

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 # S425B200009

Grants.gov Tracking#: GRANT13152983

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200009

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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.).

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="06/26/2020"/> | 4. Applicant Identifier: <input type="text"/> |
|--|--|

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

State Use Only:

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

8. APPLICANT INFORMATION:

| | |
|--|--|
| * a. Legal Name: <input type="text" value="Kansas State Department of Education"/> | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/> | * c. Organizational DUNS: <input type="text" value="REDACTED"/> |

d. Address:

| | |
|----------------------|--|
| * Street1: | <input type="text" value="900 SW Jackson Street"/> |
| Street2: | <input type="text" value="Suite 102"/> |
| * City: | <input type="text" value="Topeka"/> |
| County/Parish: | <input type="text" value="Shawnee"/> |
| * State: | <input type="text" value="KS: Kansas"/> |
| Province: | <input type="text"/> |
| * Country: | <input type="text" value="USA: UNITED STATES"/> |
| * Zip / Postal Code: | <input type="text" value="66612-1212"/> |

e. Organizational Unit:

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

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

| | |
|--|--|
| Prefix: <input type="text" value="Mrs."/> | * First Name: <input type="text" value="Tamra"/> |
| Middle Name: <input type="text"/> | |
| * Last Name: <input type="text" value="Mitchell"/> | |
| Suffix: <input type="text"/> | |

| |
|---|
| Title: <input type="text" value="Redesign Specialist"/> |
|---|

| |
|---|
| Organizational Affiliation: <input type="text" value="Division of Learning Services"/> |
|---|

| | |
|---|----------------------------------|
| * Telephone Number: <input type="text" value="REDACTED"/> | Fax Number: <input type="text"/> |
|---|----------------------------------|

| |
|--|
| * Email: <input type="text" value="REDACTED"/> |
|--|

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:**

Creating a Kansas Model of Competency-Based Learning for Equitable and Rigorous Remote Learning

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

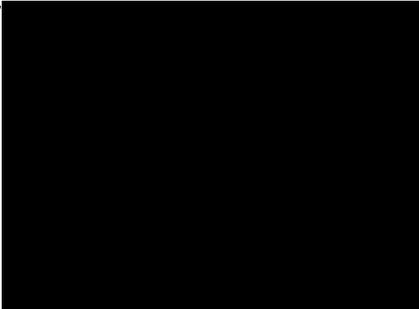
17. Proposed Project:

* 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

Kansas State 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 | 4,596.00 | 4,596.00 | 4,596.00 | | | 13,788.00 |
| 4. Equipment | | | | | | |
| 5. Supplies | 11,460.00 | 9,460.00 | 9,460.00 | | | 30,380.00 |
| 6. Contractual | 1,020,000.00 | 1,010,000.00 | 1,010,000.00 | | | 3,040,000.00 |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs* | | | | | | |
| 11. Training Stipends | 210,000.00 | | | | | 210,000.00 |
| 12. Total Costs (lines 9-11) | | | | | | |

***Indirect Cost Information (To Be Completed by Your Business Office):**

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 # S425B200009

| | | |
|--|---|--|
| Name of Institution/Organization Kansas State 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: Kansas State Department of Education

* Street 1: 900 SW Jackson Street Street 2: Suite 102

* City: Topeka State: KS: Kansas Zip: 66612-1212

Congressional District, if known: KS-002

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: * First Name: None Middle Name:

* Last Name: None Suffix:

* Street 1: None Street 2:

* City: None State: KS: Kansas Zip:

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

Prefix: * First Name: None Middle Name:

* Last Name: None Suffix:

* Street 1: None Street 2:

* City: None State: KS: Kansas Zip:

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: Tamra Mitchell

* Name: Prefix: Mrs. * First Name: Tamra Middle Name:

* Last Name: Mitchell Suffix:

Title: Redesign Specialist Telephone No.: Date: 06/26/2020

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.

1236-GEPA for ESF REM Grant FINAL.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (Section 427)

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

In this project, the Kansas Department of Education (KSDE) seeks to directly impact teachers and students across the state through targeted professional learning for educators and through the creation of educational content and support for students and families. Through implementation of project activities, the KSDE assures the following:

1. All trainings will be made available across the state through collaboration with our Education Service Centers.
 - Training centers will make appropriate accommodations for attendees.
2. Websites created in conjunction with this project will be compliant with the Americans with Disabilities Act (ADA).
 - Additionally, resources added to the website will also be ADA compliant.
3. All programming created with the Kansas Public Broadcasting System will be culturally responsive and inclusive.
4. Public Service Announcements airing on Kansas Public Radio stations will be created to address the needs of all Kansas families and not just one particular subset of Kansans.

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 Kansas State Department of Education | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: Mrs. | * First Name: Tamra Middle Name: |
| * Last Name: Mitchell | Suffix: |
| * Title: Redesign Specialist | |
| * SIGNATURE: Tamra Mitchell | * DATE: 06/26/2020 |

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

1. Project Director:

| | | | | |
|-----------------|----------------------|--------------|------------------------|---------|
| Prefix: Mrs. | First Name: Tamra | Middle Name: | Last Name: Mitchell | Suffix: |
|-----------------|----------------------|--------------|------------------------|---------|

Address:

| | |
|-----------|-----------------------|
| Street1: | 900 SW Jackson Street |
| Street2: | Suite 102 |
| City: | Topeka |
| County: | Shawnee |
| State: | KS: Kansas |
| Zip Code: | 66612-1212 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| [REDACTED] | |

Email Address:
[REDACTED]

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:

Project Abstract- Diffusion of Innovation for Rigorous Remote Learning

As the Kansas State Department of Education (KSDE) plans for the future, the agency has determined that educators across Kansas need guidance to provide equitable and rigorous remote education to each student. **The goal of this project is to improve student outcomes by building capacity to implement the Kansas Model of Competency-Based Learning (CBL) which supports personalizing learning for each student through rigorous, remote learning opportunities.**

This project aligns with Absolute Priority 3. In order to meet this goal, KSDE will:

- Mobilize and build capacity among educational stakeholders to implement the Kansas Model of CBL.
- Establish a robust professional learning framework to support innovation among educators to implement CBL practices that can seamlessly transition into a remote learning environment;
- Enhance professional learning to create high-quality learning for use in a virtual classroom;
- Enhance professional learning for administrators and teachers to support the system-wide implementation of CBL and remote learning;
- Create materials and resources for a system of curriculum, instruction, and assessment that aligns with established competencies and functions in a remote learning environment;
- Collaborate with Kansas Public Broadcasting Systems (PBS) to expand remote learning that are widely accessible to support families and students who are unable to attend school.

KSDE will **use grant funds to partner with:**

- In and out-of-state experts to expand and expedite the creation of training materials and supplementary competency-aligned resources for teachers and leaders on CBL models in a remote environment;
- In-state Educational Service Centers (ESCs) to train teachers and leaders on the implementation of a CBL model utilizing personalized learning and project-based learning;
- The PBS to provide training for educators on the creation of high-quality, virtual learning experiences.

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](#)

Running Header: Diffusion of Innovation for Rigorous Remote Learning

Diffusion of Innovation for Rigorous Remote Learning
Kansas State Department of Education
Education Stabilization Fund- Rethinking K-12 Educational Models
June 29, 2020

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Creating and Scaling a Kansas Model of Competency-Based Learning

Introduction

Kansas Governor Laura Kelly's Executive Order issued on March 15, 2020, made Kansas the first state to implement statewide closure of school buildings for the remainder of the 2019-2020 school year due to COVID-19. Governor Kelly was clear that learning for each student would continue without on-site, face-to-face classes. Leaders at the Kansas State Department of Education (hereinafter called KSDE) immediately mobilized a task force of 40 educators to create the "Kansas Continuous Learning Guide." Multiple states, including Oklahoma, Missouri, Kentucky, Washington, and others, asked KSDE to share the newly developed guidance because they did not have the capacity to generate their own at such a pace.

KSDE leaders were joined by teachers and administrators who actively led the charge to innovate and create remote learning opportunities for students, while also supporting families and caregivers who instantly became educators. In addition to publishing guidance, KSDE partnered with Kansas Public Broadcasting Service (PBS) to create and broadcast educational programming weekly for PreKindergarten-Grade 12 students across the state. This systemic approach extended to support remote

Kansas has...

- 286 Public School Systems
- 77 Private School Systems
- 36,000 Teachers
- 492,000 Students

learning across more than 89,000 square miles in Kansas and transformed learning to meet the unique needs of urban and rural schools. Throughout this process, intentional focus was given to the creation of remote learning opportunities that were not solely dependent on internet service. The "Continuous Learning" guidance

carried Kansas schools through the remainder of the 2020 school year, but it was not intended to be a long-term plan. Upon the completion of the 2019-2020 school year, 332 out of 363 systems responded to a KSDE-administered survey¹ regarding their implementation of Continuous Learning. Survey responses overwhelmingly indicated the need for support related to rigorous instruction in a remote learning environment. Additionally, approximately 20 separate comments addressed the need for competencies and a system for teaching and measuring competencies to increase the quality of education being

¹ A copy of the survey questions is included in the appendix

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provided to students while engaging in remote learning. Kansas educators called for a “uniform plan for narrowing standards or competencies, so all districts are operating under the same expectations collectively.” Additionally, feedback addressed the need for professional learning related to competencies and instruction in an online setting.

“All of our teachers were in the position the week of March 23rd to do a self-taught, crash course in online learning. Teachers were allowed a lot of variance on what that looked like to better fit their teaching styles and the needs of their specific classrooms. Professional development opportunities would be greatly appreciated. Areas of need would be connecting standards to online learning and training on measuring competencies for state standards during online learning. This was a better fit for some teachers’ style of instruction and not with other teachers. Our administrators worry about rigor if online learning is going to be needed after this year.” -Survey Feedback

In order to ensure equitable learning opportunities for all 492,000 students in Kansas, KSDE must provide schools (i.e., teachers and administrators) with a model of Competency-Based Learning (CBL) and robust professional learning on effective instruction in a remote learning environment. Educators and families alike must be supported in creating age-appropriate, rigorous learning opportunities for students outside of the classroom. This grant project will support students by working to build the capacity of those closest to them: teachers and caregivers.

