught curriculum includes all roles, decisions, policies, actions, and products that surround the lesson plan and supplemental support enacted by the educator with the learners. The assessed curriculum includes all decisions, policies, actions, and products that surround the assessments to measure learner knowledge. When all three of these curricular components are designed to match the same goals, curriculum is effective for learning (See figure below).

Personalized learning will not change the classroom, if the educators are the only change agents. Educators only have influence over the taught curriculum. If changes in the intended and assessed curriculum do not align with personalized learning, then the educator's hands are tied to make systemic change. Stakeholders who influence the Intended and Assessed curriculum must also make changes to their roles, policies, actions and products to support educators in true systemic change toward the ideal of personalized learning. Therefore an on-going systems analysis of the roles, decisions, actions, and products that must change to align with personalized learning must be conducted.



CONCLUSION



Personalized learning is not a fad, technology initiative, or passing trend. It is the future of learning. Personalized learning will allow diverse learners and educators in the State of Georgia the opportunity to reach their individual potentials. Though we know the weight of systemic change is heavy, and acknowledge that it would be more comfortable if we remained in our current mindset and systems of teaching and learning, we also know that we can do better. This document has provided a common vision and starting point for change; however, educators across Georgia already feel the burden of actualizing Personalized Learning in their unique settings. There is no better group of professionals to meet this call. Georgia educators as a whole are highly-educated, well-intentioned, and passionate. Our students are in good hands, and all supporting stakeholders must consciously plan their contributions in supporting this paradigm shift.

Partnerships will develop over time that will create cohesion and inspire deeper innovation. Data and feedback collected from every pilot, prototype, and success will inform our iterative process of refinement, and this document will be updated to include our best current thinking. We call on every education agent in the state to plug in, stay informed, and connect with us as we gather feedback, revise, and forge ahead. When we all commit to a shared vision, there is no limit to what we will be able to provide for ALL learners.



The collaborative living document in which we house this analysis can be found here: [**bit.ly/PLSystems**](https://bit.ly/PLSystems)



This living document (spreadsheet) is incomplete. To participate in this analysis, you may make suggested additions, changes, or provide general feedback using this form: [**bit.ly/PLSystemsAnalysis**](https://bit.ly/PLSystemsAnalysis)



This analysis not only provides a map of stakeholders in the system, it also helps identify and name the roles and responsibilities aligned with this paradigm shift. Districts and organizations that appear on this systems analysis, could use this white paper to inform strategic planning processes.

GLOSSARY

Learner- who is currently considered a P-12 student.

Educator as *Instructional Designer*- is the designer of instructional curricula within his/her content area of expertise.

Educator as *Learning Coach*- is the learner's co-planner and guide within the learning environment.

Competencies-the minimum expected collection of knowledge that would assert completion or mastery of a given content area.

Competency- what is commonly referred to as a curriculum standard.

Competency of Focus- an individual competency which the learner and the Learning Coach have prioritized for immediate focus.

Responsive Instructional Design- considers user feedback and data to make real-time, high impact adjustments to the learning environment, curricula, and resources.

Executive Function- an umbrella term for the complex cognitive processes that serve ongoing, goal-directed behaviors (Meltzer, 2010).

Dispositions- an individual's beliefs, qualities of mind, and character.

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Appendix J

iTeach Executive Summary



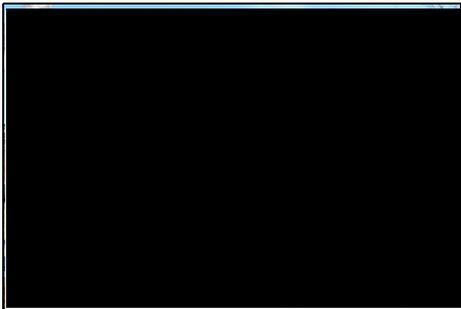
"Our mission is to transform teaching and learning through future-ready experiences."

iTeach at Kennesaw State University is a powerful force for improving teacher and student outcomes.

