

Battelle
forKids

ANNUAL REPORT



2020

JULY 2019 – JUNE 2020

A NOTE FROM **DR. KAREN GARZA**



KAREN K. GARZA, PH.D.

President & CEO | Battelle for Kids

I am pleased to share our first Annual Report, which captures our collaboration with innovative school systems and passionate education leaders across the country.

At Battelle for Kids, we hold ourselves accountable to our vision—where all students experience a high quality, 21st century education that prepares them for success now and into the future. Our ability to positively impact the lives of students is through strong partnerships with districts who share this important vision. We are energized by our partnerships and collective progress. We remain resolute in our pursuit of enduring transformation and equitable, deeper learning outcomes for every student.

When I became President and CEO in 2017, I didn't imagine how truly satisfying and humbling it would be to mobilize the tremendous capabilities of this national, not-for-profit organization. At the same time, as a veteran educator of almost thirty-five years, I never experienced, nor witnessed, the magnitude of change and complexity that education leaders are facing today during a global pandemic. I am inspired by the resilience and dedication on display!

BFK is constantly adapting to respond to the ever-changing needs of school systems. I am grateful for the BFK team and how they are advancing our mission during our new reality. None of this would be possible without the unwavering support and leadership from our Board of Directors.

This pandemic is causing significant disruption to education and creating heightened awareness of the pronounced challenges to achieving education equity. It is also ushering in a new appreciation for why every student needs 21st century skills and competencies that enable them to navigate a complex world. Education leaders, including BFK, must shepherd our systems through this crisis, toward the design of a renewed education system.

This moment in time presents all of us with an extraordinary opportunity to lead with an aspirational vision for tomorrow.

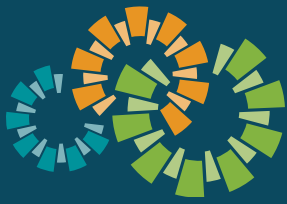
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Battelle for Kids

WHO WE ARE



Battelle for Kids (BFK) is a national, not-for-profit organization with the mission of realizing the power and promise of 21st century learning for every student. We put our core values and dedication to diversity, equity, and inclusion at the center of everything we do and every decision we make as we collaborate with school systems, communities, and partners to achieve our mission. Our headquarters are in Columbus, Ohio with offices also in Tucson, Arizona. Our work centers on helping education leaders engage their communities to re-envision and transform their school systems. We take a systems approach to promote enduring transformation of the system and equitable, deeper learning outcomes for every student.

OUR HISTORY

Supported by an initial grant from Battelle Memorial Institute, BFK was established in 2001 by the Ohio Business Roundtable to advance student achievement and growth in Ohio. In 2005, BFK became an independent, national not-for-profit organization focused on developing innovative services and solutions that empower and support teachers, leaders, and school systems to reach every learner.

In 2017, BFK welcomed EdLeader21, our national network of nearly 200 innovative education systems, dedicated to accelerating the implementation of 21st century learning. The Partnership for 21st Century Learning (P21), early pioneers in 21st century learning, joined the BFK family in 2018, further advancing our strategic partnerships and innovative resources for educators.

OUR BOARD OF DIRECTORS

Thank you to our Board of Directors, the brightest minds in education, government, and business. This year, we welcomed two new members, Dr. Darline Robles and Tiffany Carreker to our board. We also said a fond farewell with deepest gratitude for the years of steadfast leadership to the Hon. Robert Taft and Mike Gonsiorowski.



RUSS AUSTIN
*Battelle Memorial Institute,
Board Chairman*



TIFFANY CARREKER
*White Castle
Management Co.*



THE HON. RICHARD CELESTE
*Former Ohio Governor,
RFCNextAct, LLC*



MELISSA DIXON
*Battelle Memorial
Institute*



ALTON FRAILEY
*Former TX Superintendent,
Alton L. Frailey & Associates, LLC*



LARRY HILSHEIMER
Greif, Inc.



