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Local Laboratories of Learning (L3)
Application & Agreement Form

BACKGROUND

In 2020, the Kentucky Board of Education (KBE) reaffirmed its commitment to equity. This statement recognizes the ways in which Kentucky has already made strides toward equity; however, the equity resolution also states clearly that the work of ensuring equal opportunity to learn, to thrive and to be successful as a young person in Kentucky is not complete. Then, in the spring of 2021, Kentucky's Commissioner of Education and Chief Learner Jason E. Glass staged a series of listening tours across the Commonwealth to hear from Kentuckians about what was going well in our schools, and what needed to be different. These meetings culminated in the formation of the Kentucky Coalition for Advancing Education, a group with diverse perspectives from across the Commonwealth whose goal was to bring together the lessons learned from the listening tours. The coalition includes students, families, teachers, school administrators and community leaders from across Kentucky. The group is intentionally diverse, and brings together voices and participants who have not always been at the table when decisions are made about Kentucky's schools. In an effort to create a vision for education in Kentucky, the coalition developed the United We Learn: Hearing Kentucky's Voices on the Future of Education report that lays out how education can be transformed into an enriching experience that prepares students for life in this rapidly changing world.

To bring this bold vision for Kentucky's schools to life, we need a united effort that engages every community and school in the Commonwealth. Our kids cannot wait for political action for our work to begin. Although lawmakers and policymakers will hopefully significantly help this effort, the changes we need will happen in communities and classrooms and should begin today. We do not need permission to begin improving learning experiences for Kentucky's children.

Our work already has begun with Kentucky's Innovative Learning Network. Cohort 1 – Allen, Fleming, Frankfort Independent, Jefferson, Johnson, Logan, Shelby and Cohort 2 - Berea Independent, Boone, Bullitt, Corbin Independent, Greenup, Lawrence, Marshall, and Metcalfe – currently serve as Local Laboratories of Learning (L3s), where they are piloting new assessment, accountability and learning approaches. These districts have also formed local and inclusive coalitions to guide their work. We continue to learn from their experiences and help to bring about the large-scale changes for our entire state.

If your district is committed to engaging your local community and creating deep and meaningful learning experiences for students, we encourage your participation in **Cohort 3 of the Local Laboratories of Learning (L3)** as part of the United We Learn effort to help us bring about a bold new era of education in Kentucky. To learn more, visit the KDE United We Learn webpage.

PURPOSE OF LOCAL LABORATORIES OF LEARNING (L3s)

Develop a new approach to assessment and accountability in the state of Kentucky by:

- Involving the broader community in an equitable partnership based on co-creation with the district and its educators.
- Developing capacities and structures for reciprocity within local geographical communities, between local learning communities and the Kentucky Department of Education (KDE)
- Establishing cycles of inquiry in Local Laboratories of Learning
- Connecting Local Laboratories of Learning in a network for purposes of sharing learning, building capacity, and synthesizing insights for KDE
- Build more equitable and liberatory systems through transformational leadership habits of empathy, inclusion, co-creation, and reciprocity

CRITERIA & CONSIDERATIONS

Local Laboratories of Learning (L3s) share a history and culture of transformative change that is understood and accepted within the district and the community. At both the school and district level, deep and trusting relationships founded upon inspired leadership should be developed. Participation in the L3s extends well beyond the district level and into the local community. These community-based partnerships aim to create a more equitable future for education in Kentucky through an inclusive co-design process. Districts who wish to participate as L3s should consider their internal commitment to practice and strengthen core habits of empathy, co-creation, inclusion, and reciprocity. L3s should have a strong commitment to these goals and values at all levels of leadership across the district and local Board of Education.