A unique characteristic of iTeach is our relationship with Kennesaw State University. Being a unit within the Instructional Technology (ITEC) Department of the Bagwell College of Education gives iTeach unparalleled access to the most current research being carried out by industry leading professors at the nation's largest R2 university. We employ, in all that we do, unique capabilities and resources that our association with KSU makes possible. iTeach is able to attract and retain a full-time coaching staff of celebrated educators, media specialists, and administrators with access to the latest in instructional technologies, teaching and evaluation techniques, and experience in personalizing education in K-12.



Bagwell College of Education, Kennesaw State University



iTeach team of over 30 instructional coaches work side-by-side with students, teachers, and administrators every day.

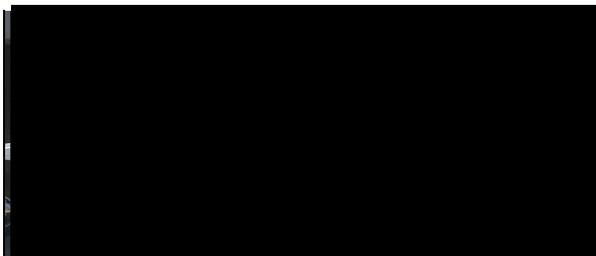
iTeach customizes the delivery of services to meet learners, educators, and leaders where they are and work in collaboration to meet goals and increase capability on a personalized path by employing a variety of methods. Creating tailored which factor in preferred modality, comfort, interests and goals, models a personalized design. iTeach prides itself on innovation, and over the last two years has refined and perfected modern coaching techniques which are leveraged virtually, face-to-face, and in a blended format.

iTeach coaches are constantly putting research and best practice to the test in real classrooms and educational settings. This collective knowledge and experience is shared with all of our partner schools and districts and increases the pace and perpetuity of innovation. Our focus is on pedagogical innovation supported by all the tools, systems, and ideas that we have access to in the modern learning environment. Schools and districts with whom we have partnered all have different metrics for measuring success, and all have seen growth and gains.



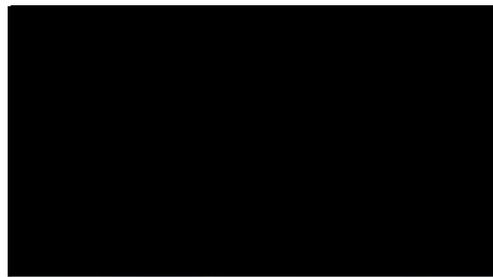


As advocates for competency-driven personalized learning, we have informed state policy, educator preparation, and the national education ecosystem.

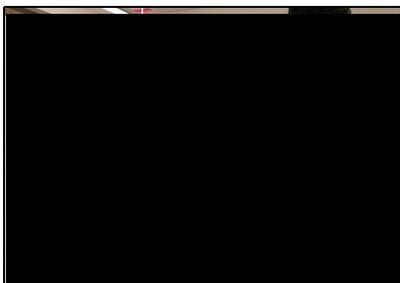


We are experts in working with diverse and complex learning environments and communities.

The newly launched iTeach MakerBus is yet another way that iTeach mobilizes to model and create future-ready experiences for teachers and students, as well as communities at large.



iTeach’s impeccable reputation for delivering professional development and strategic support to K-12 is evident in our continued growth and developing partnerships. iTeach support is often written into grants and RFP’s as a means of planning and consultation, implementation support, professional development delivery, and measuring outcomes for third-party vendors in the EDU marketplace. Our instructional coaches at iTeach have supported districts across the nation ranging from a single classroom in Goose Creek, Texas, to the largest 1:1 district-wide rollout in American history (at the time) in Guilford County, North Carolina. These projects have lasted from several weeks to multiple years.



iTeach believes in the power of collaboration and we demonstrate this by partnering with industry leading products and services across the nation.

iTeach is contracted by big names in education to coach on their behalf. We are proud to partner with Digital Promise and Verizon Innovative Learning Schools, the Georgia Governor’s Office of Student Achievement, The Future of Education Technology Conference, and *Future-Ready Schools*.

