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| **KVEC LEARNING INNOVATION GRANT APPLICATION** |
| **../Library/Mobile%20Documents/com~apple~CloudDocs/Desktop%20Files/ARI%20Innovation%20Mini%20Grant%20Payments/KVEC%20logo%2015.jpg****Applications Should be E-mailed to:****Bernadette Carpenter, KVEC Instructional Lead****bernadette.carpenter@hazard.kyschools.us****PHONE: 606-776-9930****(Faxed copies will not be considered. E-mail receipt will establish deadlines.)****APPLICATION DUE: August 17, 2020****Applications will be scored by an independent panel in a blind scoring process that uses the enclosed application review rubric.**  |
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**COVID 19 – A Catalyst To Transform Teaching And Learning**

***COVID 19 has forced us all to reimagine how we deliver an engaging learning experience for students. While this unprecedented event presents challenges, it is also an opportunity to create new, relevant and effective solutions that take advantage of technology and learning resources that increase opportunity for effective teaching and learning. Therefore, KVEC Learning Innovation Grants will focus on discovering new strategies, tools and processes that will enhance opportunities for impactful teaching and learning.***

In relation to this application, the following **Definitions** and **Belief Statement** are offered for your consideration:

**Digital Learning** is "learning facilitated by technology that gives students some element of control over time, place, path and/or pace."

**Remote Learning is** “learning that takes place outside of the traditional school setting using various media and formats.

**Blended Learning:** Blended learning is the strategic integration of in-person learning with technology to enable real-time data use, personalized instruction and mastery-based progression.

**Distance Learning:** Students engage in learning experiences from a location other than school, relying on digital tools and resources as the sole method of communication, content delivery, assessment and student feedback.

**Educators are essential** to learning. Technology may change the role of the teacher, but it will never eliminate the critical need for a teacher. Well designed and implemented digital/remote/blended/distance learning, ensures that teachers will be able to provide personalized support to ensure students learn and stay on track – throughout the year and year after year.

**KVEC Learning Innovation Grant Application**

**Procedures and Requirements:**

Kentucky Valley Education Cooperative (KVEC) supports bold and locally directed improvements in leadership, teaching and learning that directly improve achievement. KVEC and member districts serve as an innovation laboratory for public education with an emphasis on rural communities.

Educators in KVEC’s participating school districts are eligible to apply for the competitive Learning Innovation Grants. **Priority will be given to practitioner developed solutions** and, educators may apply for up to $1,000.00 to enhance learning by implementing innovative strategies that provide authentic solutions and approaches to learning in a digital/remote/blended/distance environment. KVEC will award 100 (one-hundred) Learning Innovation Grants.

Proposed innovations should be framed around specific teaching and/or learning goals that will enhance a digital/remote/blended/distance learning environment.

All submissions will be evaluated by an external review team using the enclosed Scoring Guide.

On-going assistance will be available through the District Liaisons and on [www.theholler.org](http://www.theholler.org).

***Application requirements include:***

1. A complete submission of application
2. Commitment to present your project and the projected impact at the Virtual Fall FIRE Summit
3. Commitment to prepare a PowerPoint and present your project and the impact at the Virtual Spring FIRE Summit
4. Commitment to participating for the entire day at the Virtual Fall FIRE Summit and the Virtual Spring FIRE Summit and provide feedback to KVEC and other educators
5. Commitment to share project results on the KVEC interactive WEB portal ([www.theholler.org](http://www.theholler.org))

throughout the year (Posting must occur on Promising Practices Holler by October 15th, January 15th, March 15th and May 15th.)

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| **Required Dates for KVEC’S Learning Innovation Grants** |
| **August 17, 2020** | **Deadline for Grant Submission** |
| **September 4, 2020** | **Notification of Grant Award** |
| **October 20, 2020** | **Present at Virtual Fall FIRE Summit and participate in activities for the entire day/s of Summit.** |
| **April 21, 2021** | **Present at Virtual Spring FIRE Summit and participate in activities for the entire day/s of Summit.** |
| **May 1, 2021** | **Final Report must be submitted to KVEC** |

**APPLICATION COVER PAGE**

**(To be included with Application)**

**Applications must be submitted electronically with signatures. It is suggested that you request a read receipt with your submission.**

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| Teacher’s Name: |
| Grade Level | # of Students Involved |
| E-mail Address | Phone Number |
| School Name | County |
| School Address City Zip Code |

**Application *must* be submitted by 4:00pm on\_\_\_\_\_\_\_\_\_\_\_\_\_**

### Grant Applicant Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

### Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

**Superintendent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_**

### Project Title (short, creative and on point) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### KVEC’S Action Research Cycle for Learning Innovation Grant

**Step 1: Identify area of focus and a research question-what is your problem of practice? *(Identified in the Application Process)***

**Step 2: Learn more about your issue. (*Individual and collegial examination independently and at the Learning Innovation Grant Acceptance Meeting.)***