AIMEE KENNEDY, PH.D.
*Battelle Memorial
Institute*



DARLINE ROBLES, PH.D.
*Former CA Superintendent,
University of Southern California*



PATRICK TIBERI
*Former Congressman,
Ohio Business Roundtable*

RETIRED IN 2019-2020

MIKE GONSIOROWSKI
*PNC Bank,
Central Ohio Region*



THE HON. ROBERT TAFT
Former Ohio Governor

OUR TEAM

Innovative and adaptive, our team has diverse experiences and backgrounds in multiple fields, including education, public policy, strategic communications, project management, technology, and business. We are passionately dedicated to our mission of advancing 21st century learning for every student!



OUR CORE VALUES

Our core values guide our approach and interactions with others as we work together to promote equity, value individual uniqueness, and celebrate diverse voices. We lead with empathy, invest in meaningful relationships, and respect one another. Inviting varied perspectives, we leverage our collective strengths to advance our mission as we cultivate curiosity and a culture of continuous improvement. We innovate, create, and take bold action to transform education.

We are
INCLUSIVE



We are
CARING



REALIZING
the power and promise of
21st century learning

**EVERY
STUDENT**

We are
COURAGEOUS



We are
COLLABORATIVE



We are
LEARNERS

OUR COMMITMENT TO **DIVERSITY, EQUITY, & INCLUSION**



that every individual must demand and relentlessly pursue a just and caring society, where dignity, respect, and love prevail for all humankind. We call upon ourselves and all education leaders to seize this moment in time, to declare our resolve to eradicate persistent inequities within our education systems and society at large, and to act now!

Education is the critical foundation for cultivating, promoting, and accelerating equity and inclusivity for society. We have a responsibility to advance deeper, 21st century learning for every student, everywhere, resulting in high quality, equitable experiences and outcomes. Therefore, Battelle for Kids intentionally prioritizes diversity, equity, and inclusion (DEI) in all aspects of our work with school systems and partners.

Our commitment includes:

- Inspiring more leaders to envision and advance the creation of 21st century education systems, while also increasing the diversity of school systems engaged in this work.
- Creating conditions and supports that empower every student to thrive with agency, voice, and choice; to create a better tomorrow for themselves and others.
- Supporting school systems as they elevate diverse perspectives of the broader community to build a shared vision of 21st century learning outcomes for all students.
- Surfacing and eradicating discriminatory beliefs, bias, practices, and policies that cause inequities to take root and persist.
- Pursuing and providing evidence of successful, equitable 21st century learning.
- Equipping ourselves, educators, and school systems to achieve equitable 21st century outcomes for all.

We are dedicated to deepening our understanding and building our capacity to ensure every student is empowered and equipped to thrive in the 21st century and beyond. Our dedication includes ensuring our internal culture, practices, and policies reflect these commitments.

We're grateful to the National Equity Project (NEP), our partners in this endeavor, and for the support of the William and Flora Hewlett Foundation. We're also grateful to our district partners who serve as thought leaders and inform the work of our organization.

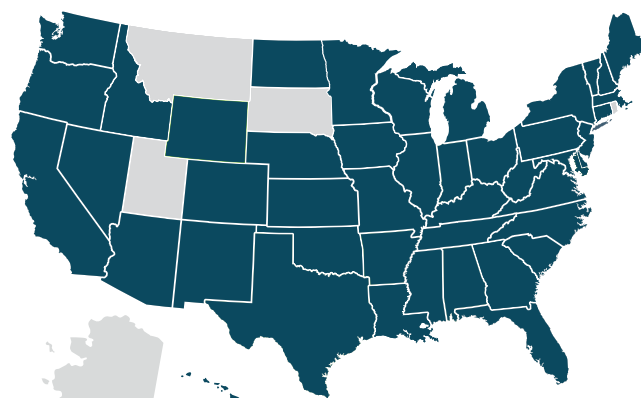


For Every Student

WHO WE SERVE

56
NEW CLIENTS

260
TOTAL CLIENTS

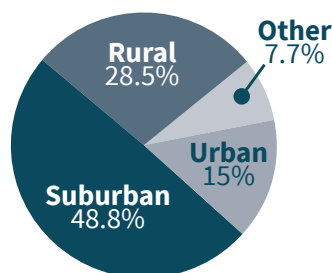


251
SCHOOL SYSTEMS

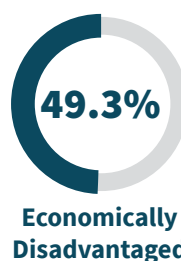
2.9M
STUDENTS

Reaching nearly 3 million students in more than 250 school systems in the past year, we are steadfast in our commitment to expand our reach and grow our impact for every student.