Our partners can rest assured that when they partner with iTeach, they are being supported by the best. We are the most current, data-driven, research-backed, experienced, highly-qualified K-12 support unit in the industry.

To learn more, or chat LIVE with a member of our team, please visit:





iteach.kennesaw.edu



Budget Narrative File(s)

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Georgia's ReStart:

Embrace, Engage, Expand, and Enhance Learning with Technology

(GRE4T)

BUDGET NARRATIVE

Personnel

The staffing configuration proposed for this project reflects the required level of staff necessary to perform the programmatic tasks required. The salaries proposed are actual rates paid to employees and are competitive in the marketplace. The Georgia Department of Education's Human Resources department routinely evaluates the corporate salary structure to insure industry competitiveness and pay equity across the organization. The Georgia Department of Education's Human Resources department utilizes third party salary survey data, internal salary history and other industry metrics to measure and when necessary adjust compensation levels to insure a fair and competitive compensation structure. [REDACTED]

Deputy Superintendent Caitlin McMunn Dooley, Ph.D. will provide oversight and strategic guidance for the GRE4T initiative. She will ensure that project deadlines are met, budgets are balanced, and the initiative creates a sustainable continuous improvement model for the state to integrate personalized learning and interoperable systems into the fabric Georgia's education ecosystem. [REDACTED]

Project Director Julie Noland will report to Dr. Dooley and will provide full-time leadership and direction to the implementation of the GRE4T initiative. Noland will coordinate with state, district, and school leaders as well as partnering agencies to elicit feedback and monitor progress. She will support the continuous improvement model by leading the evaluation process and providing annual and quarterly reports. She will identify risks and adapt to avoid issues. She will lead all legal and budgetary processes by securing MOUs, ensuring that all contracts are secured, and conduct hiring processes with the support of the team. She will manage the budget, oversee all personnel matters, and ensure that the project stays on-time and on-budget. [REDACTED]

Assistant Project Director Tawni Taylor will report to Julie Noland and will support the work of the Project Director in all ways. She will provide thought leadership for the team, ensure that all professional learning is of high quality, and help manage relationships among the regional cohorts and all external partners. She will assist in data analysis and will make data-informed decisions about how to adapt the team's operational focus. She will serve and support grant specialists and supervise daily implementation and operations. She will serve as the primary liaison for partners and maintain calendars, schedule necessary meetings, and [REDACTED]

Personalized Learning Specialist Program Manager – To Be Hired

Reporting to the Assistant Director, a staff member will be hired who understands, creates, and is able to update professional learning offerings using face-to-face as well as technical tools used by the State platforms. They will align grant work practices, professional offerings, and data-informed strategies (using the latest personalized learning research) to launch highly effective

professional learning. They will plan and organize grant events in collaboration with grant partners. They will develop systems for identifying model schools and classrooms. They will coordinate manage daily operations of and supervise Specialists. [REDACTED]

Personalized Learning Specialist - To Be Hired

Reporting to the Personalized Learning Program Manager, three staff members will co-plan and co-teach various research-informed, and evidence-based strategies for personalized learning instruction and administration. They will coordinate with the iTeach staff to ensure that strategies offered in the GRE4T initiative are accessible to all Georgia’s educators. They will represent the GRE4T initiative in regional meetings, partnership convenings, and other events. They will prepare, organize, and conduct grant-related activities and events as well as communicate across SEA teams and all of Georgia’s Regional Education Service Agencies about personalized learning, outcomes from the GRE4T initiative, and other pertinent related topics. [REDACTED]

GAV Project Manager Keith Osburn, Ed.D., Associate Superintendent for Georgia Virtual Learning who reports directly to Dr. Dooley, will provide technical oversight and strategic guidance for the GRE4T initiative. He will execute contracts with all technological companies and a systems consultant to ensure that the GAVS system is interoperable. He will oversee the budget elements and operations for the technical implementation of the GRE4T initiative. He will be responsible for hiring a programmer and technical assistance specialist. He will communicate regularly with the Project Director and Assistant Director so that leaders’ and educators’ professional learning is aligned to the latest technical innovations. [REDACTED]