To ensure rigorous, KSDE began working with approximately 260 educators in April of 2020 to create competencies, learning progressions, and instructional examples, based on Kansas standards,

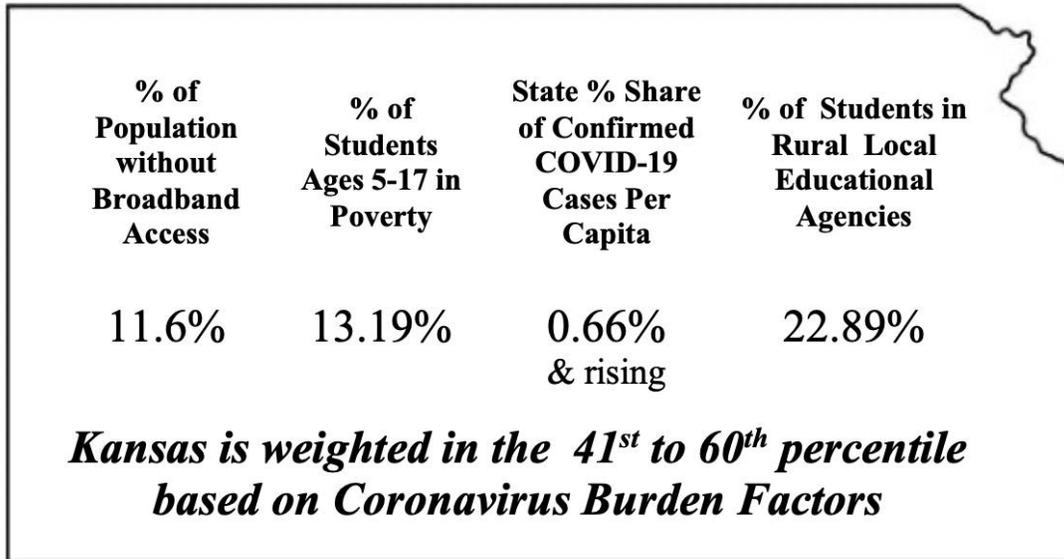
that can be used beginning in the 2020-2021 school year. This guidance, “Navigating Change 2020”, is currently being created with a release date of July 15, 2020. This document will lay the foundation for the innovative educational reform that must be diffused and scaled rapidly if every student is to be impacted by this field-created guidance. **This grant will support the implementation of this educator-driven work across the state through teacher-driven professional learning and innovative partnerships.**

In responding to the successes of Kansas’s work to continue learning through the COVID-19 pandemic, KSDE **is seeking funds through the Education Stabilization Fund - Rethinking K-12 Educational Models** grant program to move the CBL initiative and PBS partnership forward. The goal of the proposed project is **to improve student outcomes by building capacity to implement the Kansas**

Model of Competency-Based Learning, which supports personalizing learning for every student through rigorous, remote learning opportunities. This field-initiated innovation addresses **Absolute Priority 3 - Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes-** by building upon the foundational and innovative work already begun. KSDE will lead efforts to build capacity in partnership with educational stakeholders by creating a comprehensive Kansas Model of Competency-Based Learning that includes a robust professional learning and resource set. This project will also build the capacity of educators involved in the creation of the “Navigating Change 2020” guidance by creating a program through which educators can become coaches for the Kansas Model of Competency-Based Learning they helped create. Participants will also become members of an Advisory Board that will be consulted throughout the year to provide project feedback and to help shape the on-going professional learning offers related to the CBL and remoted learning initiative. Furthermore, to provide each student with remote learning opportunities outside the classroom, KSDE seeks funds to continue its work with PBS to create content for each student (and their families) to interact with from their remote learning environment. From this pandemic, it is clear that education can and must be able to occur outside of the traditional classroom setting. **Creating rigorous, age-appropriate, and competency-based lessons that are available to students in a remote format will assist educators and families in continuing to educate students in an on-going and rigorous manner even during an interruption.**

A. Coronavirus Burden

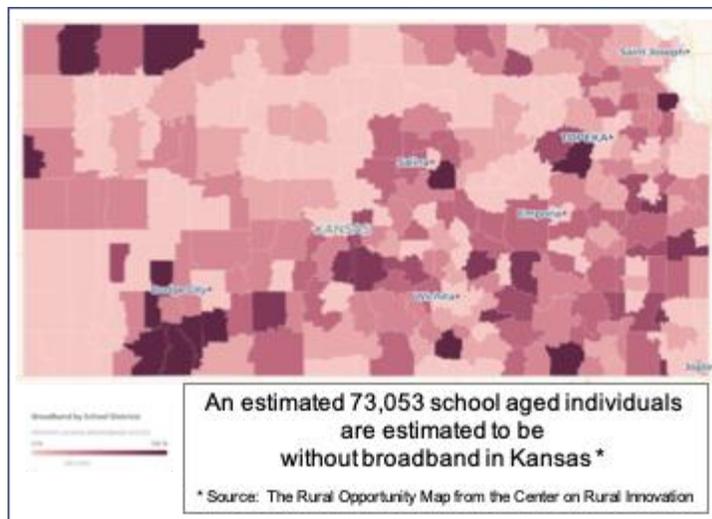
1. Pre-Determined Coronavirus Burden



2. Coronavirus Burden Statement

While the Coronavirus Burden Factors cited in the application indicates 11.6% of students do not have access to broadband internet, 69% (230 out of 332) of Kansas school systems responding to KSDE’s “Continuous Learning” survey, reported that internet access was a barrier to effective continuous learning. According to “Broadband Access Map” (Figure 1), when examining access to broadband internet in Kansas, it is estimated that 73,053 school-aged youth - 15% of Kansas students - do not have access to broadband internet, which is higher than the reported 11.6%. Given system feedback, internet access is considered a barrier to remote education in Kansas.

Figure 1: Broadband Access Map of Kansas



Additionally, 255 systems (76.8%) reported that student participation and truancy was a barrier to the implementation of their “Continuous Learning” plan. This corresponds with the 197 systems (59%) reporting a lack of parent response as posing a challenge to effective Continuous Learning. Additional qualitative data analysis from the survey showed that of all topics districts could have commented on, districts wanted KSDE to know that the success of any type of blended or remote learning plan must be supported by families and caregivers as co-teachers. The coded data showed challenges to engaging families were connected to families’ mental health, physical health, food insecurity, job insecurity, and struggles with parenting skills. Families were ill-equipped to know how to set up conditions optimal for learning at home, or how to juggle competing demands of multiple children.

During the COVID-19 crisis, the unemployment rate in Kansas reached 11.9% in April of 2020 (“Economy at a Glance”, 2016). The total number of unemployed individuals increased by 257% when comparing April 2019 to April 2020 (Cronkleton & Hardy, 2020). Kansas families are struggling due to job loss caused by COVID-19; this type of stress taxes families and caregivers’ ability to engage in their child’s learning, and the impact was noted by our systems. Food insecurity rose by approximately 4-7% in every county across the state when comparing 2018 to 2020 because of COVID-19 (“The Impact of the Coronavirus on Food Insecurity”, 2020). While schools in Kansas distributed breakfast and lunches to students and families during the pandemic, survey results from systems indicated that fewer meals were served during COVID-19 than were served in April of 2019. In Kansas, approximately 47.3% of students qualify for free or reduced lunch (based on 2019 data). With fewer meals being served by schools and a

record increase in food insecurity in the state, it is deduced that the family dynamic in many homes was not conducive to learning. Survey results pointing to the need for family support are clear. **This project will support families and caregivers through targeted Public Service Announcements and programming and the implementation of high-quality educational infrastructure called for in the Kansas Model of Competency-Based Learning.**

Kansas's COVID-19 cases peaked later than east or west coast states. Kansas health officials are currently documenting emerging clusters for COVID-19 in several rural counties where meat/food production plants are located. Whereas the eastern part of the state experienced a peak in cases at the end of April, western counties began to see an increase in mid-May. As of June 22, 2020, there are 187 cluster sites ("COVID-19 Cases in Kansas", 2020) for COVID-19. As Kansas begins to reopen, spikes in cases are already occurring (Czachor, 2020). Since June 1, 2020, the amount of cluster sites has increased from roughly 140 to 187. As Kansas health officials, state and local governmental leaders, and educators continue to monitor the spread of COVID-19, **KSDE is intent on creating a system of education that can be sustained regardless of school building closures in the near future and leveraged to enhance student learning for the long term.**

B. Quality of Project Services and Project Plan

1. Project Approach

The proposed project addresses Absolute Priority 3 - Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes. Both before and during the COVID-19 pandemic, Kansas educators have been leaders in rethinking educational models and were swift to act in moving to "Continuous Learning". Guidance for Kansas educators was created in only 72 hours. This "Continuous Learning" guidance not only supported schools in completing the 2019-2020 school year, but it was utilized by other states.

However, system feedback identified that while prior learning was maintained, the implementation of on-going and rigorous instruction posed a challenge. In order to support educators as they prepare for potential school disruptions during the coming school year, this project will initiate transformational changes that will fundamentally impact how schools operate. The resulting redesign of the educational

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system will shift the focus from issuing grades and credits based on seat time to students demonstrating mastery of competencies. The proposed approach has proven to be effective in both traditional classroom settings and in remote learning environments where parents and others provided support. Other states, such as New Hampshire and Iowa, have seen positive effects when implementing a system of Competency-Based Learning. Competency-Based Learning (CBL) will be essential to ensure equitable and rigorous learning for all 492,000 students in Kansas. In order to do this, KSDE has outlined the following objectives:

1. Mobilize and build capacity among educational stakeholders to implement the Kansas Model of Competency-Based Learning.
2. Establish a robust professional learning framework to support innovation among educators to implement CBL practices that can seamlessly transition into a remote learning environment;
3. Enhance professional learning for teachers to create high-quality learning experiences to be used in a virtual classroom;
4. Enhance professional learning for administrators and teacher leaders to support the system-wide implementation of CBL and remote learning;
5. Create materials and support resources for a system of curriculum, instruction, and assessment that both aligns with established competencies and also functions in a remote learning environment;
6. Collaborate to expand remote learning experiences that are widely accessible to support families and students who are unable to attend brick and mortar schools.

To execute these project objectives, KSDE will collaborate with educators, Education Service Centers (ESC) throughout the state, an external research partner, and public television broadcast stations. In Kansas external partners must be selected through a competitive Request For Proposals (RFP) process.

Partnerships with external research collaborators knowledgeable in the area of Competency-Based Learning will support KSDE in leveraging evidence-based strategies to improve the implementation of CBL. Additionally, experience held by collaborating partners as it relates to the scaling and diffusion of CBL will be used to ensure coherent and supported implementation in Kansas. This partnership will be essential to expedite the implementation of CBL across the state through job-

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embedded professional learning for teachers and school leaders. Additionally, this project will provide training to teachers on producing high quality, rigorous learning experiences to be used in remote learning environments through a partnership with the Kansas Public Broadcasting Service. Professional learning for personalized learning and project-based learning will also be created and provided to enhance the student-centered learning needed for the successful implementation of CBL (Levine and Patrick, 2019).

Kansas's shift to Competency-Based Learning has already begun. In response to the system feedback gathered after the 2019-2020 school year for Continuous Learning, KSDE began creating guidance for the 2020-2021 school year entitled "Navigating Change 2020". This guidance will support schools in transitioning to a Kansas Model of Competency-Based Learning while also supporting schools in operating school in precarious times.

The work to craft Kansas Competencies was completed in stages. Stage 1 of this work took place in May 2020, when 80 volunteers from KSDE, ESCs, and educators from across the state took the Kansas Standards and created grade-banded competencies and assessment rubrics that show developmental progressions of these new competencies. These grade-bands are PreK-2, 3-5, 6-8, and 9-12. The subjects include: English/Language Arts (ELA), Math, Science, History/Government/Social Studies (HGSS), Physical Education (PE), Music and/or Drama, Art, Technology, Social-emotional Learning (SEL), Career and Technical Education (CTE) and World Languages.

Stage 2 began June 3, 2020, when approximately 150 different teachers, principals, instructional coaches, curriculum directors, superintendents, parents, and school board members took on the work of creating operational guidance for the competencies created in Stage 1. The objective was to ensure flexibility for implementation in a variety of brick and mortar, remote, or virtual environments, or some combination thereof. In the guidance, three types of environments are addressed: on-site, remote, and hybrid. The guidance is defining these terms to mean:

- On-Site Delivery Model - learning opportunities that take place at school
- Remote Learning Model - learning opportunities that take place away from school
- Hybrid Learning Model - learning opportunities that are any combination of the On-Site and Remote Learning Models

Stage 3 will begin in July 2020, when approximately 500 educators will review the work of Stages 1 and 2 and provide feedback on the depth and breadth of professional learning needed to build capacity for implementation statewide. Educators from 160 Kansas Can Redesign schools will also provide feedback regarding professional learning and alignment to their existing plans to personalize learning. **In total, the field-initiated CBL work underway in Kansas is a collaborative effort involving well over 1,000 educational stakeholders and leaders. This collaboration will contribute to the sustainability of the innovations in our educational systems and reflects our commitment to Absolute Priority 3 - Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes.** In order to move our state toward CBL and achieve critical mass, robust material sets, trainers, and professional learning must be widely available. This project will allow for the expedited diffusion of CBL through strategic partnerships with external collaborators and through the creation of training-of-trainer cadres that will be responsible for distributing CBL training, materials, and supports to all education systems.

