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COLORADO  
EDUCATION  
INITIATIVE

# **Seed Grant Opportunity for Colorado Schools in Piloting Measures of Non-Academic Learning Outcomes**

**Application Release Date:  
November 19, 2015**

**Proposals Due:  
January 15, 2016 by 5 pm**

**For more information, please contact:**

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**Issued by:**

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## **Seed Grant Opportunity for Colorado Schools in Piloting Measures of Non-Academic Learning Outcomes**

### **CEI BACKGROUND**

The Colorado Education Initiative (CEI) is an independent non-profit that collaborates with CDE, schools, and districts across the state to accelerate achievement for all Colorado students. We believe every student can reach his or her full potential with the right set of supports. This means that every student in Colorado is prepared and unafraid to succeed in school, work, and life, and ready to take on the challenges of today, tomorrow, and beyond. Through CEI's Next Generation Learning work, we have identified several tools that measure various components of non-academic outcomes, including personal, professional, entrepreneurial, and civic competencies. This seed grant opportunity is focused on supporting Colorado schools interested in administering one of these tools at least once by June 2017.

### **NON-ACADEMIC OUTCOMES OVERVIEW**

Research shows that "character skills" predict grades throughout K16 as strongly as IQ does<sup>1</sup>, account for as much or more of the educational attainment effect as cognitive skills do, and predict performance evaluations in the workforce more strongly than IQ does.<sup>2</sup> Further, through recognizing, valuing, and growing the non-academic competencies that our students possess, students are able to develop a sense of belonging and connection to their school community in ways that can foster academic growth. A more holistic perspective on student competencies allows educators to support all students in achieving their fullest potential.

It is no longer sufficient to focus primarily on developing and measuring academic competencies in school because success in today's society requires a broader set of skills. Yet, we have learned that teachers, parents, and students are challenged with how to measure non-academic competencies and a lack of experience and capacity for applying this information in the classroom or school to close persistent achievement gaps. CEI aims to support schools in identifying and piloting instruments shown to measure these outcomes, not for the purpose of proving growth or validating various uses, but to learn about the impact on students, teachers, and parents. Specifically, through this pilot, we want to explore the following questions:

- *Is it true that having data about non-academic outcomes akin to data about academic performance impacts student, teacher, or parent decision making about learning or teaching?*
- *If so, how? What supports are needed to make good use of these data?*

### **PURPOSE OF FUNDS**

The purpose of this grant is to cover the cost of administration, reporting, and/or tool-related professional development for Colorado schools interested in piloting one of the tools measuring non-academic learning outcomes (see Appendix A for full list).

### **GRANT SPECIFICS**

CEI will grant seed awards for Colorado schools to contract with a vendor to administer the student survey and/or engage in professional development with survey results.<sup>3</sup> Grantees will be selected using a

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<sup>1</sup> Poropat, A.E. (2014). Other-rated personality and academic performance: Evidence and implications. *Learning and Individual Differences*, 34, 24-32.

<sup>2</sup> Salgado, J. F. and Táuriz, G. (2012) The Five-Factor Model, forced-choice personality inventories and performance: A comprehensive meta-analysis of academic and occupational validity studies. *European Journal of Work and Organizational Psychology*.

<sup>3</sup> Schools will not enter into a contract directly with vendors. Instead, CEI will handle all contract management and payment for services. Vendors may ask schools to sign a schedule outlining timing and provision of services.

competitive process. The grant timeline is January 2016 – June 2017, and grant amounts will vary based on the selection of a tool and total number of students participating (See Appendix A for pricing structures for the tool options).

### ELIGIBILITY

A school may apply for this grant if the following requirements are met:

1. The school agrees to work in close partnership with CEI and the selected vendor;
2. The school engages teachers and students, where possible, in survey planning and decision-making;
3. The school enters into an MOU outlining the relationship with CEI and expectations of the grant, including (See Appendix B for a sample MOU):
  - The school will share strategies, lessons, and successes of support model(s) with CEI, as appropriate;
  - The school’s teachers and students, where possible, will be available for follow-up interviews and/or focus groups with CEI for research purposes; and
  - The school will share student-level survey data with CEI for research purposes. In most cases, the survey vendor can provide this to CEI directly.