DISTRICT TYPE



STUDENT SOCIO-ECONOMIC STATUS



OUR THEORY OF ACTION FOR SCHOOL SYSTEM TRANSFORMATION

A systems approach is essential to producing equitable, deeper learning outcomes for every student.

We support innovative educational leaders through visioning and strategic processes that focus on a systems approach defined by Portrait of a Graduate, Portrait of an Educator, and Portrait of a System.

Together, this nested system creates a holistic approach to delivering the educational experience and environment that every student needs to be a lifelong learner and contributor.

Our **theory of action** identifies key phases of system transformation—shifting from a traditional education model to an innovative system that empowers educators and provides deeper learning experiences for every student.

Since school systems and their communities are all at their own unique place in their transformation journey, our collaborative support for systems includes multiple entry points to meet these unique needs.



Our Theory of Action

VISION



Portrait of a Graduate:
A first step in system
transformation

STRATEGY



Strategic alignment of
the system, anchored
by the vision

IMPLEMENTATION



Portrait to Practice:
Deeper learning experiences
for every student



ACCELERATION

Professional Learning Networks: Taking collective action to
accelerate 21st century learning and system transformation

VISION



Portrait of a Graduate

The Portrait of a Graduate is a locally developed and globally positioned vision for 21st century learning. We help school systems engage their communities to develop a collective vision, which serves as the North Star for system transformation.

During the envisioning phase, we support school system leaders, as they engage their community stakeholders to reimagine and redefine their education systems, anchored in these fundamental questions:

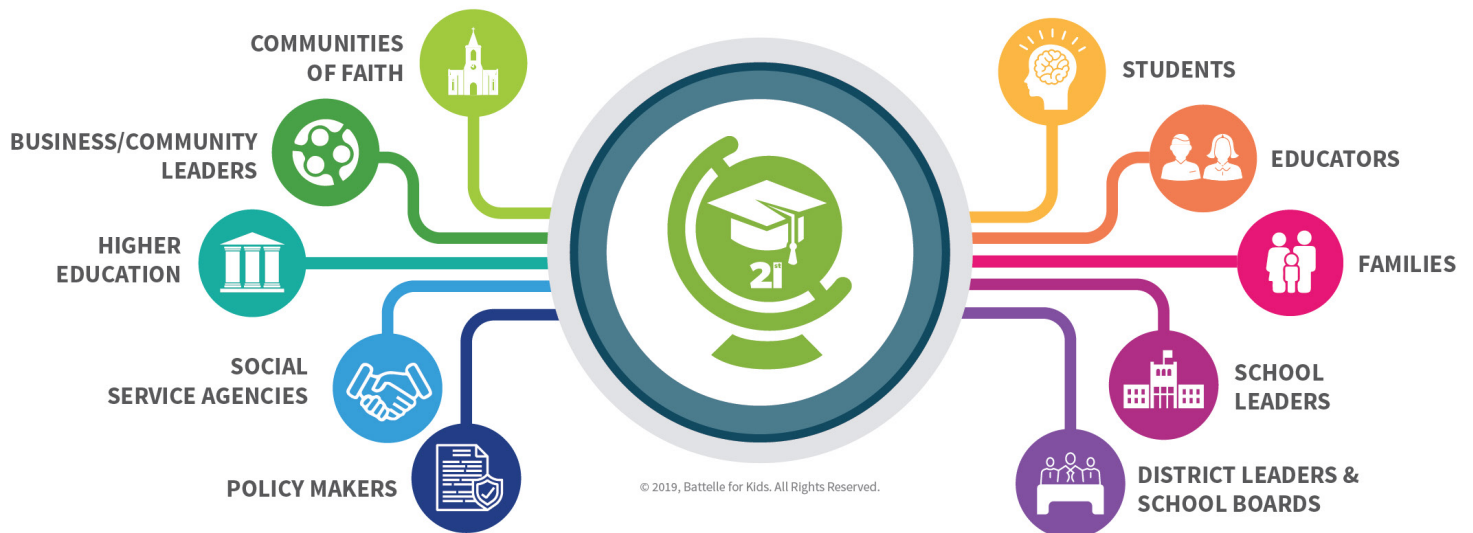
- What are the hopes, aspirations, and dreams that our community has for its students?
- What are the skills and mindsets our children need for success in this rapidly changing, complex world?
- What are the implications for the design of the learning experiences—and equitable access to those experiences, we provide in our school systems?