Participants in the creation of the “Navigating Change 2020” guidance will continue to be engaged throughout the 2020-2021 school year. An Advisory Board will be created through which members will provide KSDE with feedback as it relates to the implementation of the Kansas Model of Competency-Based Learning across the state. Additionally, feedback related to remote learning will also be captured. Much like with the “Continuous Learning” guidance, systems in Kansas will be required to collect feedback from stakeholders (certified staff, classified staff, families, and community) related to the implementation of remote learning and recommendations related to CBL. Systems will be required to complete surveys for KSDE to report their input from various stakeholder groups.

2. Potential Barriers and Solutions

KSDE seeks to ensure that every district, school, and teacher has equal access to resources and professional learning provided through this project, which, in turn, will build the capacity to respond to students’ needs. These activities include:

- Teacher and administrator training on the Kansas Model of Competency-Based Learning
- Teacher training on the creation of high-quality digital lessons

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Additionally, this project seeks to ensure that all 492,000 students and their families and caregivers have access to the following outputs of the proposed grant initiatives:

- Equitable and rigorous remote learning opportunities through
 - Competency-Based Learning
 - High-quality digital content and remote learning experiences
 - Competency-aligned programming and public service announcements through Kansas PBS television and Kansas Public Radio (KPR) stations

As the 2020-2021 school year begins, KSDE will provide schools with “Navigating Change 2020” guidance regarding their environmental and instructional response to COVID-19. As schools open, there will be a myriad of changes that must be made in order to create a safe and suitable learning environment for each student and staff member. In that guidance, educators are presented with the option of transitioning to the Kansas Model of Competency-Based Learning (CBL). In order to make sure this model is implemented effectively, professional learning for all 36,000 educators will need to begin quickly and across the state. To do this, KSDE will need to mobilize and develop capacity related to CBL through strategic partnerships. In addition to trainers and training resources (i.e., capacity), KSDE will need to have trainings and materials that meet teachers at various entry points with the concept of CBL. Thus, KSDE’s approach will need to be leveled and tiered to allow for teacher-directed professional learning. This project will actively address the following gaps:

Gaps - Training capacity for the Kansas Model of Competency-Based Learning

Solution - To address this gap, KSDE will initially train a cadre of at least 30 individuals to provide training across the state for the Kansas Model of Competency-Based Learning. This initial cadre will consist of Educational Service Center (ESC) Staff and KSDE Staff. ESC Staff are located regionally across the state. Thus, every school/district will have access to trainers for either in-person or virtual training. In Kansas, all school districts have access to professional learning support through an ESC of their choice. KSDE will build off of those existing relationships to diffuse the CBL training and supplementary training related to personalized learning and project-based learning. ESC capacity will continue to be built throughout the life of the grant through the continued training of additional ESC staff and on-going professional learning over

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supplementary topics under the CBL umbrella (including, but not limited to, personalized learning and project-based learning).

Gaps - Diverse entry points for teachers seeking to implement Competency-Based Learning

Solution - Teachers, much like students, will engage in training with varying levels of experience and background knowledge with CBL. Thus, as KSDE builds out training for the Kansas Model of Competency-Based Learning, there must be a plan to create tiered training courses so that teachers can get the depth of training that they need. Ultimately, KSDE will develop a robust, online training resource center that allows for teacher-directed professional learning for CBL and supporting topics like personalized learning and project-based learning.

In addition to addressing the gaps related to CBL diffusion, the project must also address gaps related to remote learning and students' access to high-quality digital learning. In order to ensure rigorous learning opportunities for students in a remote learning environment, this project will build teachers' capacity for effective remote learning instruction, and in particular, the creation of digital and virtual content. Due to concerns related to student broadband access, this project will also expand remote learning offerings without the need for internet access.

Gaps - Diverse entry points for teachers to develop instructional skills relative to remote learning.

Solution - Just like with CBL, teachers will have varying levels of comfort and knowledge when it comes to the creation of digital content and remote learning experiences. This project seeks to build an additional professional learning program for teachers that will allow them to access training materials at their level of readiness for professional learning and targeted growth related to remote learning. Training will be provided through ESCs and a strategic partnership with the Kansas Public Broadcasting Service (PBS). While ESCs will focus on remote learning that is not reliant on the internet, Kansas PBS will provide training to educators on the creation of high-quality, digital mini-lessons for use in an online learning environment.

Gaps - Student access to virtual and remote learning

Solution - As part of our collaborative partnership with Kansas PBS, this project will create original content for the continuation of the *Learning Across Kansas* television series that was

established in response to COVID-19. *Learning Across Kansas* was produced by Kansas PBS but was hosted and scripted by Kansas teachers. Thirty-minute shows were created each week for students in elementary, middle, and high school. Each show had a host (a former Kansas Teacher of the Year) and then featured mini-lessons for each content area; each week had a theme that all lessons connected back to. These shows allowed students to stay engaged in learning from the safety of their homes. Because these shows were on public access television, these learning experiences were available to almost every student in Kansas. Through this grant, this partnership will be expanded to promote equity and access to high-quality, Competency-Based Learning opportunities.

This project will impact the educational experience for every student by supporting every teacher in the creation of accessible, Competency-Based Learning opportunities in various mediums that are accessible to students. KSDE's strategic partnerships will ensure that teachers have the level of professional learning they need to implement the educational initiatives and innovations created through this project. Additionally, this project will support students directly by working to produce digital content that is accessible through onsite, hybrid, or remote learning contexts and is competency-based.

3. Impact on Remote Learning

In Kansas, 11-15% of students do not have internet access or appropriate devices to support a virtual method of learning. Some areas of the state are so remote that the internet service is not even available through a cellular signal. Remote learning, therefore, must not be solely dependent on technology. In the "Navigating Change 2020" guidance, remote learning was simply defined as learning done outside of the school building. This definition is consistent with the definition laid out in Notice Inviting Applicants, where it states, "remote learning means educational or instructional programming that mostly occurs away from the physical school building and is delivered in a student-focused manner that addresses student's educational needs". The definition of remote learning goes on to state that instruction can be provided with or without technology. In order to ensure that each student has access to rigorous instruction and learning opportunities, the transition to Competency-Based Learning has been laid out for

schools. In the guidance, instructional examples explain how a competency-aligned project can be conducted either on-site, remotely, or in some hybrid fashion. This shift to CBL will assist Kansas educators in providing high-quality remote instruction to each student.

Kansas has already started creating Competency-Based Learning guidance, including assessment rubrics, for teachers of students PreKindergarten through grade 12. The guidance provided in “Navigating Change 2020” will not only serve as a resource for schools to prepare for interruptions posed by COVID-19, but it will also lay the groundwork to fundamentally change how schools operate. The tools and resources being developed will be available to support every student through every teacher, and this guidance will be available for free. Schools will not be required to purchase expensive curriculum; instead, this guide will serve as the basis for districts to build upon to implement a competency-based curriculum aligned with Kansas Standards. **This grant project will support the professional learning necessary for teachers to build efficacy and confidence in implementing Competency-Based Learning with students across multiple age bands. Administrator training will also be offered alongside teacher-focused professional learning to ensure that proper systemic supports exist for sound implementation.** This grant project will also support building a website to host Competency-Based Learning, training, and supplementary resources. Additionally, comprehensive assessment measures will be created to align to predicted performance on the Kansas state assessments. This aspect of the project- CBL resources and professional learning- accounts for approximately 70% of the project’s scope of work.

The other 30% of this project will support a partnership with Kansas PBS and Kansas Public Radio (KPR) to develop public service announcements targeting families and caregivers. As stated previously, districts reported that supporting and engaging families through the COVID-19 crisis was a challenge. To address this, announcements will focus on:

- teaching strategies
- tips on how to increase student engagement in learning
- behavior management
- social-emotional learning

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These PSAs will assist families and caregivers in building their efficacy and confidence in supporting learning at home. Building families' and caregivers' efficacy to be confident and capable co-teachers is essential to positive student outcomes, should a hybrid or remote learning environment be required.

These PSAs will also request feedback from families and caregivers across Kansas so that messages can be tailored to support expressed areas of concern or need.

In addition to the PSAs, Kansas PBS stations will work with teachers to create children's programming that is aligned with the "Navigating Change 2020" competencies. These shows will build off of the work started in the *Learning Across Kansas* program that was established in response to COVID-19. This innovative approach to diffuse competency-based lessons has the potential, through broadcast television, radio, and YouTube programming to reach nearly every household in the state. This programming will not only support students' learning, but it will also be an essential communication tool for families and caregivers to gain a deeper understanding of what their children should be learning.

4(a) Connection to Research- Competency-Based Learning

The American Institutes for Research (AIR) conducted a study to measure six key CBL features. These features are consistent between the Center on Innovations and learning (CIL), Jobs for the Future (JFF), Council of Chief State School Officers (CCSSO), and iNACOL (now the Aurora Institute). The study examined CBL practices and changes in learning capacities, such as intrinsic motivation, self-regulated learning, and academic behaviors. These learning capacities are often associated with academic success and college and career readiness. The results of this study are both promising and limited (Surr & Redding, 2017).

The promising results show positive associations between students' experiences of core CBL practices and positive changes in learning capacities. For example, students who have clear learning targets had better intrinsic motivation and self-management. Students who were able to demonstrate mastery of course requirements also reported higher levels of self-efficacy, cognitive control, and intrinsic motivation. Flexible pacing was also associated with improved intrinsic motivation and self-efficacy. In feedback from systems upon the completion of "Continuous Learning", the need for supporting students and families related to 'task management' and assisting students with 'social and emotional needs' were

flagged during KSDE's critical analysis of the feedback. CBL's promise to impact student motivation and self-management establishes it as a reasonable approach to the field-initiated, Kansas model of education created in response to the need for remote learning.

The limitations, though, are results rely heavily on system-wide implementation. For example, expecting students to master competencies without the other aspects of CBL, such as personalized learning or flexible pacing or assessment, did not deliver promising results. In some instances, schools that believed they were implementing CBL were found to be implementing a standards-based approach, which focuses on mastering narrower academic goals. Without systemic implementation, including all components, the full impact of CBL on student outcomes may not be realized. In this project, an intentional focus on the professional learning of teachers and administrators is paramount for implementation fidelity and success (Levine and Patrick, 2019).

The revised 2019 definition of Competency-Based Education from the Aurora Institute defines CBE as meeting seven criteria, including:

1. "Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students' progress is based on evidence of mastery, not seat time.
5. Students learn actively using different pathways and varied pacing.
6. Strategies to ensure equity for each student are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable." (Levine and Patrick, 2019).