### COMPETITIVE PREFERENCE

CEI seeks to support a balanced cohort of schools, including those with a significant percentage of historically underserved populations; a combination of elementary, middle, and high schools; and evidence of strengths in the following categories:

- Readiness: Application indicates readiness to administer a tool measuring non-academic outcomes and engage meaningfully with results.
- Integration: Application demonstrates how results will be incorporated into existing school structures and processes (e.g., professional learning communities, school climate goals) and how they will be used to inform and improve teachers’ professional practice.
- Learning Agenda: Application outlines what the school hopes to learn from the survey and how the information will help to achieve school goals.

### SUBMISSION PROCESS AND DEADLINE

An electronic copy should be sent to [sforbes@coloradoedinitiative.org](mailto:sforbes@coloradoedinitiative.org) and must be received by 5 pm MT on January 15, 2016. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Only complete proposals received by the deadline will be considered. Schools will be notified of funding decisions by February 12, 2016, to allow for survey implementation as early as March 2016.

### GENERAL PROJECT TIMELINE

Date	Task
November 19, 2015	RFP released
January 15, 2016	Deadline for submissions
January 8 – 29, 2016	Follow-up conversations with applicants
January 29, 2016	Applicants notified of acceptance
February 1 – 19, 2016	Applicants confirm vendor and begin survey planning
March 14 – Last day of school for 2015-16 year	Tentative initial spring administration window
November 7 – December 16, 2016	Tentative fall administration window
January 2017 – Last day of school for 2016-17 year	Tentative second spring administration window

## Seed Grant Opportunity for Colorado Schools in Piloting Measures of Non-Academic Learning Outcomes

### Part 1: Cover Page

Name of School:	
Contact Person for the Proposal:	
Title:	
Mailing Address:	
Telephone:	Fax:
Email:	

### Part 2: Education Provider Signatures

The following school representative hereby certifies that the information provided in this application is true and correct to the best of my knowledge, information, and belief, and that the required assurances have been given.

School Representative Name:	Signature:
Title:	Date:

### Part 3: Grant Plan

**Plan requirements to be included in the submission:**

All applications will be evaluated using the selection criteria rubric in Appendix C. Application narrative is not to exceed 2 pages and needs to include the following:

**1. School demographics**

- a. Grades served
- b. Total student population
- c. Student demographics, including:
  - i. Race/ethnicity percentages
  - ii. Percentage of students with special needs
  - iii. Percentage of students eligible for free-or-reduced-price lunch
  - iv. Percentage of students who are English language learners

**2. Eligibility** – The submitted grant proposal should include a reference to the school’s agreement to adhere to the following requirements:

- a. The school agrees to work in close partnership with CEI and the selected vendor;
- b. The school engages teachers and students, where possible, in survey planning and decision-making; and
- c. The school enters into an MOU outlining the relationship with CEI and expectations of the grant, including the following (See Appendix B for a sample MOU):
  - i. The school will share strategies, lessons, and successes of support model(s) with CEI, as appropriate;

- ii. The school's staff and students, where possible, will be available for follow-up interviews and/or focus groups with CEI for research purposes; and
- iii. The school will share student-level survey data with CEI for research purposes. In most cases, the survey vendor can provide this to CEI directly.

3. **Competitive preference** – Proposals should emphasize how your school is a good fit for this project, specifically addressing the following preference criteria:
  - a. Readiness: Application indicates readiness to administer a tool measuring non-academic outcomes and engage meaningfully with results.
  - b. Integration: Application demonstrates how results will be incorporated into existing school structures and processes (e.g., professional learning communities, school climate goals) and how they will be used to inform and improve teachers' professional practice.
  - c. Learning Agenda: Application outlines what the school hopes to learn from the survey and how the information will help to achieve school goals.
4. **Ranked preference for the tool options presented in Appendix A.**
  - a. Note that only some of the tools are applicable for use in elementary grades, so feel free to only rank those options if you represent an elementary school.
  - b. For the tool that was ranked with the highest preference, please also include a brief description of why that is the preferred tool and how the content aligns with the school's goals/vision.
5. **Details about relevant staff and survey logistics should be included to give CEI an idea of the general plan for administration.** These details are only for general planning purposes. Schools will not be held to the timelines they outline in this grant proposal.
  - a. Contact information concerning the key personnel who will be responsible for pilot activities, including their roles and responsibilities relevant to this project (e.g., staff who will be responsible for logistics, for helping teachers engage with results).
  - b. General timelines for when the activities will be carried out (e.g., the ideal administration window, communication plans). See "Administration Details" column in the table in Appendix A for more information about administration recommendations from the organizations that developed each of the tools.
6. **The measurable outcomes the school plans to achieve as a result of the activities described in the plan.**