STRATEGY



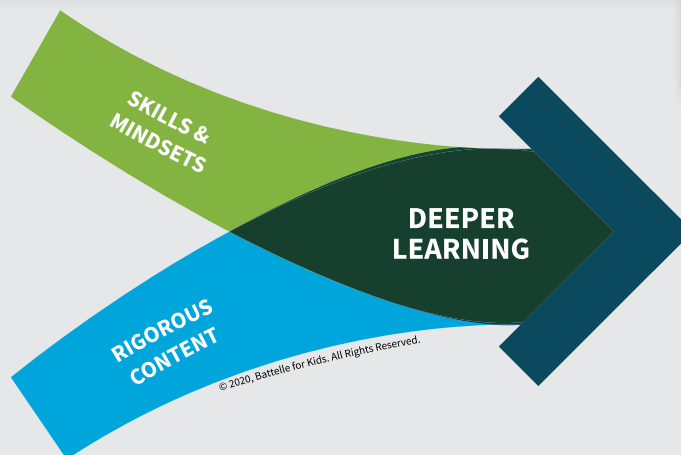
For enduring transformation, all aspects of the system—including the strategic plan—must be aligned and anchored to the vision for 21st century learning, the Portrait of a Graduate. We provide education leaders strategic offerings to establish conditions that advance 21st century learning throughout the system.

Our strategic planning process involves the ongoing engagement of a representative Design Team, capturing the diverse voices and perspectives of each system and community, to inspire collective ownership and action.



What is 21st Century Learning?

Deeper learning equips students with not only rigorous academic content, but also the ability to transfer their knowledge while using essential skills and mindsets in new, even unexpected, situations. 21st century learning experiences empower students to be lifelong learners and contributors in this uncertain, ever-changing world.



IMPLEMENTATION



PortraittoPractice

To bring the Portrait of a Graduate vision to life, educators must be empowered and supported with relevant professional learning and resources. We offer Portrait to Practice services to equip educators as they design and implement deeper learning experiences for every student.

ACCELERATION



The power of professional learning networks brings educators across the nation together to take collective action and accelerate system transformation. In our professional learning networks, visionary leaders work together to share and learn from one another as they equip educators to advance deeper learning experiences for every student.

EdLeader21
A Network of **BattelleforKids**

SOAR
A Network of **BattelleforKids**



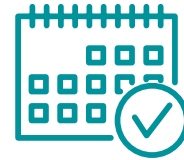
OUR STRATEGIC PRIORITIES

- Thought Leadership
- Research & Design
- Networks
- Organizational Excellence

THOUGHT LEADERSHIP

for 21st Century Education Systems

Our strategic communications, including our website, blogs, and social media, build and unify our brand messaging to connect, communicate, and inspire a transformation of educational systems.



EVENT ATTENDANCE

680 EdLeader21 Annual Event
588 National Rural Forum
42 Dare to Lead



This year, we launched our podcast, EdSpark21, to expand our reach to a broader audience. In this first year of production, we published six episodes, with guests including Tony Wagner, the National Equity Project's Stephen Chang, and visionary superintendents from our national network of innovative school systems.