**Step 3: Develop your plan of Action- Explain how you are going to Systematically study the impact of a Specific strategy on a Specific problem. This is your promising practice. (*You will present your project overview at the Fall FIRE Summit in October 2020.) Visit*** [***www.theholler.org***](http://www.theholler.org) ***to see previous presentations, click on SUMMIT tab-top right of screen.***

**Step 4: Implement Plan, Collect, and Analyze Data. (*This takes place between the Virtual Fall FIRE Summit and Virtual Spring FIRE Summit.)***

**Step 5: Communicate Results. (*This is the focus of the Virtual Spring FIRE Summit in April 2021.)***

**Step 6: Continue Reflection and plan for a new cycle.**

**Application Requirements:**

1. **Application Cover Page (page 5).**
2. **Area of Focus and/or Research Question- (What is your identified Problem of Practice?)**
3. **Action Plan: (Minimum of 250 words) What will you implement to address the problem of practice? What resources are needed? Who is involved? How are your students actively involved –include examples of what students will actually do? What is the timeline? (Please remember you are Systematically studying the impact of a Specific strategy on a Specific problem).**
4. **How will you evaluate your project outcome? What data/evidence will be collected; how will it be evidenced?**
5. **Budget: Provide a budget narrative that defines grant expenditures (page 7).**
6. **Completed Project Summary and Digital Photo (pg. 6 of application).**

**Project Summary**

**Below are seven guiding questions that may serve to develop a summary of your proposal.**

**Based on your response to these questions, write a brief summary of your proposal (a tightly constructed paragraph that compellingly describes your proposed project to your peers and the national and international audience. A digital photograph of yourself should also be submitted.**

**If your proposal is selected for funding, the summary and picture you submit will be used in the Virtual Fall FIRE Summit Program and Virtual Spring FIRE Summit Guide.**

1. What is your problem of practice in implementing a blended learning environment?
2. What strategy will you implement this year to address the problem?
3. What resources and personnel do you need to implement your strategy?
4. What research question will guide your study of this innovation?
5. What outcomes will prove that your innovation has succeeded?
6. How will you measure those outcomes?
7. How can you be sure that any positive outcomes on these measures are actually due to your innovation and not something else?

**APPLICATION DUE:**

**Budget Narrative:** Please attach a sheet(s) describing how the items you have identified in your budget relate to your problem of practice and activities purposed in the application. All items must have a direct impact on student success.

**Projected Budget Detail:**

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| **Description of Item/Activity** | **Projected Amount** |
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Total Amount Requested: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Project funds must be spent during the school year (2020-2021).**
2. **A final expense report will be required – due May 15th.**

**Scoring Guide**

**KVEC’s Learning Innovation Grant**

**Discovering new Strategies, Tools and Processes to Enhance Opportunities for Impactful Teaching and Learning in a Blended Instructional Environment**

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| **A.****Innovation**  | Proposal directly addresses innovation with the intent of improving learning and has the potential for direct impact to student learning and/or experience | Proposal’s innovation may be stated or inferred and/or only minimal evidence is provided to support its claims to improve teaching and learning. | Innovation may be inferred but is not directly addressed to support its claim to improve teaching and learning |
| **B.** **Project****Goals** | Goals for the project are clearly described and thoroughly documented; proposal supports Innovative practices of the KVEC mission. | Purpose is stated and some evidence of need is provided. The proposal aligns with the Innovative practices of the KVEC mission. | Project’s purpose is unclear or does not address the Innovative practices of the KVEC mission. |
| **C.** **Project****Design** | Project has a strong and innovative design with procedures and activities that are well defined, fully explained, and link to project goals. Both teacher and students are actively involved in the work. | Project has adequate design with procedures and activities that are defined but somewhat lacks innovation. More teacher focused instead of student focused. | Project design is vague and not clearly linked to project goals or innovation. Program- based relying on software  |
| **D.** **Impact** | Proposal describes the short and long term impact to students, the school, the larger school community and other teachers  | Proposal describes impact but does so only in general terms. Specifics are lacking. | Proposal does not describe either short or long term impact or both. |
| **E.** **Plans for** **Project** **Evaluation** | Proposal includes methods to evaluate the project. Improved teaching and learning outcomes addressed. | Proposal includes at least one method to assess participants or evaluate the project. | Proposal does not include any methods to assess participants or project. Or, the methods are vague. |
| **F.** **Budget** | Budget is complete and contains all required information. Budget is cost effective and linked to activities and outcomes that will be sustainable | Budget is complete but is not cost effective and/or related to activities and outcomes and does not address sustainability | Budget lacks required information or includes unallowable expenditures. |
| **G. Sustainability** | Proposal directly addresses sustainability and provides compelling evidence to support its claims | Proposal’s sustainability may be stated or inferred and/ or only minimal evidence is provided to support its claim | The proposal does not address or fails to provide evidence of sustainability  |