## APPENDIX A: TOOL OPTIONS

Instrument	Domains/Description of Instrument	Grade Levels	Administration Details	Reports	Cost	Instrument Links
<b>CORE and Panorama</b>	<p>The domains on the CORE tool are: 1) growth mindset 2) self-management 3) social awareness and 4) self-efficacy (<a href="#">Validity analysis results for CORE tool</a>)</p> <p>Panorama also has indicators for other SEL/non-cognitive competencies, like grit and mindfulness, developed in partnership with Transforming Ed, that can be used with the CORE tool (<a href="#">Validity analysis results for these indicators</a>)</p>	One tool for grades 3 – 5 and another for grades 6 – 12 tool	<p>Available in many languages</p> <p>Online administration; takes 20 minutes to complete on average</p> <p>Panorama typically administers the tool 2 – 3 times per school year</p>	Panorama provides tailored reports ( <a href="#">link to screenshots</a> )	\$600/school charge but a \$6,000/project minimum charge (applied to CEI, including all schools that participate in this project with Panorama); this can cover two administrations in 2016.	<p><a href="#">Link to list of CORE and other Panorama indicators available to include on tool</a></p> <p>The four CORE scales are found on pages 9 – 15</p>
<b>Indigo</b>	<p>Measures four data groups: 1) 21<sup>st</sup> century skills, 2) Motivators, 3) Behavioral styles, and 4) Acumen</p> <p><a href="#">Validity analysis</a> results of the tool’s use in the workplace</p>	High school only	<p>Available in 40 languages</p> <p>Online administration; takes 45 minutes to complete</p> <p>Indigo typically administers once per school year (in the fall)</p>	Indigo can automatically email <a href="#">reports</a> back to students and teachers	\$50/student, which includes in-school professional development for teachers, students, and administrators; typically these trainings should be 1 – 2 hours each; a second administration would be significantly discounted.	<a href="#">Link to page</a> with videos explaining different components of the report from the Indigo assessment
<b>Pairin (Project BeReady)</b>	<p>A survey of 21st century skills, such as self-management and social awareness, where students select adjectives that they feel apply to themselves currently and adjectives with which they would like to identify. Based on those answers, the survey reveals “traits” (e.g., adaptability, diligence), which in turn will translate into inventories of tendencies/behaviors. The tool measures skills in four categories: civic, personal, professional, entrepreneurial</p> <p><a href="#">Validity and reliability report on Pairin’s tool</a></p>	Ages 14 – 21	<p>Available in English and Spanish</p> <p>Online administration; takes approximately 20 to complete</p> <p>Pairin typically recommends administering twice per school year (or semester)</p>	Pairin can create a variety of different reports, including a <a href="#">strengths report</a> for students and a more detailed <a href="#">readiness report</a> for teachers and parents	\$10/student/year (including multiple administrations), which includes lessons, rubrics, and exercises about the tool. Trainings are available at an extra cost, ranging from \$100/person for a half-day session to \$325/person for two full days.	<a href="#">Link to try the survey</a> and receive a feedback report
<b>PEAR</b>	<p>PEAR’s Holistic Student Assessment (HSA) provides adolescents with an opportunity to self-report about specific behaviors, beliefs and relationships. The 61-question instrument is based on four developmental needs: Active Engagement, Assertiveness, Belonging, and Reflection. There are also an additional 25 items from the Strengths and Difficulties questionnaire.</p> <p><a href="#">Reliability report on PEAR’s tools</a></p>	Grades 4 – 12	<p>Available in English, Spanish, Portuguese, German, and Cape Verdean Creole</p> <p>Paper or online administration; takes approximately 30 – 45 minutes to complete</p> <p>PEAR typically administers twice per school year</p>	PEAR provides <a href="#">individual student portraits</a> , as well as a school dashboard with all data	\$5/student/survey with an additional online set-up and training fee that runs anywhere from \$2,000 - \$2,500 for 1) administrator training and 2) data interpretation sessions for administrators and teachers. These trainings may need to include multiple schools if more than one school selects PEAR.	To receive a sample or full list of HSA items, reach out to Jane Aibel at <a href="mailto:jaibel@mclean.harvard.edu">jaibel@mclean.harvard.edu</a>