EdLeader21 ANNUAL EVENT

The EdLeader21 Annual Event marks the largest gathering of our national network's nearly 200 members, bringing together like-minded education leaders from across the country.

[learn more](#)



National Forum to Advance Rural Education

Battelle for Kids and the National Rural Education Association (NREA) annually host The National Forum to Advance Rural Education (NFARE), bringing together a diverse community of K-12 and higher education practitioners, researchers, and policymakers.

[learn more](#)

dare to lead[™]

Based on the research of Dr. Brené Brown, Dare to Lead[™] is a courage-building program for leaders; a necessary tool for those committed to being champions for system transformation and equity in their education systems. This engaging learning experience, originally designed to be in-person, was shifted to a virtual format in the spring of 2020 due to COVID-19.

RESEARCH & DESIGN

Transformation for
21st Century Education
Systems

We accelerate transformation by designing meaningful professional learning experiences, relevant, practical resources for enduring change, and equitable, deeper learning outcomes for every student.

This year we collaborated with innovative school systems and educators to design powerful resources to advance 21st century learning.

[learn more](#)

Assessment²¹ HC²¹ The Student Experience²¹



NETWORKS

Network-Based Improvement & Transformation

We connect school system leaders and innovators through network-based approaches that enable them to learn and lead together.

BFK supports education systems through two vibrant professional learning networks: our national EdLeader21 Network, and our Ohio SOAR Network. Both networks have high rates of returning members annually.

[learn more](#)

EdLeader21

A Network of **Battelle**forKids

188 TOTAL MEMBERS
39 NEW MEMBERS



RENEWAL RATE

SOAR

A Network of **Battelle**forKids

30 TOTAL MEMBERS
13 NEW MEMBERS



RENEWAL RATE

ORGANIZATIONAL EXCELLENCE

To best serve education systems and their communities, we understand we must intentionally strengthen our own workplace culture and invest in our dedicated team to deepen engagement, maximize talent, and operate efficiently and effectively.

DIVERSITY, EQUITY, & INCLUSION

As a strategic priority, we set forth to deepen staff understandings with regard to DEI and align our internal policies and practices. This year, we released both internal and external DEI statements to declare our firm resolve to eradicate persistent inequities within our education systems and society at large.

[learn more](#)

LISTENING & LEARNING

As a learning organization, we understand the importance of continuous improvement to meet the ever-changing needs of school systems, educators, and students. Our project teams regularly engage with our clients to elicit feedback to inform our work and make necessary adjustments to meet the unique needs of our clients.

We annually administer a **Net Promoter Score®** (NPS) survey to measure our overall client satisfaction. As with so many other plans and goals in 2020, our annual survey took a back seat to the necessary crisis management tasks taking place in school systems across the nation, with a 29% response rate from those surveyed.

Battelle for Kids
Net Promoter Score®

77

EdLeader21 Network
Net Promoter Score®

71

SOAR Network
Net Promoter Score®

86



The Net Promoter Score® Question:
On a scale of 0-10, how likely would you be to recommend Battelle for Kids to a friend or colleague?

The NPS ranges from -100 to +100, with established benchmarking standards:
Scores greater than 0 are “good.”
Scores greater than 50 are “excellent.”
Scores greater than 70 are “world class.”

NAVIGATING COVID-19

This year, the COVID-19 pandemic disrupted daily life and had major impacts on students, educators, and school systems around the globe. This crisis highlighted the rapid pace of change in our world and the importance of 21st skills, mindsets, and competencies such as adaptability, empathy, and resilience. Throughout this report, you will see examples of how we responded to the pandemic and adapted to the changing needs of our network members, clients, partners, and staff.

SUPPORTING OUR STAFF

The safety and health of the BFK staff are a priority, especially during these uncertain times. As an organization, we quickly shifted to remote working environments at the onset of the crisis. We offered flexible practices and policies paired with innovative technology tools to support staff, as we all navigated new challenges posed by school closures, social distancing, and other restrictions put in place in response to the pandemic.