In order to ensure that every student has access to rigorous, high quality, remote learning opportunities, KSDE is rethinking education to focus on a Competency-Based Learning model that adheres to the seven tenets outlined in the Aurora Institute definition. This model of CBL has been

designed to function in an on-site, remote, or hybrid classroom (as defined in section B1). **This project will support the diffusion of the Kansas Model of Competency-Based Learning and will support teachers and school leaders in the implementation of this new instructional model.**

4(b) Effective Practice- PBS Partnership

As Kansas schools transitioned to remote learning during the COVID-19 pandemic, one of the first challenges that arose was student online access. As KSDE and the “Continuous Learning” team rolled out the new guidance for schools, schools were tasked with surveying their students and families to determine levels of access to online resources and curriculum. At the same time, a consortium of the Kansas PBS stations reached out to KSDE to offer their assistance to schools through a field-initiated collaboration. Soon after their offer, the idea developed of having teachers from the “Continuous Learning” taskforce record themselves, providing mini-lessons from their homes or in nature. This group of teachers included current and former Kansas teachers of the year, and current National Teacher of the Year, Tabatha Rosproy. Knowing many students across the state would not have access to online learning, having teachers provide thematic mini-lessons to be aired on the PBS stations (virtually blanketing the entire state) was a necessary innovation to create equity in access to high-quality education. The PBS stations in Kansas cover nearly the entire state with a few small gaps. For those gaps, KSDE initiated contact with PBS stations in a neighboring state to see if they could provide any support to ensure all Kansas students could access the *Learning Across Kansas* episodes. In this project, continued collaboration with Kansas PBS stations, and PBS stations in neighboring states, will be essential to program distribution and access for all Kansas students. For students who did have access to online learning, this educational content served as a supplement to the education they were already receiving from their school district.

According to the Public Broadcasting Fact Sheet from the Pew Research Center for Journalism and Media (“Trends and Facts on Public Broadcasting: State of the News Media,” 2019), hundreds of local and regional radio and television stations comprise this public media system. While viewership data is not available for the *Learning Across Kansas* broadcasts (due to the number of stations utilized for statewide distribution), the episodes did accumulate a total of over 5000 views via a YouTube link

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established by one regional Education Service Center. Additionally, the Library of Congress is interested in including one of the *Learning Across Kansas* episodes in their archives marking how the country responded to the COVID-19 pandemic. Given more time to plan, produce, and broadcast the *Learning Across Kansas* shows, this partnership with Kansas PBS stations will serve a critical purpose in supplementing education to students across the entire state.

This project will also support families through the creation of Public Service Announcements. While the *Learning Across Kansas* broadcast will allow for the creation of Competency-Based Learning experiences to support remote learning, parents and caregivers will also need support in how to effectively support their student(s) in engaging in remote learning. The Global Family Research Project (Weiss, et al., 2018) found that family engagement is one of the most powerful predictors of social-emotional development, educational attainment, and success in school and life. In a time of high stress and uncertainty, partnerships with families to support the stability of children's education and social-emotional development is imperative.

Public Service Announcements will be created by Kansas educators and aired across the state on Kansas PBS stations and Kansas Public Radio. Announcements created by educators and partnering family resource centers will be utilized to inform parents and caregivers of effective teaching strategies. These announcements will provide tips on how to increase student engagement in learning and equip parents with behavior management and social-emotional learning strategies that they can utilize to best support their students.

Kansas Public Radio (KPR) is broadcast over six frequencies covering much of east and central Kansas ("Coverage Maps and Frequencies," 2016). Much like PBS, KPR is one program that is broadcast over numerous subsidiary radio stations. While KPR is available to over half of the state, individuals outside of the KPR listening area will need to be supported through their PBS stations and not both radio and television.

C. Management Plan

1. Project Objectives and Timeline

The goal of this project is to build stakeholder capacity to implement the Kansas Model of Competency-Based Learning to support personalizing learning for every student through rigorous, remote learning opportunities. To actualize this goal, KSDE is seeking ESF-REM funds for a three-year duration in order for project objectives to be achieved. This project will accomplish the following:

1. Mobilize and build capacity among educational stakeholders to implement the Kansas Model of Competency-Based Learning;
2. Establish a robust professional learning framework to support innovation among educators to implement Competency-Based Learning practices that can transcend into a remote learning environment;
3. Enhance professional learning for teachers to create high-quality learning experiences to be used in a virtual classroom;
4. Enhance professional learning for administrators and teacher leaders to support the system-wide implementation of Competency-Based Learning and remote learning;
5. Create materials and support resources for a system of curriculum, instruction, and assessment that both aligns with established competencies and also functions in a remote learning environment;
6. Collaborate to expand remote learning experiences that are widely accessible to support families and students who are unable to attend brick and mortar schools.

In order to achieve the project objectives, KSDE has established strategic partnerships with the following entities: educational leaders actively engaged in the creation of the “Continuous Learning” and “Navigating Change 2020” guidance; Education Service Centers (ESC); the Kansas Public Broadcasting System (PBS) and Kansas Public Radio (KPR); and educational experts in the areas of Competency-Based Learning and remote learning.

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Grant year 1 will begin August 1, 2020 and run through July 31, 2021. Grant year two will run August 1, 2021 through July 31, 2022. Grant year three will run August 1, 2022 through July 31, 2023.

Below is the project timeline with performance measures

| Objective 1- Mobilize and build capacity among educational stakeholders to implement a Kansas Model of Competency-Based Learning (CBL). | | | | | | | |
|--|---|-----------------|--------------|--------------|--------------|-----------|-----------|
| Actions | Responsible Party | Timeline | | | | | |
| | | Y1 Q1 | Y1 Q2 | Y1 Q3 | Y1 Q4 | Y2 | Y3 |
| Engage KSDE Staff: -Content Area Consultants -Special Education and Title Services Consultants -Teacher Licensure and Accreditation | KSDE Project Team | X | X | | | | |
| Engage TASN (KSDE’s Technical Assistance Service Network) -KS Multi-tiered Systems of Support (MTSS) -KS Learning Network -Other TASN Providers | KSDE Project Team | X | X | | | | |
| Train members in the “Navigating Change 2020” Guidance committees to become ‘coaches’ for the guidance | KSDE Project Team & ESC Partners | X | X | | | | |
| Create CBL Resources, Materials, and Training Opportunities [with an emphasis on remote learning] | KSDE Project Team with ESC Partners and External Partners | X | X | X | X | X | X |
| Build a cadre of trainers (ESC Staff) for the Kansas Model of CBL | ESC Partners | X | X | X | X | | |
| <p>Performance Measures: For Objective 1, project staff will measure/evaluate:</p> <ul style="list-style-type: none"> • The number of ‘training-of-trainers’ cadre members that are equipped to lead professional learning across Kansas over CBL • The number of “Navigating Change 2020” members who are certified as coaches over the guidance • The degree to which online resources and trainings over CBL are being accessed • Attendance at Education Service Center trainings related to the CBL guidance and participant feedback | | | | | | | |

| Objective 2- Establish a robust professional learning framework to support innovation among Kansas educators to implement Competency-Based Learning practices that can transcend into a remote learning environment. | | | | | | | |
|---|--|----------|-------|-------|-------|----|----|
| Actions | Responsible Party | Timeline | | | | | |
| | | Y1 Q1 | Y1 Q2 | Y1 Q3 | Y1 Q4 | Y2 | Y3 |
| Create a strategic plan for the diffusion of the CBL work <ul style="list-style-type: none"> Create a strategic plan for the creation of resources and materials | KSDE Project Team & Comprehensive Support Center | X | | | | | |
| Contract with content and process experts to create resources related to the Kansas Model of CBL | KSDE Project Team | X | X | X | X | X | X |
| Performance Measures: For Objective 2, project staff will measure/evaluate: <ul style="list-style-type: none"> Completion of a strategic plan The scope of contracts (annually) to ensure adequate coverage of project objectives | | | | | | | |

| Objective 3- Enhance professional learning for teachers to create high-quality learning experiences to be used in a virtual classroom. | | | | | | | |
|---|--------------------------------|----------|-------|-------|-------|----|----|
| Actions | Responsible Party | Timeline | | | | | |
| | | Y1 Q1 | Y1 Q2 | Y1 Q3 | Y1 Q4 | Y2 | Y3 |
| Create professional learning for teachers for the creation of high-quality digital content | KSDE Project Team & Kansas PBS | X | | | | | |
| Train teachers on the creation of high-quality digital content | PBS | | X | X | X | X | X |
| Performance Measures: For Objective 3, project staff will measure/evaluate: <ul style="list-style-type: none"> Completion of training materials Track the number of teachers who participate in the training Collect feedback from training participants | | | | | | | |

| Objective 4- Enhance professional learning for administrators and teacher leaders to support the system-wide implementation of Competency-Based Learning and remote learning. | | |
|--|-------------|----------|
| Actions | Responsible | Timeline |

Diffusion of Innovation for Rigorous Remote Learning

| | Party | Y1 Q1 | Y1 Q2 | Y1 Q3 | Y1 Q4 | Y2 | Y3 |
|--|---------------------------------------|------------------|------------------|------------------|------------------|-----------|-----------|
| Create training for school leaders for the implementation of CBL | KSDE & Internal and External Partners | X | X | | | | |
| Create training for school leaders for remote learning and virtual learning strategies | KSDE & Internal and External Partners | X | X | | | | |
| Train and support school leaders in implementing CBL | ESC Staff & Other Partners | | | X | X | X | X |
| Train and support school leaders in implementing remote and virtual learning | ESC Staff & Other Partners | | | X | X | X | X |
| Performance Measures: For Objective 4, project staff will measure/evaluate: <ul style="list-style-type: none"> • Completion of training materials • Track the number of participants who engage in the training • Collect feedback from training participants | | | | | | | |

| Objective 5- Create materials and support resources for a system of curriculum, instruction, and assessment that both aligns with established competencies and also functions in a remote learning environment. | | | | | | | |
|---|--|------------------|------------------|------------------|------------------|-----------|-----------|
| Actions | Responsible Party | Timeline | | | | | |
| | | Y1 Q1 | Y1 Q2 | Y1 Q3 | Y1 Q4 | Y2 | Y3 |
| Create a website to house CBL content | KSDE Project Team & External Partner | | X | X | | | |
| Create CBL Resources, Materials, and Training Opportunities [with an emphasis on remote learning] | KSDE Project Team & Internal and External Partners | X | X | X | X | X | X |
| Contribute to the creation of secondary and tertiary training opportunities related to the implementation of the Kansas Model of CBL | ESC Staff | X | X | X | X | X | X |
| Performance Measures: For Objective 5, project staff will measure/evaluate: <ul style="list-style-type: none"> • Completion of a CBL website • Addition of materials to the website <ul style="list-style-type: none"> ○ Track viewership and use of materials on the website | | | | | | | |

- Create additional training materials based on feedback from stakeholder groups
- Train ESC staff on the secondary and tertiary materials
- Track the number of new trainings based on secondary/tertiary materials
- Collect participant feedback

Objective 6-Collaborate to expand remote learning experiences that are widely accessible to support families and students who are unable to attend brick and mortar schools.

| Actions | Responsible Party | Timeline | | | | | |
|--|--|----------|-------|-------|-------|----|----|
| | | Y1 Q1 | Y1 Q2 | Y1 Q3 | Y1 Q4 | Y2 | Y3 |
| Create Public Service Announcements <ul style="list-style-type: none"> • Once created, the PSAs will be reviewed and revised annually. | KSDE Project Team Kansas Educators, PBS, & KPR | X | X | X | X | X | X |
| Create professional learning for teachers for the creation of high-quality digital content <ul style="list-style-type: none"> • Once created, the training will be reviewed and revised annually. | KSDE Project Team & PBS | X | X | X | X | X | X |
| Continue to create and produce <i>Learning Across Kansas</i> broadcasts <ul style="list-style-type: none"> • New content will be created annually. | KSDE Project Team, Kansas Educators, & PBS | X | X | X | X | X | X |

Performance Measures: For Objective 6, project staff will measure/evaluate:

- Complete the PSAs
- Track the frequency and viewership of the PSA
- Solicit feedback from families/caregivers on the PSA messages
- Conduct trainings over high-quality digital content
- Collect participant feedback from training sessions
- Create content for new episodes of *Learning Across Kansas*
- Collect viewership data for *Learning Across Kansas*
- Solicit feedback from stakeholders on the *Learning Across Kansas* series

2. Adequate Use of Funds

In this project, approximately [REDACTED] of funds will be used to fund contracts in three main areas:

- [REDACTED] Collaborating with a nationally recognized external partner, as well as in-state partners, in Competency-Based Learning to expedite the creation of resources and training materials;

- [REDACTED] Providing compensation for our Education Service Centers to become certified trainers for the Kansas Model of Competency-Based Learning and to participate in on-going training related to CBL in Kansas while also certifying teachers as 'coaches' over the Kansas Model of CBL;
- [REDACTED] Funding the continuation of the *Learning Across Kansas* program while also working with PBS to create professional learning opportunities for educators in Kansas and to create targeted PSAs in support of families and caregivers across the state.