**I acknowledge that I will:**

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|  | **make a commitment to engage in Action Research** |
|  | **watch video presentation on** [**www.theholler.org**](http://www.theholler.org) **of the *Overview of KVEC’S Learning Innovation Grant* protocols** |
|  | **attend the Virtual Fall FIRE Summit (October 20, 2020) and Virtual Spring FIRE Summit (April 21, 2021) (*participation in the entire day is a requirement)***  |
|  | **develop a poster that tells the story of the work you are doing with your grant proposal and deliver a presentation at the Virtual Fall FIRE Summit and participate in the entire day.** |
|  | **develop and deliver a 10-minute PowerPoint presentation for the Virtual Spring FIRE Summit and participate in the entire day**  |
|  | **be part of an on-going support network on** [**www.theholler.org**](http://www.theholler.org)**, making posts at** **least four times during the school year – by October 15th, January 15th, March 15th and the final post by May 15th**  |
|  | **complete the appropriate paper work for reimbursements and expenditures by** **following established KVEC/USDOE procedures** |
|  | **completing all requirements in a timely manner** |

***(This completed form must be returned with Application or application will not be considered.)***

***I understand that by accepting this award, I agree to abide by the approved guidelines listed above.***

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**Signature of Grant Recipient Date**

***I acknowledge that I will assist in the implementation of this grant if awarded.***

**Signature of District Innovation Coordinator Date**

in•no•vate - v. To begin something new: introduce.

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-- Webster's II

Innovation is the spark of insight that leads an inventor or an artist to investigate an issue or phenomenon. That insight is usually shaped by an observation of what appears to be true or the creative jolt of a new idea. Innovation is driven by a commitment to excellence and continuous improvement. Innovation is based on curiosity, the willingness to take risks, and experimenting to test assumptions. Innovation is based on questioning and challenging the status quo. It is also based on recognizing opportunity and taking advantage of it.

In the world of education, innovation comes in many forms. There are innovations in the way education systems are organized and managed. There are innovations in instructional techniques or delivery systems. There are innovations in the way students are included in an active learning process. The list goes on and on.

An element of KVEC’s mission is to identify, support and promote innovative practices in education, to discover new solutions and provide opportunities/solutions to teach virtually - and as importantly - support and promote those educators and their students who are daring to be great.

Learning Innovation Grant must:

1. *Address a strategy that will help educators to provide effective learning in a virtual/blended environment.*
2. *Pass through a competitive review process focused on the project's design.*
3. *Demonstrate the promise of tangible improvement in teaching and/or learning and,*
4. *Award recipients agree to present their proposed innovation at the Virtual Promising Practices FIRE Summit in the* ***Fall*** *and present their associated results at the Virtual Action Research FIRE Summit in the* ***Spring****.*

How can we responsibly promote untested, unproven, but innovative practices and how can we encourage the inventors of innovations to start developing an evidence base so that over time these interventions can be held up to review and demonstrate their effectiveness?

**First, we practice transparency.** The Learning Innovation Grants awarded through the Appalachian Renaissance Initiative are not yet tried and true. They have not yet been subjected to rigorous scrutiny. Applicants/Recipients attempt to describe the intervention in an informative and compelling way, while not making claims about its effectiveness until results can be measured and compared.

**Second, we provide ongoing support for Learning Innovation Grant recipients.** Once awarded an innovation grant, educators are connected to a broad system of available supports that include regionally based staff, District Innovation Coordinators, colleagues and a growing virtual landscape focused through the lens of [www.theholler.org](http://www.theholler.org).

**Third, we encourage all grantees to use Action Research designs so that, over time, we can learn if these interventions are effective.** We do not mandate a specific set of metrics or require a common model, believing that the dynamics in individual classrooms/initiatives require unique designs specific to needs and outcomes. We provide incentives for grant applicants to embed such studies into their project designs from the beginning as reflected in the scoring rubric.

**Fourth, we showcase and highlight the work of Innovation grantees.** Grantees are required to present their plan and their findings twice each year at regional Summits focused on Promising Practices and associated Action Research. As a critical mass of grantees develops--those that have shown positive impacts on student achievement or other positive outcomes—it will enable us to promote innovations aggressively, through publications, web sites, and videos.

**Fifth, we provide access to an online portal,** [**www.theholler.org**](http://www.theholler.org)**, to review current and previous grant recipients’ work and videos.** The video presentations can serve as a resource as you develop your own presentation about the action research you will be conducting during the 2020-2021 school year. Each grantee will post updates at least 3 times per year on the Promising Practices Holler so interested followers remain engaged.

**A note about Action Research -**

Action research is a practical approach to professional inquiry. As its name suggests, action research concerns actors – those people carrying out their professional actions (for our purposes, teaching and learning) from day to day - and its purpose is to understand and to improve those actions. It is about trying to understand professional action from the inside; as a result, it is research that is carried out by practitioners on their own practice, not (as in other forms of research), done by someone on somebody else’s practice. Action research in education is grounded in the working lives of teachers and students, as they experience them.

Action Research is about:

* the improvement of practice,
* the improvement of the understanding of practice,
* the improvement of the situation in which the practice takes place.

*Carr, W. & Kemmis, S. (1986) Becoming Critical: education, knowledge and action research.*