SUPPORTING SCHOOL SYSTEMS

The COVID-19 pandemic brought unprecedented challenges to education systems—from shifting to online learning to supporting teachers, students, and families during challenging times. We responded quickly and adjusted our engagement activities with school systems. This meant pausing some engagements, redesigning others, and creating space to address pressing priorities for school systems. Education leaders rose to the occasion as they leveraged trusted collegial relationships built through our networks and supported one another through the many challenges brought on by the pandemic.

In addition to the examples throughout this report, we adapted to provide timely supports to school systems as they responded to school closures and made plans for re-opening schools during the ongoing crisis.





SOCIAL MEDIA CAMPAIGN

We launched a ten-week social media campaign to share relevant resources on 21st century competencies to help school systems and families cultivate these essential skills and mindsets as they navigate the new realities of this pandemic.



Making 21st Century Education a Reality for Every Student

Conversation & Action Guide
for Re-Opening Schools

BattelleforKids

Read more on this topic at: btk.me/RecoveryAndRenewal

Join the national discourse on this topic by sharing your
responses with other school system leaders at:
btk.me/OnlineActionGuide

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CONVERSATION & ACTION GUIDE FOR **RE-OPENING SCHOOLS**

We developed and released Making 21st Century Education a Reality for Every Student: Conversation & Action Guide for Re-Opening Schools. This tool provides fundamental questions to guide discussions and assess a school system's readiness to respond to the unique needs of today's learners and prepare for the upcoming school year amidst a pandemic and social unrest.

[learn more](#)

VIRTUAL EXPERIENCES

We transitioned all of our in-person sessions, including Portrait of a Graduate community meetings and network events, to successful virtual convenings.

[learn more](#)

STORIES OF 21ST CENTURY LEARNING

This challenging, courageous, and exciting work to transform education systems is happening across the country. Here, we share stories of school systems—all in unique phases of their transformation journey.

“The true promise for our students and their future is really in the Portrait of a Graduate.”

