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| **Name of Grant Program:** Kaleidoscope Cohort Two School Funds | **Fund Code:** 101 |

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| PART III – REQUIRED PROGRAM INFORMATION |

IMPORTANT NOTES PRIOR TO COMPLETING PART III:

**Kaleidoscope Cohort II School Teams**

* Every school in Kaleidoscope Cohort Two must have a Pilot Advisory Team comprised of at least three members, including at least one instructional leader and at least two classroom-based educators. Beyond the 3 required members, there are no requirements around the roles additional Pilot Advisory Team members. This grant opportunity will fund a maximum of 8 members of each Pilot Advisory Team at each school in the Cohort for up 6 hours of Kaleidoscope work per month.

**Kaleidoscope Convenings, On-Site Coaching, and Independent Learning**

* During the school year 2021-2022, the Kaleidoscope Collective for Learning will run **two required full day convenings (about 4.5 hours)**  for Kaleidoscope Pilot Advisory Team members and **monthly professional learning sessions (about 2 hours)**.
  + Active participation at **both convenings is required, as well as attendance at the monthly professional learning sessions** is expected for all Kaleidoscope team members.
  + Schools must report convening and professional learning attendance via an attendance tracker provided by Kaleidoscope, which will be verified by their Regional Superintendent.
* Outside of professional learning sessions, the Pilot Advisory Team (PAT team) will spend 2-3 hours a month to meet to implement learning from sessions, work to create proof points of adjusted Deeper Learning tasks with the use of Kaleidoscope tools and resources, as well as prepare for Year 2 and 3 school-wide roll-out and implementation.
* Kaleidoscope staff will utilize protocols and coaching to support the implementation and team reflection of deeper learning tasks adjusted and prepped by the Pilot Advisory Team. At times, this may include school and classroom visits that require the Pilot Advisory Team to share tasks, agendas, protocol notes, and other instructional materials with the Kaleidoscope team to support on-going learning and coaching.
* Kaleidoscope/DESE staff will conduct four half-day on-site visits to help facilitate local team meetings and planning activities, support implementation of Kaleidoscope specific Deeper Learning efforts, as well as to inform the state vision of effective and equitable Deeper Learning and the necessary conditions for implementing effective and equitable Deeper Learning at scale.
* During monthly PAT team meetings, Kaleidoscope staff may ask school teams to video record clips of deeper learning tasks and/or use of Kaleidoscope protocols and tools for the purposes of creating a collection of examples of effective implementation. These videos may be used in professional learning sessions and to provide examples of deeper learning across the Commonwealth.
* Kaleidoscope estimates that classroom-based educators will spend about 60 hours per year, outside of contract hours, participating in professional learning, coaching, planning for FY22-23, and engaging in PAT team activities. Kaleidoscope estimates that building principals will spend about 50 hours per year, outside of contract hours, engaged in Kaleidoscope activities.

**Kaleidoscope Program Evaluation**

* *Kaleidoscope Program Evaluation:* Cohort Two schools will participate in an external, third-party independent evaluation of Kaleidoscope. This independent evaluation will document the successes and challenges with the materials, professional learning, coaching and implementation of the deeper learning work. This is not an evaluation of districts, schools, or individual educators. The goal of evaluation is to collect information from participants that will support improvements in the resources, supports, and implementation model that DESE is using. The research team will be selected using an open and competitive bidding process. The methods of the evaluation have not yet been determined and opportunities to participate will be communicated and arranged in advance. Evaluation methods may include, but are not limited to: surveys, interviews, reviews of tasks, reviews of student work samples, classroom observations, and/or focus groups.
  + Protection of Student Privacy
    - DESE and all of our research partners are required by federal ([FERPA](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)) and state ([FIPA](https://www.mass.gov/regulations/940-CMR-1100-fair-information-practices-act)) law to protect the confidentiality of individual-level data. Research partners are required to enter into a legal agreement with DESE to ensure the confidentiality of all data and reporting that meets state and federal law as well as DESE’s additional suppression rules to ensure that no individual student or educator can ever be identified.
  + School and district administrators will:
    - Support the evaluation of the pilot by ensuring all data collection policies are identified and followed, including:
      * Connecting evaluation team with appropriate district and school personnel on data collection policies; and,
      * Supporting the participation of pilot teacher and leader in evaluation activities.

**Early College:**

* For the High Schools, a technical assistance provider, funded by DESE, will support designing/ advancing the implementation of an Early College program. After an initial diagnostic report is completed by the technical assistance provider, the school team and DESE staff will meet with the provider to review the recommendations of the diagnostic report. Based on these recommendations, the school team will work with the provider and DESE staff to create a multi-year plan for enhancement of the school’s Early College Program towards the goals laid out in the state’s [Early College Designation Criteria](https://www.doe.mass.edu/ccte/early-college/designation-criteria.pdf). The school will participate in regular meetings with DESE staff and the technical assistance provider to receive support with plan development and implementation.

**School-Based Strategic Planning Process**

* In Spring 2022, PAT teams will work collaboratively with the Kaleidoscope team to develop a strategic school-wide action plan to accomplish their goals to support deeper learning, informed by the work of the PAT team in Year 1. Note: In SY22-23 and SY23-24, schools will be expected to reflect on the school-wide plans and create action plans to identify progress and determine next steps as they implement their strategic plan.

Schools must meet the requirements above throughout 2021-2022 to maintain active status in this grant opportunity.

Address all applicable areas of Part III.

* As per the RFP, all grant application documents, including this Part III and any supplemental information, must be submitted through EdGrants.

**General information:**

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| **School Name** |  |
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| **Primary Grant Contact** | Name: |
|  | Email: |
| **Team Lead Name (if different from above)** | Name: |
|  | Email: |
| **School Address:** |  |

**Proposed use of Funds: How do the proposed use of funds (stipends) support and /or align with your school goals and work to advance Deeper Learning in your school(s)? Please additionally attach tracking documentation to ensure stipends will be allocated to staff in a manner consistent with grant requirements. (Minimum 250 words)**

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**For Early College Funding (for high schools only): How will these funds develop/advance an aspect of the** [**designation criteria**](https://www.doe.mass.edu/ccte/early-college/designation-criteria.pdf) **of the early college programming? (Minimum 250 words)**

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**Contact Information**: List the name(s) and position(s) of the primary contact and **TWO** additional individual(s) who may be contacted regarding this proposal.

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| **Name** | **Position** | **Email Address** | **Phone Number** |
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