The grant funds requested will allow KSDE to reach every teacher and student in Kansas by building teachers' capacity to implement the Kansas Model of Competency-Based Learning. In forming a Competency-Based model for equitable and rigorous learning, each student in Kansas will be able to engage in high-quality learning experiences in any in-person or remote setting. Additionally, by creating a robust training cadre and website, on-going professional learning will be set up to continue upon completion of the grant.

3. Project Costs and Design

In this project, KSDE will build capacity by providing professional learning to every teacher in the state to impact the educational experience of every student. By building capacity to implement Competency-Based Learning, KSDE will impact teaching and learning. The Kansas Model of Competency-Based Learning that this project seeks to support will scale the implementation of Competency-Based Learning so that remote learning is rigorous and equitable. By partnering with Kansas PBS, KSDE is working to provide learning opportunities for students regardless of their ability to access broadband internet. Additionally, the partnership with Kansas PBS allows KSDE to strategically engage with families and caregivers via Public Service Announcements. This robust system of training, resources, and support for teachers, leaders, students, and their families make the proposed project significant in its scope and potential impact.

4. Project Costs and Benefits

This project will impact every teacher and student by putting an intentional focus on the use of Competency-Based Learning to ensure equitable and rigorous learning for each student. Additionally, this

Diffusion of Innovation for Rigorous Remote Learning

project seeks to build capacity for remote learning by training teachers in the production of high-quality digital content while also targeting students and families through the creation of Public Service Announcements and local educational broadcasting. If implemented, the proposed plan to scale the Kansas Model of Competency-Based Learning will allow for a smooth transition between traditional 'brick and mortar' school and remote learning. As the spread and prevalence of COVID-19 moving into next school year is uncertain, schools, and State Education Agencies, must begin preparing a system of curriculum, instruction, and assessment that can withstand interruptions. Through this field-initiated, innovative project, students across the state will be impacted through the development of practitioner expertise in the areas of CBL and remote learning and an intentional focus on family support. Allocation of key KSDE staffing resources will ensure the necessary processes and systems are in place to effectively report annually as required by USDE.

Works Cited

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“CDC COVID Data Tracker.” *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 2020, www.cdc.gov/covid-data-tracker/index.html#cases.

“Coverage Map & Frequencies.” *Kansas Public Radio*, The University of Kansas, June 23, 2016, kansaspublicradio.org/info/coverage-map-frequencies.

“COVID-19 Cases in Kansas.” *COVID-19 Cases in Kansas | KDHE COVID-19*, 2020, www.coronavirus.kdheks.gov/160/COVID-19-in-Kansas.

Cronkleton, Robert A., and Kevin Hardy. “COVID-19 Updates: Kansas Unemployment Reaches Record; Corrections Officers Honored.” *Kansascity*, The Kansas City Star, May 22, 2020, www.kansascity.com/news/coronavirus/article242928081.html.

Czachor, Emily. “Texas, Arizona, Oregon Report Significant Coronavirus Spikes After Reopening Economy.” *Newsweek*, Newsweek, June 4, 2020, www.newsweek.com/texas-arizona-oregon-report-significant-coronavirus-spikes-after-reopening-economy-1508683.

Weiss, Heather B., M. Elena Lopez, and Margaret Caspe, Carnegie Challenge Paper: Joining Together to Create a Bold Vision for Next Generation Family Engagement, Global Family Research Project, 2018.

“The Impact of the Coronavirus on Food Insecurity.” *Feeding America Action*, June 3, 2020, www.feedingamericaaction.org/the-impact-of-coronavirus-on-food-insecurity/.

“Kansas Economy at a Glance.” *U.S. Bureau of Labor Statistics*, U.S. Bureau of Labor Statistics, 2016, www.bls.gov/eag/eag.ks.htm.

Diffusion of Innovation for Rigorous Remote Learning

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Surr, W., & Redding, S. (2017). *A Deeper, More Personal Look at What It Means to Be Competent*. 32.

"Trends and Facts on Public Broadcasting: State of the News Media." *Pew Research Center's Journalism Project*, Pew Research Center, July 23, 2019, www.journalism.org/fact-sheet/public-broadcasting/.

Other Attachment File(s)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

STATE OF KANSAS



CAPITOL BUILDING, ROOM 241 SOUTH
TOPEKA, KS 66612

GOVERNOR.KANSAS.GOV

GOVERNOR LAURA KELLY

June 15, 2020

U.S. Department of Education
Office of Elementary and Secondary Education
ATTN: Application for Grants under the Education Stabilization Fund- Rethinking K-12 Educational
Models (ESF-REM)
Washington, D.C. 20202

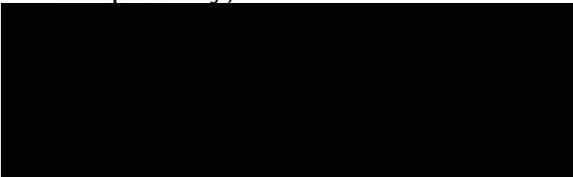
Dear Grant Review Committee:

Re: Kansas Model of Competency-Based Learning

On behalf of the State of Kansas, please accept this letter of support for the Kansas State Department of Education's Education Stabilization Fund (ESF-REM) grant application. This grant would help KSDE to partner with the state's educational service centers to continue to develop training and support for Kansas teachers as they navigate uncertain educational scenarios related to possible future COVID-19 disruptions. This grant would also help support a partnership with Kansas Public Broadcasting System and National Public Radio to create messages to parents and families to promote learning at home.

Your consideration of this grant application would be sincerely appreciated.

Respectfully,


Laura Kelly
Governor of Kansas

Brad Neuenswander

Deputy Commissioner

900 SW Jackson St., Suite 656
Topeka, KS 66612

Job Description

As Deputy Commissioner, I oversee all federal and statewide education and services in the areas of: Teacher Licensure, Federal Title Programs, Career and Technical Education, and School Accreditation. In addition, I oversee the state's assessed and non-assessed curricular standards; the state assessments; and research, data analysis and reporting requirements. As Deputy Commissioner, I also ensure compliances with all state and federal education legislation including No Child Left Behind Act (NCLB), the Individuals with Disabilities Education Act and the Kansas Quality Performance Accreditation system. I am responsible for four (4) KSDE teams, representing approximately 130 employees.

Experience

- Kansas State Department of Education: Interim Commissioner of Education
2014 – 2015
- Kansas State Department of Education: Deputy Commissioner, Division of Learning Services:
2010 – present
- Kansas State Department of Education: Director of School Finance
2007-2010
- Cheney USD 268, Cheney, Kansas: Superintendent of Schools:
2001-2007
- Ellie USD 388, Ellis, Kansas: Superintendent of Schools:
1998-2001
- Kingman USD 331, Kingman, Kansas: High School Principal:
1996-1998
- Cheney USD 268, Cheney, Kansas: 7-12 Asst. Principal:
1995

- Norton USD 211, Norton, Kansas: Business Teacher: 1990-1995

Education

- Kansas State University, Manhattan, Kansas - Ed. D, Educational Leadership 2019
- Wichita State University, Wichita, Kansas - District Administrator 1998
- Kansas State University, Manhattan, Kansas -- Masters of Ed. Administration 1994
- Bethany College, Lindsborg, Kansas -- Education Certification Lindsborg, KS, 1989
- Baker University, Baldwin, Kansas -- B.S. in Business 1987

Relevant Presentations and Publications

Numerous "Kansas Can Lead the World in the Success of Each Student" presentations to various groups, including local school districts, service center associations, etc. Following is a sample of the presentations over the past year.

- Kansas Exemplary Educators Network (KEEN) Conference, Topeka, Kansas: February 13-14, 2020
- Central Heights USD 288, Richmond, Kansas: February 10, 2020
- Stafford USD 349, Stafford, Kansas: January 31, 2020
- Statewide Curriculum Leaders' Meeting, Topeka, Kansas: January 24, 2020
- Wamego USD 320, Wamego, Kansas: November 20, 2019
- Emporia State University, November 14, 2019
- ESSDACK Education Service Center, Hutchinson, Kansas: October 23, 2019
- Orion Education Service Center, Sublette, Kansas: October 17, 2019
- Statewide Curriculum Leaders' Meeting, Topeka, Kansas: October 4, 2019
- Greenbush North Education Service Center, Lawrence, Kansas: October 3, 2019
- Greenbush South Education Service Center, Girard, Kansas: September 26, 2019

- Smoky Hill Education Service Center, Salina, Kansas: September 18, 2019
- KSDE Impact Institute, Pratt, Kansas: July 17-18, 2019
- KSDE Impact Institute, Topeka, Kansas: June 27-28, 2019
- Kansas Professional Learning Team, Topeka, Kansas: June 20-21, 2019
- Greenbush South Education Service Center, Girard, Kansas: May 23, 2019
- Frontenac USD 249 Frontenac, Kansas: May 8, 2019
- ESSDACK Education Service Center, Hutchinson, Kansas: May 2, 2019
- Remington USD 206, Whitewater, Kansas: April 25, 2019
- Statewide Curriculum Leaders' Meeting, Topeka, Kansas: April 12, 2019
- Skyline USD 438, Pratt, Kansas: April 8, 2019
- Greenbush North Education Service Center, Lawrence, Kansas: April 4, 2019
- ESSDACK Education Service Center, Hutchinson, Kansas: April 3, 2019
- Smoky Hill Education Service Center, Salina, Kansas: March 20, 2019
- Kansas Association of School Board's Workshop, Topeka, Kansas: February 20, 2019
- Kansas Exemplary Educators Network (KEEN) Conference, Topeka, Kansas: February 14-15, 2019
- National ESEA Conference, Kansas City, MO: January 30-31, 2019
- Statewide Curriculum Leaders' Meeting, Topeka, Kansas: January 18, 2019
- Launch Schools, Smoky Hill ESC, Salina, Kansas: January 9-10, 2019

Jay Scott

Secondary School Redesign Specialist

900 SW Jackson St.
Topeka, KS 66612

Job Description

As the Secondary School Redesign Specialist, I coach and support secondary schools formally participating in our Kansas Can School Redesign initiative. That support generally is a blend of on-site and virtual coaching sessions taking place at least once a month. I also facilitate a virtual PLC of all the secondary building leaders in schools that have “launched” their redesign plan once per month. Additionally, I am part of our Kansas Can School Redesign team which plans professional development workshops, develops resources, and provides technical assistance to all of our schools involved in the Redesign effort. Along with my elementary colleague, we created and now lead several workgroups made up of internal and external partners to support all of our schools.