—MIKE MCCORMICK | Superintendent, Val Verde Unified School District, CA

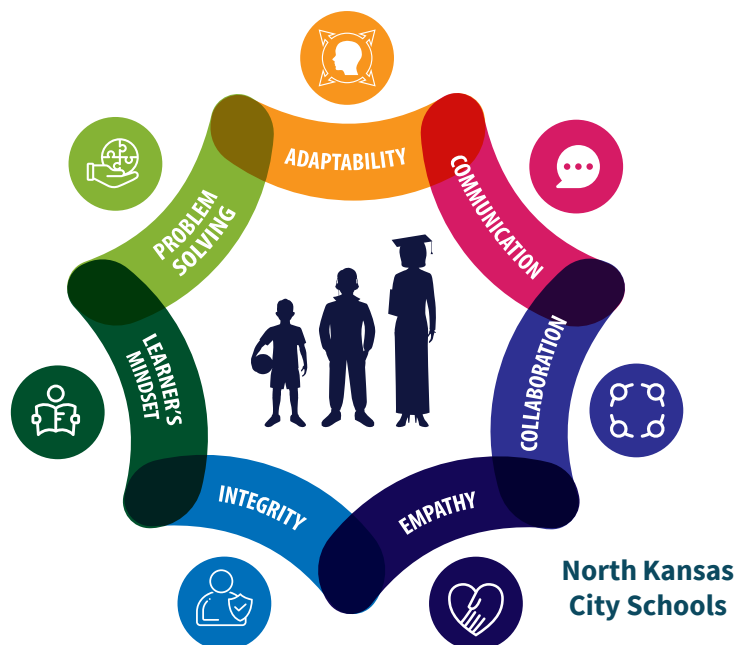
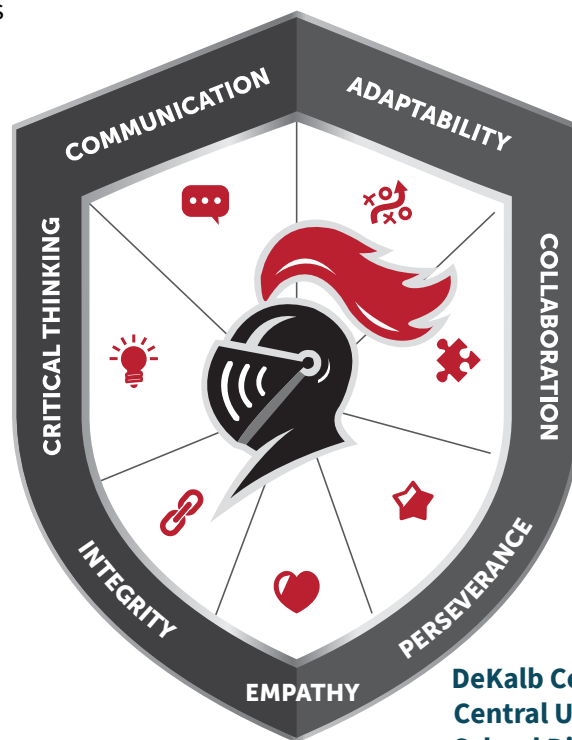
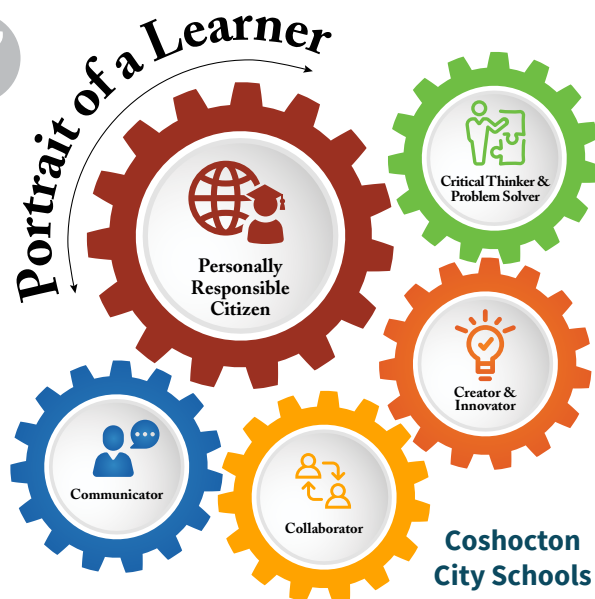
STORIES OF VISION



Portrait of a Graduate

Locally developed and globally positioned, a Portrait of a Graduate identifies the 21st century skills, mindsets, and competencies every student needs to be a lifelong learner and contributor.

This year we collaborated with 55 school systems across the nation in the local development of their Portrait of a Graduate. Like other projects and plans underway in the spring of 2020, we encountered unique challenges and opportunities as we responded to the COVID-19 pandemic and adapted in-person community engagements to meaningful virtual experiences that moved the work forward. We're proud to share a diverse sampling of stories from these engagements with innovative school systems.



Re-Envisioning Education in Ohio's Largest School District

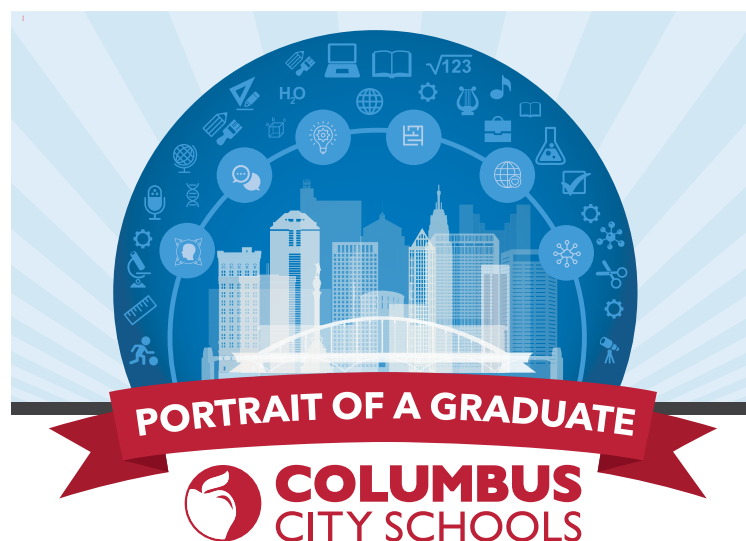
When Dr. Talisa Dixon took the helm as the Columbus City Schools (CCS) Superintendent, she saw her new role as an opportunity to build bridges within the Columbus community. The District serves 50,000 students across 109 schools and is one of the biggest employers in the region. The largest school district in the state of Ohio, CCS faced many challenges when Dr. Dixon took over including a lack of community trust and a failing grade on the state report card. However, as a former CCS administrator herself, Dr. Dixon believes in the potential of the District and its schools and made it a priority to repair the relationship with the community. She began with a listening tour, and as she engaged with staff, students, and families, she realized CCS was on the verge of adopting a draft strategic plan that did not reflect the priorities of the Columbus community.