GAVS Technical Assistance Specialist – To Be Hired

Reporting to the GAV Project Manager, a staff member will be hired to organize, develop and support the technical infrastructure of GAV to support interoperability. This staff member will liaise with the GRE4T Project Director to ensure seamless introductions are made to district partners as new capabilities are added to GAV. They will attend and actively participate in all meetings and events as well as conduct small meetings with the personalized learning specialists, consortium members, and community members (including families and students) to ensure that technical assistance is provided to meet local needs. They will operate a 24-7 “warmline” to provide just-in-time consultations as needed. [REDACTED]

GAVS Programmer – To Be Hired

Reporting to the GAV Project Manager, a staff member will be hired to assist in designing and programming GAV infrastructure to support interoperability. They will provide recommendations for system solutions by comparing advantages and disadvantages of custom-built or purchased items. They will build user interface applications and back-end databased using various programming and scripting languages as assigned. They will update job knowledge by researching trends and opportunities, reading professional literature, and participating in professional networks. They will actively participate in grant meetings and events. [REDACTED]

Fringe Benefits per personnel



In-State and Out-of-State Travel

In-state and out of state travel for monitoring project performance, facilitating professional learning, and attending in-state convenings of professional organizations is estimated accordance with the Georgia Department of Education's state travel mileage and reimbursement rates and State of Georgia policies and procedures. Travel costs are always on a reimbursement basis with the exception of out-of-state travel. Reimbursement for travel costs will also be available as needed for Georgia's college and university professors, Regional Education Service Agency staff, and other Regional P-20 staff and others to attend Consortium planning meetings and to attend professional learning.

In-State Travel

Travel to Regions and Schools – These funds support 10 SEA staff so they can visit regional cohort meetings and participating schools. Costs were estimated based on an annual cost of \$7500 for ten state staff members to travel to support the regions and schools annually.

Model Classroom Visits – Up to 100 participants will have an opportunity to visit model classrooms throughout the state assuming that costs will incur for substitutes, stipends, or travel reimbursement. Costs were estimated to support 100 participants to visit a model classroom in year two at a rate of \$200 per participant.

Out-of-State Travel

REM National Meeting – Funds have been set aside for the project director and the assistant project director to attend annual national meetings for the REM grantees hosted by US ED. Costs were estimated to support two attendees at a rate of \$2000 per meeting each year of the grant.

PL Specialists travel to National Conference – Funds will be used to support the seven SEA specialists so they can travel to a national conference focusing on personalized learning and/or professional learning. Costs were estimated to be \$1500 per specialist with seven specialists traveling to a conference annually.

Visit to PL Model School in Charlotte, NC – The SEA team will visit a model school to witness personalized learning in the year one. Costs were estimated to be \$1500 per staff member with ten participants traveling.

Contractual Services

Contractual services will follow Georgia Procurement policies. The State Purchasing Division (SPD) oversees the procurement functions for the State of Georgia and manages all policies related to procurement including COVID-related emergency bids. SPD negotiates Statewide Contracts and provides technical assistance to State Entities in conducting and evaluating entity-specific competitive bids. For the purpose of this grant project, the SEA will utilize all possible emergency procedures so that the education system can respond quickly to the COVID burden using these CARES Act funds.

NIC Leadership Consortium Coordinator – One organization will serve as the coordinator of the NIC consortium of up to three education leadership organizations. The organization will be responsible for (a) coordinating statewide leadership training for personalized learning, and (b) improving school and district outcomes through a regional NIC approach. The organization will host three convenings for the leadership consortium with at least one being face-to-face (if possible due to COVID-19). The organization will serve as a backbone facilitator, offering guidance for the other organizations and on-call facilitation and coaching for fellow organizations that serve regions across the state. Costs were calculated based on an all-inclusive annual contract of \$150,000 for these services.