Experience

- Kansas State Department of Education – Secondary School Redesign Specialist

July 2017 – Present

- Kansas State Department of Education – Career & Technical Education Director

June 2012 – June 2017

- Shawnee Heights High School – Assistant Principal

July 2007 – June 2012

- Mission Valley High School – Assistant Principal/AD

July 2006 – June 2007

- Washburn Rural High School – Science Teacher
August 1999 – May 2006
- Gardner-Edgerton Middle School – Science Teacher
August 1997 – May 1999

Education

- Emporia State University – Masters in Educational Leadership
May 2003
- Baker University – Bachelors in Secondary Science
May 1993

Relevant Presentations and Publications

- Scott, J. (2019, December). Presented an overview of the Kansans Can School Redesign initiative to Kansas State University Education class.
- Scott, J. (2019, November). Presented an overview of the Kansans Can School Redesign initiative to a group of educators from the Ukraine.
- Scott, J. (2019, October). Presented an overview of the Kansans Can School Redesign initiative to the Coalition of Innovative States.
- Scott, J. (2019, April). Presented an overview of the Kansans Can School Redesign initiative at the Kansas National Education Association conference.
- Scott, J. (2019, April). Presented an overview of the Kansans Can School Redesign initiative to a group of educators from Israel.
- Scott, J. (2017, 2018, 2019, October). Keynoted the KSDE Annual Pre-conference on School Redesign.

Tamra L. Mitchell

Elementary Redesign Specialist

900 SW Jackson St., Suite 620
Topeka, KS 66612

Job Description

As the Elementary Redesign Specialist, I oversee the scale up of Kansans Can Redesign in all elementary schools participating in the project. I coach and support the first cohort of redesign elementary schools. As a member of the redesign project team, I collaborated with the team to create the methodology for the training and support to scale redesign across Kansas, create the Kansans Can Definition of Personalized Learning, and continually monitor training fidelity and program quality. I also oversee and contribute to projects, such as redesign communications through Twitter, Facebook and e-newsletter, the KSDE Annual Conference, and other KSDE sponsored professional learning opportunities. As a contributing member of the Agency and Division Leadership Teams, I also participate in the governance of agency projects and programs and work to coordinate agency supports to align with the Redesign Project.

Experience

- Kansas State Department of Education – Elementary Redesign Specialist
 - July 2017 – Present
- Kansas State Department of Education – Assistant Director
 - March 2016 – June 2017
- Kansas State Department of Education – School Improvement Coordinator
 - September 2013 – March 2016
- Kansas State Department of Education – Education Consultant
 - June 2013 – September 2013
- USD 475 Geary County Schools – Success for All i3 District Coach

- October 2010 – May 2013
- Southwestern College, Winfield, KS- Adjunct Faculty
 - August 2009 – May 2011
- USD 475 Geary County Schools – Early Reading First Literacy Coach
 - August 2007 – May 2010

Education

- Kansas State University – Ed.D. Instructional Leadership in progress
- Emporia State University – Master of Science in Curriculum and Instruction with an emphasis in ESOL
 - May 2009
- Wichita State University – Bachelor of Arts Degree in Elementary Education
 - May 1990

Relevant Presentations and Publications

- Liang, Jia Grace, Scott, Jay, Mitchell Tamra (2020) *Statewide School Redesign: Integrating Design Thinking and the Four Disciplines of Execution as a Continuous School Improvement Process*. Journal of Cases in Educational Leadership
**Hasn't been published yet
- *The Making of the Alan Shepard Project: Elementary Edition*, ESEA National Conference, Kansas City, 2019
- *Coordinated Efforts of School Improvement in a Large Kansas District*, panelist at the National Title I Association Annual Conference, Houston, TX 2016
- *Kansas School Improvement Support Under the ESEA Waiver*, CCSSO School Improvement Meeting, San Francisco, CA 2014
- *Reading Instruction Using Wings*, Annual Success for All Conference, Orlando, FL 2013



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

www.ksde.org

Sarah Perryman

Redesign Coordinator

900 SW Jackson Ste 653
Topeka, KS 66612

Job Description

As Redesign coordinator, I support the work of the two Kansas State Department of Education Redesign Specialists. I oversee the coaching support provided to Redesign schools in their first year of Launch; I curate the content used at the Regional Training workshops; I meet with our Regional Trainers to solicit feedback on the materials before and after each phase; and I coordinate logistics around Redesign materials for internal and external use. Coordinating the curation and delivery of content to Redesign schools is the primary focus of my day-to-day work. However, in crafting support for schools, I have been able to identify areas for further development and have been given the autonomy to lead projects that provide needed supports to the field as it pertains to Kansas Can Redesign. I also present regularly on Redesign and topics related to it (for example, our four Redesign principles). I also attend and facilitate meetings within the agency on behalf of the Redesign team.

Experience

- Kansas State Department of Education- Redesign Coordinator
March 1, 2019- Present
- Kansas State Department of Education- English Language Arts Education Program Consultant
June 4, 2018- March 1, 2019
- Topeka Public Schools- Sheltered English Language Arts Teacher
August 1, 2013- May 31, 2018

Kansas leads the world in the success of each student.

Education

- University of Kansas- Masters in Educational Leadership
 - May 2018
- University of Kansas- Masters in Curriculum and Instruction with an ESOL Endorsement
 - August 2013
- University of Kansas- Bachelors in Secondary English Education with a Service Learning Certificate
 - May 2012

Relevant Presentations and Publications

- Perryman, S. (2019, June). *Launch School Coaching: Project Plan*. Kansas State Department of Education.
- Perryman, S. (2020, February). *Kansans Can: Personalize Learning*. Presented to educators in Kansas at a regional Educational Service Center, Greenbush North. Lawrence, KS.
- Perryman, S. (2020, January). *What is Kansans Can Redesign?* Presented to faculty at Highland Community College. Highland, KS.

Trainer & Coach Positions



Position Requirements

Competency-Based Learning Trainer

Description

A Competency-Based Learning Trainer will be someone who is either employed by one of our collaborating Educational Service Center Agencies or is employed at the district level by a district designated as one of the 'Big Six' (the six largest, high needs in our state). This individual will be responsible for training school teams on the Kansas Model of Competency-Based Learning. Trainers must be trained on the Kansas Model of Competency-Based Learning content and must have a strong understanding of the Navigating Change 2020 Guidance. Trainers will need to have strong facilitation skills, and they will need to have a strong working relationship with the Kansas State Department of Education Project Team.

Tasks

- Receive training over the Kansas Model of Competency-Based Learning from the KSDE Project Team
- Add to the presentation materials with examples related to your ESC's work on Competency-Based Learning
- Facilitate workshops for schools in your region/district
- Support schools going through implementation of the Navigating Change 2020 Guidance and the Kansas Model of Competency-Based Learning
- Collaborate with the KSDE Project Team provide feedback over the training content
- Deliver the training materials in the manner directed by the KSDE Project Team

Minimum Requirements

- 5 years of classroom experience
- 3 years of leadership experience





Navigating Change 2020 Coach

Description

Navigating Change 2020 Coaches will be responsible for attending training sessions hosted by the Kansas State Department of Education to learn how to present the Navigating Change 2020 Guidance. Participants will learn how to: talk about the process used to develop the guidance; present the guidance in actionable steps; and coach districts through the implementation process. Participants will attend a series of trainings during the first grant year before being credentialed as a 'Navigating Change 2020 Coach'. Upon completion of the professional learning series, coaches will be tasked with support their system, and systems in the area through the implementation of the guidance.

Tasks

- Attend training over the Navigating Change 2020 Guidance
- Become certified in presenting the content regarding the guidance document
- Present content to your school system or systems in your region
- Coach schools within your system or region on implementation of the guidance

Minimum Requirements

- Participant in the Navigating Change 2020 Task Force
- Works for, or closely with, a Kansas school system

For more information, contact:

KSDE Redesign Team
Division of Learning Services



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212


www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

January 2020

Grant Position



Grant Coordinator

ESF-REM Grant Coordinator

Description

The Grant Coordinator will help manage the Kansas State Department of Education's ESF-REM grant beginning August 1, 2020 and ending July 31, 2023. The Grant Coordinator will oversee grant reporting, grant monitoring, the tracking and use of grant funds. The Grant Coordinator will work closely with the KSDE Redesign Team who will function as the Project Director. The Grant Coordinator will be the liaison between the KSDE Redesign Team, KSDE Fiscal Services, Contracted Grant Partners, and Federal Grant Advisors. The Grant Coordinator will ensure that all activities conducted by the KSDE under the grant are done so in compliance with grant standards and regulations. The Grant Coordinator will also make sure all annual reports regarding progress are appropriately documented and submitted to the funding agency.

Tasks

- Offer oversight of grant funds and manage financial reporting
- Ensure compliance to grant regulations
- Train KSDE Redesign Team on compliance
- Complete annual reporting
- Ensure proper execution of grant objectives (time and budget)
- Secure partnerships via contracts to support grant work
- Communicate with the federal grant manager and the KSDE Redesign Team

Minimum Requirements

- 3-5 years of Grant Management Experience
- Experience working on grants totaling more than \$1,000,000
- Experience working on Federal grant projects



Redesign Positions



Redesign Position Requirements

For more information, contact:

KSDE Redesign Team
Division of Learning Services



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212


www.ksde.org

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January 2020

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Kansas Department of Education
900 SW Jackson Suite #307
Topeka, KS 66612-1212

Date: February 20, 2018

Agreement No: [REDACTED]

Filing Reference: This replaces previous
Agreement [REDACTED]
Dated 6/23/2016

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 salaries and wages are treated appropriately as direct or indirect costs. Vacation, holiday, sick leave and other paid absences are included in salaries claimed on awards. Separate claims for paid absences are not made.

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

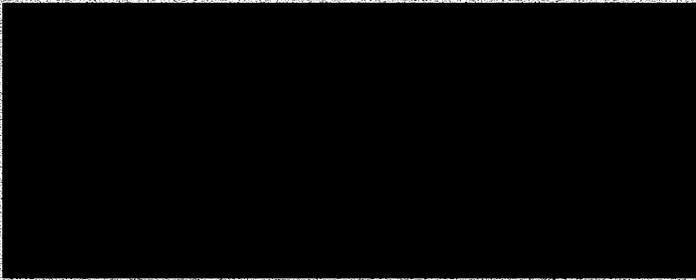
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

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:

Kansas Department of Education
900 SW Jackson Suite #307
Topeka, KS 66612-1212



Dale M. Dennis, Deputy
Name

Commissioner of Education
Title

February 21, 2018
Date

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450



Signature
Frances Outland
Name

Director, Indirect Cost Group
Title

February 20, 2018
Date

Negotiator: Vivian Crouch
Telephone Number: 



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

[REDACTED]
www.ksde.org

June 12, 2020

U.S. Department of Education
Office of Elementary and Secondary Education
ATTN: Application for Grants under the Education Stabilization Fund- Rethinking
K-12 Educational Models (ESF-REM)
Washington, D.C. 20202

Dear Grant Review Committee:

Re: Kansas Model of Competency-Based Learning

As Commissioner of the Kansas State Department of Education (KSDE), KSDE agrees to the conditions for the receiving of federal grant funds. The agency is dedicated to responsible fiscal management of federally awarded funds and ensures that proper documentation and reporting of the funds will occur during the span of the grant period. The KSDE is committed to adequately monitoring and reporting on the required performance measures called for in the grant generally and in our proposed project specifically.