## **APPENDIX B: SAMPLE MOU**

### **MEMORANDUM OF UNDERSTANDING**

#### **Seed Grant Opportunity for Colorado Schools in Piloting Measures of Non-Academic Learning Outcomes**

This Memorandum of Understanding is made and entered into as of [DATE] (the “Effective Date”) by and between the **Colorado Education Initiative (“CEI”)**, a Colorado nonprofit corporation, and [school/educational entity] (the “Grantee”), in consideration of the following conditions:

**Name of Project.** Seed Grant Opportunity for Colorado Schools in Piloting Measures of Non-Academic Learning Outcomes

**Research Period.** The agreements set forth herein shall have effect for the period beginning as of the Effective Date through June 30, 2017.

**Purpose of Project.** CEI will issue a seed grant to a vendor on behalf of the Grantee to administer a tool measuring non-academic learning outcomes and/or engage in tool-related professional development.

**Project Description.** CEI will grant seed awards for Colorado schools to contract with a vendor to administer a tool measuring non-academic learning outcomes and/or engage in professional development with tool results.<sup>4</sup> Grantees will be selected using a competitive process. The grant timeline is January 2016 – June 2017, and grant amounts will vary based on the selection of a tool and total number of students participating

#### **Grantee Commitments and Responsibilities**

##### **The Grantee agrees to:**

1. Administer a tool to measure students’ non-academic learning outcomes at least once before June 2017;
2. Share strategies, lessons, and successes of support model(s) with CEI, as appropriate;
3. Make school staff and students, where possible, available for follow-up interviews and/or focus groups with CEI for research purposes; and
4. Share student-level survey data with CEI for research purposes. In most cases, the survey vendor can provide this to CEI directly.

#### **CEI Commitments and Responsibilities**

##### **CEI will:**

1. Contract directly with the tool vendor and manage all contractual agreements and payments due;
2. Provide technical guidance for instrument planning and administration; and
3. Share lessons learned around the use of tools.

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<sup>4</sup> Schools will not enter into a contract directly with vendors. Instead, CEI will handle all contract management and payment for services. Vendors may ask schools to sign a schedule outlining timing and provision of services.

**Announcements.** The Grantee has been selected to participate in this Project at CEI's discretion. The Grantee may not make any statement or otherwise imply to donors, investors, the media, or the general public that the Grantee is a direct grantee of the Ford Foundation.

**Communication.** CEI and the Grantee will mutually review and agree to any communication about the Project.

**Termination.** The Ford's Foundation has the right at its discretion to terminate or suspend its grant to CEI or withhold payment if (a) CEI and the Grantee has not made the agreed upon commitments to support the successful implementation of the Project; (b) the Ford Foundation is not reasonably satisfied with CEI's progress on the Project; or (c) significant leadership or other changes occur at CEI. In addition, CEI has the right at its discretion to terminate or suspend the Project if CEI is not reasonably satisfied with the Grantee's progress on the Project, significant leadership changes occur at the Grantee, or the Grantee breaches the terms of this Memorandum of Understanding. If the Ford Foundation terminates its grant agreement with CEI, this Memorandum of Understanding will also be terminated automatically as of the same date. The Grantee has the right to terminate this Memorandum of Understanding if in its discretion it determines there exists a conflict as to the interpretation of this Memorandum of Agreement that cannot be resolved despite the good faith efforts of both CEI and the Grantee.

**Relationship of Parties.** The Grantee and CEI each expressly agree that the relationship among them under this Memorandum of Understanding is that of independent contractors and nothing is intended to or should be construed to create an employment or agency relationship, partnership, or joint venture. No party is authorized to make any representations, contracts or commitment on behalf of another party.

**Limitation of Liability.** The parties to this Memorandum of Understanding each agree that they will be solely liable for their own acts or omissions and the acts or omissions of their employees. Notwithstanding anything to the contrary contained in this Memorandum of Understanding, in no event shall CEI, under any circumstances, be liable or obligate in any manner for any special, incidental, consequential or exemplary damages arising out of or related to this Project, even if CEI is informed in advance of the possibility of such damages occurring. This limitation is separate and independent of any other remedy limitations and shall not fail if such other limitations on remedy fail.

**Compliance with Laws.** The Grantee will comply with all applicable federal, state and local laws in the conduct of the Project, including without limitation the Federal Educational Rights and Privacy Act (FERPA), applicable laws pertaining to collective bargaining, and state privacy laws.