TIMELINE & COMMITMENTS

From March 2022 – Summer 2022, a leader from participating communities should expect the following:

- Attend L3 Orientation virtual session on April 7, 2022 from 4:00 - 5:30 PM EST
- Each Cohort 3 district will be paired with a Cohort 2 participant as a learning mentor and partner in the current design process
    - Attend design sessions to observe Cohort 2's process: 1.5 – 3 hours per month
- Attend Community of Practice (CoP) virtual meetings with other L3 Leaders
    - April 14, 2022 from 4:00 - 5:30 PM EST
    - May 12, 2022 from 4:00 - 5:30 PM EST

From Fall 2022 – Summer 2023, your cohort would launch and teams can expect the following:

- Assemble local coalition to begin the design process
- Design sessions with local coalition team: 1.5 - 3 hours per month
- Planning and preparation for coalition meetings (including time to learn with team leads in other communities): 2 - 3 hours per month
- L3 Leads attend Community of Practice: approx. one virtual meeting per month

As the work progresses, there will be opportunities to share learning with the Kentucky Coalition for Advancing Education, KDE, and KBE. There will also be opportunities to see innovative work in action, which we will build into the schedule as well. This work will continue to develop throughout the year.

KEY SUPPORTS

Core Design Team

A core team from the Center for Innovation in Education (C!E), the Kentucky Department of Education's Division of Innovation, the University of Kentucky's Center for Next Generation Leadership, and the Kentucky Student Voice Team work to co-create inclusive design modules and provide 1:1 advising support to L3 communities.

L3 Community of Practice

A shared learning space where all L3 district and community co-leads come together to prepare for facilitation of local design modules, lean on each other to make choices and learn from what happens in their local meetings.

L3 Partnership Collaborative

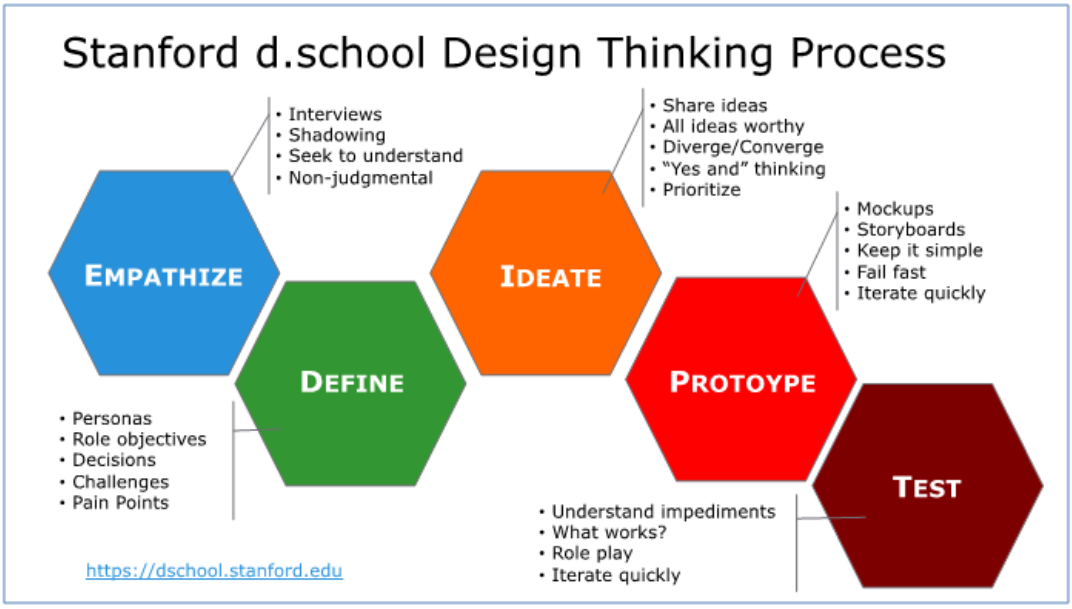
Using ESSER funds, an additional layer of support is made up of nationally-recognized vendors who provide design, consulting, and policy services to local education agencies. As L3s identify needs in the areas of assessment, accountability, and credentialing of learning design, this collective of providers will work collaboratively to support communities in the design, testing, and implementation of prototypes.