The KSDE is dedicated to the project objectives as described in the grant narrative and guarantees adequate staffing to ensure proper documentation and reporting guidelines are met. The KSDE agrees to work closely with the Federal Department of Education to evaluate the grant project using predetermined, and co-created, criteria.

I designate Tammy Mitchel as the agency contact person for this grant. She can be reached at [REDACTED]

Thank you for the opportunity to apply for these grant funds.

Sincerely,

[REDACTED]

Dr. Randy Watson
Commissioner of Education

Kansas leads the world in the success of each student.

Kansas leads the world in the success of each student.

Below are the questions included in the survey:

USD Number (example: 501) *

USD Name (example: Topeka Public Schools) *

Name of individual completing this survey *

What barriers have you encountered while providing continuous learning opportunities (check all that apply) *

| | Yes | No |
|--|--------------------------|--------------------------|
| Lack of internet service | <input type="checkbox"/> | <input type="checkbox"/> |
| No valid means of contacting families | <input type="checkbox"/> | <input type="checkbox"/> |
| Inactivity of students or truancy issues | <input type="checkbox"/> | <input type="checkbox"/> |
| Families are not responding | <input type="checkbox"/> | <input type="checkbox"/> |
| Lack of technology skill | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> |

If you answered "yes" to "other" for what barriers you have encountered while providing continuous learning opportunities, please state what those other barriers are.

What percent of your families have no or limited access to internet capabilities due to lack of internet service provider broadband? *

- () 0-10%
- () 11-20%
- () 21-30%
- () 31-40%
- () 41-50%
- () Greater than 50%

What percent of your families have no or limited access to internet capabilities due to lack of monetary resources? *

- () 0-10%
- () 11-20%
- () 21-30%
- () 31-40%
- () 41-50%
- () Greater than 50%

What percent of your families have no or limited access to internet capabilities due to lack of a device (laptop, iPad, etc.) *

- () 0-10%
- () 11-20%
- () 21-30%
- () 31-40%
- () 41-50%
- () Greater than 50%

What percent of change have you made from the original implementation of the continuous learning process for elementary school? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percent of change have you made from the original implementation of the continuous learning process for middle school? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percent of change have you made from the original implementation of the continuous learning process for high school? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of learning is currently being delivered online for elementary students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of learning is currently being delivered online for middle school students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of learning is currently being delivered online for high school students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of learning is currently being delivered in packets for elementary students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of RETURN on packets are you experiencing for elementary students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of learning is currently being delivered in packets for middle school students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of RETURN on packets are you experiencing for middle school students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of learning is currently being delivered in packets for high school students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of RETURN on packets are you experiencing for high school students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of learning is currently being delivered face-to-face for elementary students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of learning is currently being delivered face-to-face for middle school students? *

- () 0-24%
- () 25-49%
- () 50-74%
- () 75-100%

What percentage of learning is currently being delivered face-to-face for high school students? *

- 0-24%
- 25-49%
- 50-74%
- 75-100%

Based on what you have learned about your students, staff, parents and community, what solutions, activities or changes do you intend to continue moving into the summer and next school year? *

What is the total number of breakfasts served last week in your district? *

What is the total number of lunches served last week in your district? *

What is the total number of suppers served last week in your district? *

What supports would you like for KSDE to provide or continue to provide to your district? *

| | Yes | No |
|--|--------------------------|--------------------------|
| Professional Development for online learning | <input type="checkbox"/> | <input type="checkbox"/> |
| Content for virtual classrooms | <input type="checkbox"/> | <input type="checkbox"/> |
| Personalized learning for virtual classrooms | <input type="checkbox"/> | <input type="checkbox"/> |
| Differentiating in a virtual environment | <input type="checkbox"/> | <input type="checkbox"/> |
| Engaging families in virtual learning | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> |

If you answered "yes" to "other" for "What supports would you like for KSDE to provide or continue to provide to your district?", please tell us what those supports are.

Appendix 4- Proprietary Information

In this project, no content is considered proprietary in that all content will be made freely and publicly available. All materials created and published for and by KSDE will be open access. The *Learning Across Kansas* television show will be owned by Kansas Public Broadcasting Service (PBS). While PBS will own the program, the program will be freely and publicly available through television and YouTube.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

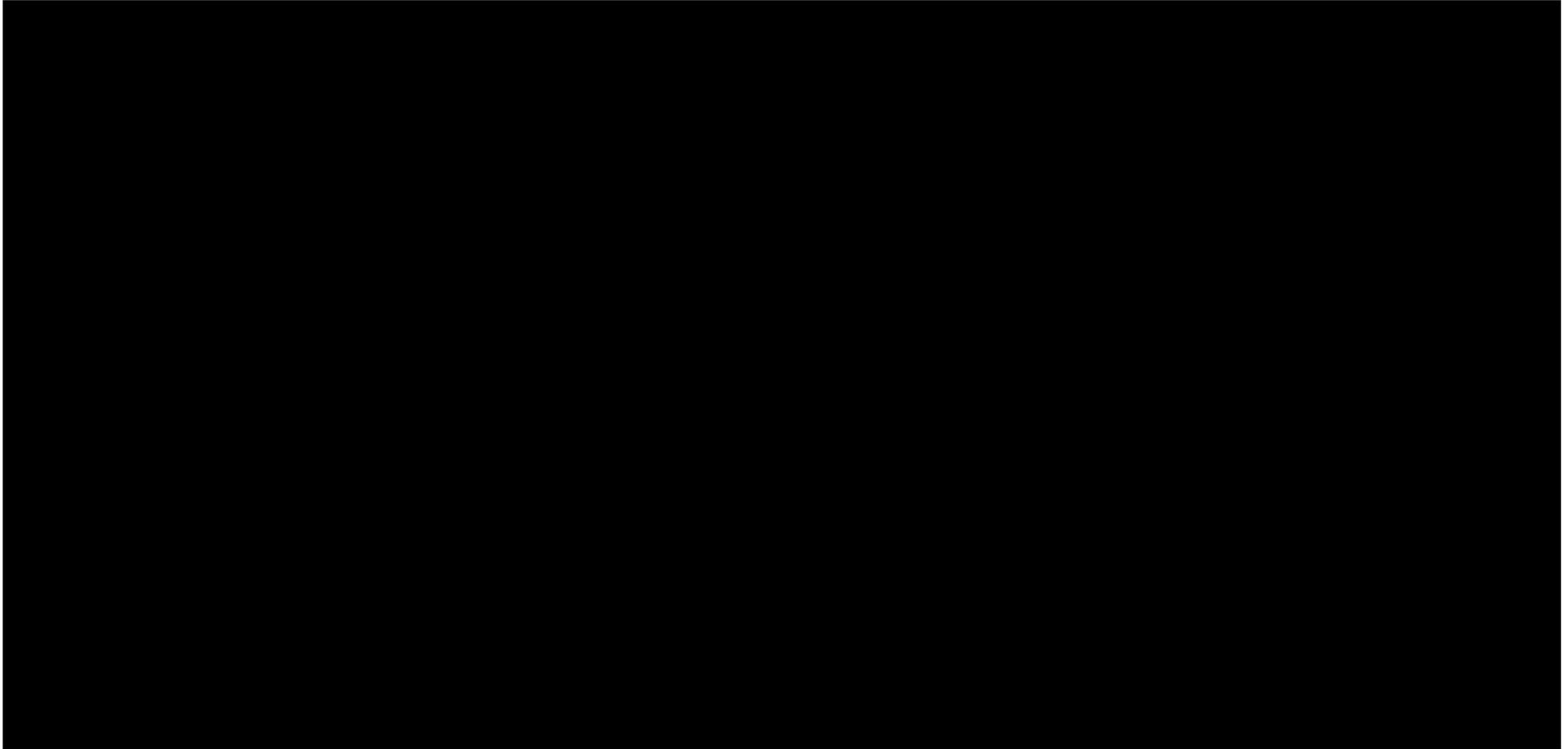
[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

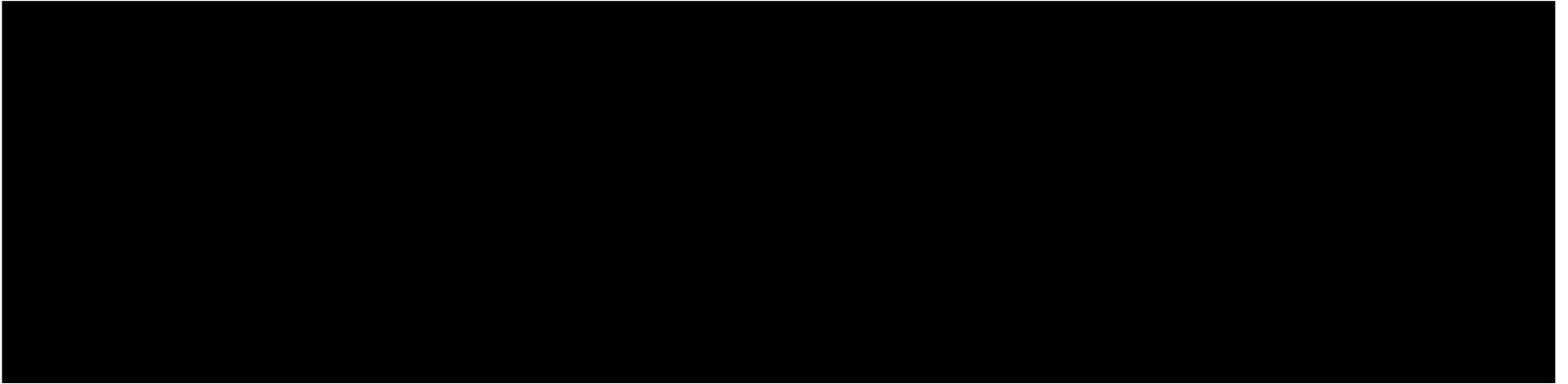
[View Optional Budget Narrative](#)

Part C: ESF-REM Grant Budget Narrative

PART A:



¹ See position description for 'Grant Coordinator' located in Appendix 2.



3- Travel

| | Year 1 | | | Year 2 | | | Year 3 | | |
|-----------------------------------|-----------|---------|--------|-----------|---------|--------|-----------|---------|--------|
| | Unit Cost | # Trips | Costs | Unit Cost | # Trips | Costs | Unit Cost | # Trips | Costs |
| Grant Coordinator In-State Travel | \$383 | 12 | \$4596 | \$383 | 12 | \$4596 | \$383 | 12 | \$4596 |
| Total | \$4596 | | | \$4596 | | | \$4596 | | |

There are three line items for the overall travel budget: grant coordinator travel as part of working with the Kansas State Department of Education; travel required by the grant upon receiving the grant; and travel required by the grant annually for updates from the Office and Elementary and Secondary Education. The Grant Coordinator’s travel across the state was calculated in the following manner:

- The CONUS rates for 2020 were used and the city of Wichita served as the location for this calculation.
- 3 per diems with 2 overnight stays in between each per diem was accounted for in the Grant Coordinator’s travel.
 - This totaled \$383 per month.
 - It is anticipated that the Grant Coordinator will have one such trip (2 overnights with 3 per diems) each month of employment.
- This calculation was made by examining the travel of Redesign Coordinator Sarah Perryman during FY 2019; Perryman’s position would be structurally similar to the Grant Coordinator position established in this grant. It is assumed that the Grant Coordinator will attend at least one

regional training per month to become familiar with the content and structure in addition to attend KSDE conferences and events. This travel load averages to approximately two overnight stays per month.