**Research and Evaluation.** The Grantee agrees to inform CEI of any research or evaluation the Grantee conducts or commissions regarding the Project and to provide CEI a copy of any report or findings from such research or evaluation.

**Grant Announcements, Public Reports and Use of Names and Logos.** The Grantee agrees to obtain advance approval from CEI for any use of the name or logo of CEI and to obtain advance approval from the Ford Foundation for any use of the name or logo of the Ford Foundation. The Grantee will provide CEI an opportunity to review and comment on any press releases or reports that are directly related to the Project or the grant.

**Data Sharing Agreement.** Upon request, the Grantee will (i) provide de-identified student-level survey data with CEI for research purposes and (ii) permit CEI to disseminate non-identifiable research results and aggregate findings.



**Confidentiality.** The Grantee agrees to allow CEI to conduct a bona fide research project regarding student non-academic learning outcomes using data from the Grantee, and acknowledges that the transmission of data to CEI for this purpose should **not** include records that contain confidential personally identifiable student information protected by the Family Education Rights and Privacy Act (“FERPA”), 20 USC 1232(g), as well as the Colorado Open Records Act (“Act”), C.R.S. 24-72-101 *et. seq.*. All parties also agree to comply with the requirements of federal and state law in the transmission of this data. Furthermore, the parties agree that data provided to CEI on individual teachers is classified under state law as confidential in nature pursuant to section 22-2-111(3), C.R.S., and section 24-72-204(2)(a)(III), C.R.S.

CEI has the right, consistent with scientific standards, to publish, present, or use the study results it has gained in the course of the Project under this Agreement but only if the publication, presentation, or use does not permit personal identification of individuals. Further, CEI agrees that once the Grantee releases this data to CEI, it becomes the sole responsibility of CEI to ensure that any distribution of this data to contracted researchers or federal government organizations in conjunction with CEI’s research complies with the requirements of 34 CFR section 99.31(a)(1)(i)(B), and results in no breach of confidentiality or loss of privacy for the district’s students and employees. CEI agrees to be responsible for ensuring the confidentiality of these records so long as they are held by CEI, contracted researchers, or federal government organizations.

**Counterparts; Original.** This Memorandum of Understanding, including any amendments, may be executed in counterparts which, when taken together, will constitute one Memorandum of Understanding. Copies of this Memorandum of Understanding will be equally binding as originals and faxed or scanned and emailed counterpart signatures will be sufficient to evidence execution.

**Assignment.** This Memorandum of Understanding and any of the rights and obligations of the parties under this Memorandum of Understanding will not be assigned without CEI’s prior written consent.

**Entire Agreement, Severability and Amendment.** This Memorandum of Understanding is the parties’ entire agreement and supersedes any prior oral or written agreements or communications between the parties regarding its subject matter. The provisions of this Memorandum of Understanding are severable so that if any provision is found to be invalid, illegal, or unenforceable, such finding shall not affect the validity, construction, or enforceability of any remaining provision. This Memorandum of Understanding may be amended only by a mutual written agreement of the parties.

**IN WITNESS WHEREOF**, the parties hereto have entered into this Memorandum of Understanding as of the Effective Date first above written. Agreed to and by the following authorities on [date].

**FOR The Colorado Education Initiative**

**FOR The Grantee**

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Glenna Norvelle  
President and Chief Executive Officer  
The Colorado Education Initiative

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[Contact]  
[Title]  
[Entity]

## **APPENDIX C: APPLICATION CRITERIA RUBRIC**

Name of School: \_\_\_\_\_

Name of Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

*CEI seeks to support a balanced cohort of schools, including those with a significant percentage of historically underserved populations; a combination of elementary, middle, and high schools; and evidence of strengths in the categories below.*

<b>CATEGORIES</b>	<b>Possible</b>	<b>Actual</b>
1. <b>Readiness:</b> Application indicates readiness to administer a tool measuring non-academic outcomes and engage meaningfully with results.	40	
2. <b>Integration:</b> Application demonstrates how results will be incorporated into existing school structures and processes (e.g., professional learning communities, school climate goals) and how they will be used to inform and improve teachers' professional practice.	30	
3. <b>Learning Agenda:</b> Application outlines what the school hopes to learn from the survey and how the information will help to achieve school goals.	30	
<b>TOTAL POINTS FROM ALL CATEGORIES</b>	<b>100</b>	

**Notes:**