NIC Regional Leadership Provider – Up to three organizations will provide statewide professional leadership consultation and learning experiences for school improvement for one of three statewide regions (regions will be determined by the SEA based on P-20 regional boundaries). These organizations will participate in the Consortium kick-off, attend all Consortium events, host Regional NIC meetings, provide just-in-time coaching, coordinate with the iTeach team to ensure that educators receive coaching and offer guidance to the Regional Education Service Agencies and P-20 partners within the Region to which they are assigned. Costs are calculated based on an all-inclusive annual contract of \$250,000 for these services.

iTeach Personalized Learning Coaching – [iTeach](#) is an organization hosted at Kennesaw State University and considered part of the state agencies; therefore, the GRE4T initiative can use iTeach to Coach educators in all participating schools without going through requests for proposals in procurement. iTeach will offer an embedded professional learning via instructional coaching, “playlists” of resources related to personalized learning, microcredentials, self-paced learning cycles with quarterly coaching support, just-in-time coaching, and a 24-7 “chat room” for educators to share ideas online. (See Appendix 10 for one-page overview) Costs are calculated based on an annual fee of \$1750 per site with an estimated 100 sites for these services.

Personalized Learning Endorsements – Kennesaw State University’s Bagwell College of Education will provide an opportunity for up to 108 educators throughout the regions to earn a three-course endorsement that adds on to teacher certifications. These endorsements require participants to complete three online courses. The budget splits the cost of the endorsements over two years and allows for 10 additional educators to earn an endorsement in year three. Included in this total number of educators are any state-level specialists who do not yet have an endorsement. Costs were calculated to be \$4200 per student with a total of 118. Then, the costs for the first endorsement cohort were carried over years 1 and 2 (66% and 33% respectively) with a small cohort in year 3 at full price.

Consulting for Readiness Assessments – At the beginning of year one, this consulting organization will assist the SEA, GOSA, the Leadership Consortium, and iTeach in the implementation of readiness assessments and facilitate interpretation of those assessment so that the whole group has a clear framework for selecting and supporting participating systems across the three regions. Costs were estimated to be \$22,000 for year one only, with a single, all-inclusive contract with these services.

External Evaluator – An external evaluator will conduct project-specific evaluation in each year of the grant. This organization will collect and analyze data, attend regional convenings, conduct surveys, share formative data with the regional cohorts, and provide an annual report to the SEA. Costs were estimated to be \$150,000 annually each year of the grant via an all-inclusive contract for annual services.

Campaign – In year one, this organization will provide an analysis of communications strategies for GAVS in rural communities across Georgia. The resulting updated brand book and success metrics will inform the re-engage the company to update the plan and brand book given the newest metrics and information. Costs were estimated to be \$50,000 in year one for an all-inclusive contract for the above services as well as possible assistance in implementing marketing communications statewide in year one. Year two costs were estimated to be \$5000 for the company to analyze metrics and update the plan. Year three costs were estimated to be \$12,500 to support additional updates and possible implementation of the marketing communications plan.

Infographic Software – The professional learning specialists in the SEA will require in infographic software to create visualizations of the GRE4T outcomes related to personalized learning. Costs were estimated to be \$300, consistent with current SEA contracts.

GAVS Student Information System (SIS) Implementation (Year 1 only) – GAVs will purchase technical tools to upgrade the SIS in order to ensure the success of interoperability. Costs for year one were estimated to be \$120,000, consistent with market rates.

GAV SIS Expansion (Years 2 and 3 only) – GAVS will maintain the interoperability of the SIS with technical tools. Costs for years two and three were estimated to be \$7.20 per user, consistent with market rates. Year two costs of \$540,000 was calculated based on 75,000 users. Year two costs of \$594,000 was calculated based on a year-over-year increase of 10% users (total of 82,500 users).

GAV SIS Passthrough Protocols for District SIS – GAV will create passthrough protocols to map student information to local district SISs as needed. Costs were estimated to be \$1.65 per user, consistent with market rates. Year one is no cost due to the fact that GAV will be introducing other elements of the technical infrastructure. In year two, costs will be for an estimated 75,000 users. In year

three, costs will be 148,500 for an estimated increase of 10% (total of 82,500 users).