PROCESS

The Local Laboratories of Learning (L3s) will work through modules of design based on the Stanford d.School Design Thinking Process. Each module includes a clear outcome that advances the design work. There is a strong relationship between competency-based habits and the design cycle. The Center for Innovation in Education (C!E) hypothesizes that an inclusive design cycle is an opportunity for education systems to practice interacting with the people who are simultaneously most impacted and most marginalized by the system. The design cycle is an opportunity to practice moving towards a system of shared power built on habits of inclusion, empathy, co-creation, and reciprocity. In this modular approach, the products that are created during the design cycle provide opportunities for the coalition to show evidence of how they are building these habits into their interactions (e.g. a team that includes

those who are most marginalized by the system and those who hold traditional forms of power is evidence of an inclusive team; a co-created accountability plan should include evidence of many voices.)

As Cohort 2 launches its local coalitions and engages in the modules for an initial design cycle, Cohort 3 leaders will be paired with a district in Cohort 2 in order to engage in observing the design process. Through this paired learning ("fishbowl") experience, Cohort 3 leaders will become familiar with the L3 design process and plan their own launch for Fall 2022. In a design cycle, a district leader and community co-leader work together to facilitate modular design sessions with their local coalitions. While in-person meetings are encouraged, all tools and activities include virtual facilitation guides as well.



The following provides a general overview of the design phases which are supported by a number of modules with activities and tools for L3 leads to use with their coalitions.

Design Phase	Description
Coalition Formation	• Identify marginalized members of the community • Form groups, invite and enlist individuals, and then launch the inquiry by building shared knowledge
Empathize	• Engage in empathy work (interviews) • Interrogate the instructional core of learning (beliefs, assumptions, who participates, how it impacts implementation)
Define	• Envision future instructional core • Identify priorities of the current system that are valuable • Identify the underlying problems/challenges that arise from unintended consequences of the current system

Ideate	• Brainstorm potential solutions to an identified problem/challenge of the current system
Prototype	• Design an assessment and accountability model idea to address the identified challenges • Develop clear metrics for the prototype, in consideration of both the existing accountability context and the desired state
Test	• Test Prototype ideas in local contexts • Evaluate and share findings from each test • Engage in cross-group shared analysis of themes from across tests • Identify small group and cross-group insights • Support other teams before, during, and after their tests • Publish and publicize findings • Engage state board of education in findings

BENEFITS

- Each Local Laboratory of Learning (L3) will receive additional funding from ARP ESSER to support the design, development, testing, and scaled implementation of innovative local assessment and accountability models

- Access to the L3 Partnership Collaborative, a collection of nationally recognized vendors who support Local Education Agencies in the design of innovative accountability, assessment, and credentialing of learning

- L3 Leaders will participate in a Community of Practice to share learning and experience with other district and community leaders across the Commonwealth

- Access to 1:1 coaching and support from the Kentucky Department of Education (KDE), the Center for Innovation in Education (C!E), the University of Kentucky's Center for Next Generation Leadership, and the Kentucky Student Voice Team

- L3 district leaders gain membership to the Kentucky Innovative Learning Network (KY ILN) which serves as an additional partnership between KDE and local school districts to host additional innovative opportunities including, but not limited to: Personalized Graduation System, PBLWorks Leadership Network, study tours, annual travel and partnership grants

ASSURANCES

1. The District Representative(s) named in this agreement has reviewed the readiness criteria and considerations for Local Laboratories of Learning (L3) participation; the representative(s) agrees that conditions within the district and community are in place in order to ensure a successful engagement with Local Laboratory of Learning activities and the district is able to commit to the timeline for participating in the design process

2. The District Superintendent has read and agreed to the criteria for participating as a Local Laboratory of Learning. If not serving as the district's Local Laboratory of Learning leader, the Superintendent agrees to participate as a member of the local coalition

3. The Local School Board of Education has approved the submission of this agreement to the Kentucky Department of Education (KDE) and supports the district's participation in the United We Learn effort as a Local Laboratory of Learning

4. The district understands the reciprocal nature of the community accountability design process and agrees to welcome participation from a diverse group of stakeholders; allowing educators from the district as well as other community members, to participate in the design process which will occur during hours set outside of a traditional school day unless otherwise established by the local coalition