4- Equipment

No Equipment will be purchased through this grant.

5- Supplies

| | Year 1 | Year 2 | Year 3 |
|--|---------|--------|--------|
| Grant Consultant Supplies (space, technology, security, and node rate) | \$6460 | \$4460 | \$4460 |
| Training Materials | \$5000 | \$5000 | \$5000 |
| Total | \$11460 | \$9460 | \$9460 |

The employee supply calculation accounted for the following:

- \$3000 for work space at the Kansas State Department of Education. It is a standing practice of the agency to charge a standard ‘rent’ for each employee’s cubicle. This rent rate is applied to any grant application submitted on behalf of the agency.
- \$2500 for computer and technology support
 - \$2000 is designated for new technology purchases in year 1. Only \$500 is needed for technology, support, and security in years 2-5.
- \$80/month as the NODE Rate (phone, voicemail, email account)

The Training Materials covers essential materials that the KSDE Project Team will provide to each Educational Service Center Site (6 total sites) for use during training over the Kansas Model of Competency-Based Learning. All numbers are approximate.

- ‘Tub’ of training materials = \$150 per site per year (\$900/year)
 - Previous Training boxes consisted of: scissors, markers, masking tape, sticky notes, rubber bands, index cards, ballpoint pens, pencils, stapler, staples, packing tape/dispenser. The total was around \$150.

- For a 12-pack of Sharpies the cost is between \$5.50 - \$24.00, depending upon the point, retractable, etc.
 - Nametags: Adhesive ones are \$33.00 for a box/400. Badge holders the cost would be \$45 bx/100.
 - Bucket/totes– A 54 quart with a 'latch lid' storage box is \$7.71 each. A 71 quart with a latch lid storage is \$10.45.
- Post-It Paper = \$25 per site per year (\$150/year)
- Laminated Content Posters = \$2500 total
 - Posters cost approximately \$25.50 each
 - If each site (6 total) receives 4-5 posters each year, this comes to an approximate total of \$2500
- Printed Materials- Participant workbooks, handouts, flyers, etc
 - Budget is \$1500/year for printing costs
 - Approximately \$250/site
 - \$0.10/page with approximately 2500 copies being made over the course of one year for each site
 - Up to 10 training sessions per year amounts to 250 copies per training. Trainings can have anywhere from 25-100 attendees.

6- Contractual

| | Year 1 | Year 2 | Year 3 |
|---|------------|------------|------------|
| Educational Service Centers in the state of Kansas | \$400000 | \$400000 | \$400000 |
| Educational, External Collaborators for Professional Learning Content, Materials, and Resources | \$300000 | \$300000 | \$300000 |
| External Collaborator to create a Competency-Based Learning Website for Kansas | \$20000 | \$10000 | \$10000 |
| Kansas Public Broadcasting System | \$300000 | \$300000 | \$300000 |
| Total | ██████████ | ██████████ | ██████████ |

In this project, contracts make up approximately 90% of the budget. Thus, grant work done in collaboration with in and out of state partners will be essential to project success. Each collaborating partner, in addition to creating content as described below, will also be responsible for creating systems of measurement around project deliverables. These measurement tools will be created with the KSDE Project Team and will be reviewed and analyzed by the Project Team as part of the work of the grant.

We will partner with 5 regional Educational Service Centers in the state of Kansas: Smoky Hill, Orion, ESSDACK, Greenbush, and SW Plains. As part of this grant, Educational Service Center staff² will be trained to deliver, and support the implementation of the Kansas Model of Competency-Based Learning. Each service center will be paid a flat fee of \$10000 per trainer³ annually. This will cover staff time and travel associated with participating in the training. This is not considered a stipend since the funds are being paid to the employer to cover time and travel and is not being paid to the employee as an addendum to their established salary. We will have no more than 40 trainers per year, with no more than 8 trainers coming from any one service center (some ESCs have more than one site and so 8 is a reasonable number for each ESC as a whole). Meaning, the maximum contract annually held by a service center will not exceed \$80,000.

Each year, we are reserving \$300000 to allow us to contract with in-state and national educational services and vendors who might provide training (or collaborate with us to build training materials) across the state on various topics related to our grant work, including, but not limited to: Competency-Based Learning, Remote Learning (i.e. Distance Learning, Virtual Learning, Blended Learning, etc), Leadership, Personalized Learning, Project-Based Learning, and Equity and Access. We are planning on contracting with in-state service providers and national vendors to provide training and help develop resources and materials to be provided to schools. Additionally, this project seeks to provide support for identified areas of need identified in their reflection upon the conclusion of 'Continuous Learning 2020' (the Kansas response to COVID-19) and based on feedback from over 700 educators who previewed the 'Navigating Change 2020' guidance. This project will not only seek to provide this support for schools in all years of the grant, but this project will focus on the continuous assessment of schools' progress and needs as it relates to on-going professional development and our project objectives.

² In Kansas, Educational Service Centers exist across the state to provide professional development and support services to schools and districts. While they were created at the direction of the state, they are not funded by the state and they are not a state agency. The Kansas Department of Education contracts with them to do training and provide support on special projects, but they also operate as independent contractors to the schools/districts within their region.

³ See position description for 'Competency-Based Learning Trainer' located in Appendix 2.

- Each year, we will work with at least one in-state group and one out-of-state group. Contracts can range from \$20,000-\$150,000. The total contract amount will vary depending on the organization and the scope of work. For the calculation of indirect costs, 3 contracts totaling \$100,000 each were used as the baseline.
- We anticipate putting out for RFP at least two bids annually; RFPs will be over \$5000 and will not exceed \$150,000 for any vendor. In total, we will maintain our budget of \$300,000 annually.

Each year, we are budgeting \$300,000 to partner with the 4 Public Broadcasting System Stations (approximately \$70,000/each) and Kansas Public Radio Stations (approximately \$20,000) across Kansas to produce both Public Service Announcements (PSA) to help parents and families support their student(s) learning at home. These funds will allow for the furthered production of 'Learning Across Kansas' for students of all ages to supplement the education provided by their school.

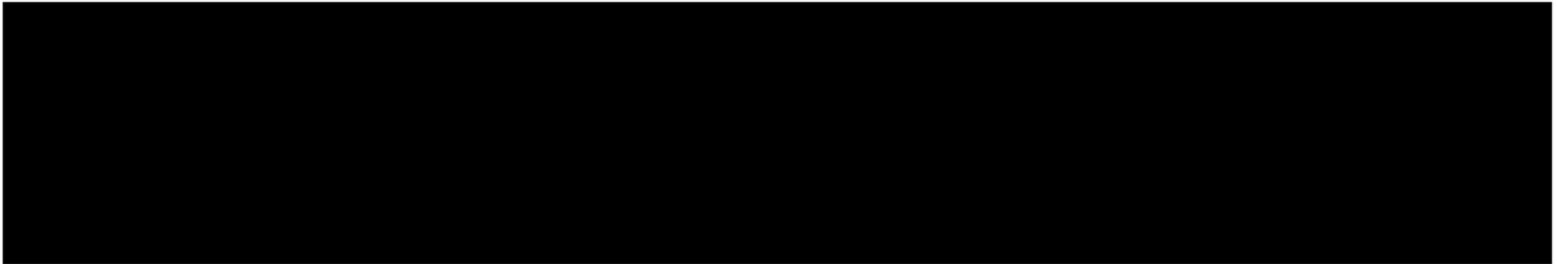
- There will be 8 PSAs produced during the first year and then they all will be run weekly on the PBS TV channels as well as over Kansas Public Radio. These PSAs will provide educational resources and tips from Kansas educators to parents and families across the state.
- The Learning Across Kansas programming will involve 24 episodes created by Kansas teachers and produced and aired by our PBS stations in Kansas. Each level (elementary, middle, and high school) will have 8 episodes each airing over the course of the school year. This programming will involve recorded thematic lessons from Kansas educators, aligned with the Navigating Change 2020 competency-based learning model KSDE is releasing in July 2020.

7- Construction

No construction projects will be completed under this grant.

8- Other

There are no 'other' items associated with this grant.



10- Indirect Costs

| | Year 1 | Year 2 | Year 3 |
|-------|------------|--------|--------|
| Total | [REDACTED] | | |

KSDE's approved indirect cost rate allows us to earn indirect costs on the first \$25,000 paid per vendor per year. The indirect cost rate of [REDACTED] was applied. The Kansas Department of Education, in agreement with the U.S. Department of Education, established from 7/1/2018 to 6/30/2021 a predetermined, restricted rate of [REDACTED] (located in Appendix 3)

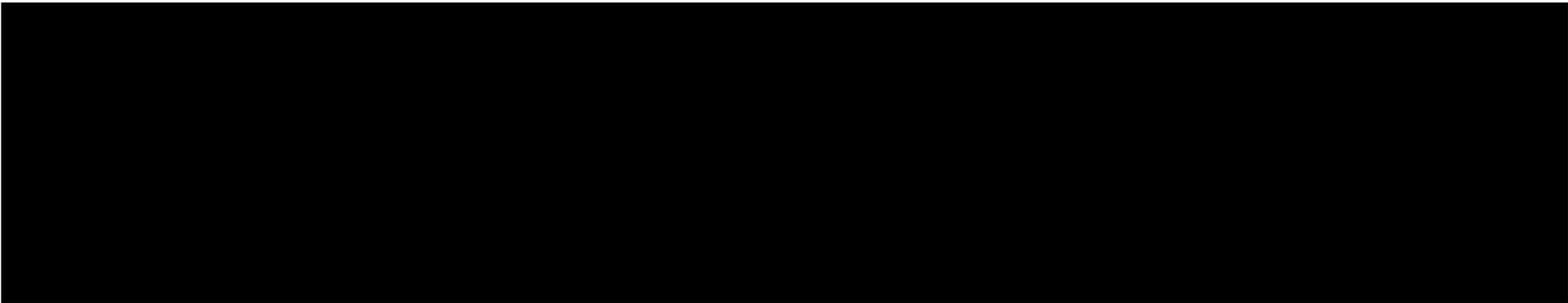
11- Training Stipends

| | Year 1 | Year 2 | Year 3 |
|---|-----------|--------|--------|
| Navigating Change: 2020 Task Force Participant Training | \$210,000 | | |
| Total | \$210,000 | | |

Teachers and leaders who participated in the Navigating Change 2020 work, will be eligible to receive training to become coaches⁴ across the state on the Navigating Change Guidance. This task force met in three phases and consisted of approximately 210 (60 from Stage 1 of work and 150 from Stage 2) teachers and leaders from across the state.

In year one, eligible participants (eligible meaning- was a member of the task force and is involved in a school system) will receive a \$1000 stipend to participate in training to become a 'Certified Navigating Change 2020 Coach'. After receiving the training, participants will become 'coaches' over the content created in the Navigating Change 2020 Guidance.

⁴ See position description for 'Navigating Change 2020 Coach' located in Appendix 2.



Total costs were calculated to include all direct costs and indirect costs.