Statewide Learning Management System (LMS) – GAV will work with the existing LMS company to upgrade the system so that local school systems can utilize the LMS with their own learning resources and/or GAVS course materials. Costs were estimated to be \$2.75/user with a total of 75,000 users in year one (\$206,250), a 10% increase in users for year two (\$226,875), and another 10% increase in users in year three (\$247,500).

Single sign-on and app launcher – GAV will work with local school systems to support interoperability. Some school systems may require single sign-on and app launcher; therefore GAV will secure a contract to provide that to local school systems that need it. Costs are estimated to be \$2.50 per user, with an estimated 70,000 users (some districts will not need this support). Therefore, assuming 10% user growth year-over-year, year one costs are 175,000; year two costs are \$192,500; year three costs are \$211,750.

GAV Systems Consulting – A technical consultant will assist GAV staff to ensure that the most up-to-date technologies are used for interoperability. Costs are estimated to be \$50,000 for an all-inclusive annual contract for these services, consistent with market rates.

GAV Software Licensing Fees – GAVS will use these funds to add to existing licensing fees to account for additional users. Costs are estimated to be \$50,000 annually based on current SEA contracts.

Conference Fees to Send Team to Attend National PL Conference – These funds will offer conference fees for a small group from the SEA, leadership organizations, and iTeach staff to travel together to a national professional learning conference to share lessons learned. Conference fees are expected to be \$500 per attendee, with ten attendees attending conferences each year.

Software License for Articulate 360 – These funds will add to existing contract to support SEA professional learning specialists so they can access this tool to create professional learning modules in the statewide module delivery systems. Costs are estimated to be \$600 per license for five staff members annually, based on current SEA contracts.

Software License for Adobe Creative Cloud - These funds will add to existing contract to support SEA professional learning specialists so they can access this tool to create professional learning modules in the statewide module delivery systems. Costs are estimated to be \$400 per license for five staff members annually, based on current SEA contracts.

Equipment

Computers for New Employees – Ten new hires at the SEA will require new laptop computers, estimated at a negotiated cost of \$1500 for each computer and necessary accessories (e.g., computer case, headsets, scanners/printers, etc.).

Phones and phone service – Ten new hires at the SEA will require cellular phones, estimated at a negotiated cost of \$50/month. Annual costs will total \$6000.

Materials and Supplies

Printing/Design for Flyers – The SEA will provide flyers for statewide convenings hosted by the leadership organizations related to GRE4T project outcomes and lessons learned. Costs are estimated to be \$0.75 per flyer for an annual total of 25,000 fliers in year one; costs will total \$18,750.

Participant Costs

Student Tuition Coupons – GAVS will offer coupon codes to each participating system to provide to the first 75,000 GAVS students. Costs are estimated to be \$30 per coupon (or approximately a 12% discount), for 75,000 students. Note that GAV will use these coupons to support dissemination of courses for teachers to integrate for whole classes; therefore, the rate of return will be much greater than the number of students directly served. Annual costs will be \$2,250,000.

Student Connectivity Supports – GAVS will provide support for local systems to negotiate household service with providers. These funds support the cost of those household connections and will be prioritized according to need. These small grants will support local community partners and schools in a joint effort to get providers to service local households. In some cases, these funds may support such elements of connectivity such as EMC pole rentals, fiber line, and cell-towers. In other cases, they may support household connections that are bundled for government purchase. Costs are estimated to be \$300 for 100 connection grants.

Indirect Cost Recoveries

The Georgia Department of Education uses a federally negotiated rate of [REDACTED]

All of the administrative expenditures for the GRE4T project are allowable in accordance with OMB CIRCULAR A-87 REVISED: Cost Principles for State, Local and Indian Tribal Governments. Administrative expenditures will be used in accordance with the Georgia Department of Education's budget and accounting policies and procedures. Program compliance audits are conducted by the Georgia Department of Audits as part of the Department's single audit. Single audit costs are prorated to each Federal Program based on program expenditures.