5. The district understands the reciprocal nature of community accountability and acknowledges that KDE will seek and expect district involvement in important decisions regarding the design and implementation of community accountability; the district agrees to participate in such decision-making discussions and opportunities to share learning with the Kentucky Coalition of Advancing Education, Kentucky Department of Education, and Kentucky Board of Education

AGREEMENT

Our district agrees to engage our community in the United We Learn effort as a Local Laboratory of Learning (L3) Cohort 3 member. If selected, we agree that a district leader will attend the Kentucky Coalition for Advancing Education (KCAE) virtual meeting on Tuesday, March 29, 2022 from 4:00 – 5:30 P.M. EST. We understand that in order to participate, this agreement form and narrative responses must be signed and submitted to Sarah.Snipes@education.ky.gov by ***4:00 P.M. EST on Tuesday, March 22, 2022***.

REQUIRED SIGNATURES

_____ _____

District Superintendent Date

_____ _____

Board of Education Chairperson Date

NARRATIVE RESPONSES

As part of the scaled implementation of the Local Laboratories of Learning (L3), the Kentucky Department of Education is seeking six districts to participate in Cohort 3. Should more districts show interest in participating, KDE will use the following narrative responses from each district to competitively select participants. If a district applies, but is not selected for the third cohort, they will be encouraged to participate in Cohort 4 (launching in 2023).

1. What are your district's motivations for participating in the United We Learn effort as a Local Laboratory of Learning (L3)? What does your district hope to learn and accomplish from the experience?

2. The Local Laboratories of Learning (L3s) continually reflect on and employ the habits of empathy, co-creation, reciprocity, and inclusion throughout the design process. Reflect on your district's current practice of these habits in its mission, vision, and current systems, identifying areas of strength and opportunities for growth.

3. What partner organizations (business, religious, social, etc) exist in your community that could meaningfully engage in the design process of a new local accountability model as members of your local coalition?

4. Explain why your district leadership believes it is important to include voices from diverse stakeholders, including traditionally marginalized populations, in reimagining our current education system.

EVALUATION CRITERIA

Narrative Response Question	10-8 Points	7 – 4 Points	3 – 1 Points
1	*The district is clearly committed to creating more equitable local and state-wide education systems; the district is highly engaged and motivated to transform local models of assessment and accountability*	*The district is committed to creating more equitable local and state-wide education systems; the district is motivated to transform local models of assessment and accountability*	*It is unclear to what extent the district is committed to creating more equitable local and state-wide education systems; the district does not specify their motivations to transform local models of assessment and accountability*
2	*The district is openly willing to reflect on the habits of empathy, co-creation, reciprocity, and inclusion; while there are some strengths in place, the district puts emphasis on ways to improve these practices and demonstrates a desire to learn and grow*	*The district is willing to reflect on most of the habits of empathy, co-creation, reciprocity, and inclusion; there may be some areas of strength in place, the district includes ways to improve their practice of some of these habits*	*There is limited reflection from the district on the habits of empathy, co-creation, reciprocity, and inclusion; responses may only focus on areas of strength or signals a fixed mindset around these habits in the district's practices*
3	*District leaders have a great awareness of many organizations that exist within their local community that would be an asset to their L3 coalition and have established relationships with some partners to support improved student experiences in the past; the district is eager to involve external partners in assessment and accountability design*	*District leaders have an awareness of some organizations that exist within their local community that would likely engage in their L3 coalition; the district seeks to involve external partners in assessment and accountability design*	*District leaders have limited awareness of organizations that exist within their local community that would likely engage in their L3 coalition; it is unclear if the district seeks to involve external partners in assessment and accountability design*
4	*District clearly believes that diverse groups of stakeholders belong in decision-making spaces for education and add valuable input to design processes; district strongly commits to valuing marginalized members of the community in their L3 coalition*	*District believes that diverse groups of stakeholders belong in decision-making spaces for education; district strongly commits to include marginalized members of the community in their L3 coalition*	*It is unclear if the district believes that diverse groups of stakeholders belong in decision-making spaces for education; district does not signal a commitment to include marginalized members of the community in their L3 coalition*