Instead, Dr. Dixon partnered with BFK to engage with stakeholders and collectively develop a Portrait of a Graduate, a shared vision centered on their collective hopes, dreams, and aspirations for students. She wanted to craft a bold vision that would guide the work of the District and prepare students for success, regardless of which pathway they choose. The CCS Portrait of a Graduate would reflect the local priorities of Columbus's large and diverse communities and capitalize on the many assets in the City, known as a national innovation hub.

Continued on page 20



Large Urban School System
OHIO



“The Portrait of a Graduate process and our partnership with Battelle for Kids have been instrumental in establishing the educational vision for our district, especially as we begin to develop a comprehensive strategic plan that will guide our work for years to come. Our educational vision—one that was created by collaborating with and engaging the broader Columbus community—will be at the heart of our planning process. We cannot do this important work alone, and it was critical to have many different voices at the table to create a vision of what we want for ALL students in Columbus City Schools.”

—TALISA DIXON , ED.D. | *Superintendent, Columbus City Schools, OH*

Re-Envisioning Education in Ohio's Largest School District

Continued

For this work, CCS leaders convened a Design Team comprised of over 150 stakeholders representing different perspectives such as educators, families, students, elected officials, and partners. CCS and BFK facilitated a series of community conversations across the city, which were open to the public and livestreamed. Through this dialogue, CCS and community members examined:

- How is the world changing and what are the implications for Columbus students?
- What are the skills and mindsets students need to be successful in a this rapidly changing and complex world?
- What are the implications for the learning experiences students have in CCS schools?



As with the rest of the nation, CCS also had to confront the social unrest resulting from racial inequality in Columbus. Dr. Dixon seized this opportunity to lead and address educational inequity.

The COVID-19 pandemic presented both challenges and opportunities as it illustrated in real time the importance of 21st century skills, such as adaptability and communication. CCS adapted and shifted to virtual engagements with the Design Team and used these sessions to reflect on the implications of current events for their Portrait of a Graduate. Community members provided ideas and recommendations on the role they should have in activating the Columbus Portrait of a Graduate. Inevitably, the timeline for the Columbus Portrait of a Graduate had to be extended and CCS leadership has been flexible and committed. While challenging, the shift to virtual community engagement in a large and diverse district was successful due to the positive connections established early in the process.

CCS is on track to finalize their Portrait of a Graduate by the fall. Once complete, the Portrait of a Graduate and will play a critical role in the upcoming strategic planning process.

Rallying Community Support for Students in a Small Town



Small Rural School System
OHIO



Washington Court House City Schools (WCHCS) began in a one-room log cabin schoolhouse in 1814. Surrounded by farm fields, WCHCS is a small town-rural district facing high levels of poverty and limited resources. The four WCHCS schools, each in federalist style buildings with unique columns, are central pillars of its community serving over 2,000 students. Traditional measures often fail to fully capture the realities of WCHCS schools, so Superintendent Dr. Tom Bailey wanted to create a vision to unite, inspire, and uplift the community around their students. As a SOAR Network member, WCHCS partnered with BFK to assemble a group of community stakeholders to collectively develop their Portrait of a Blue Lion, a locally developed vision that articulates the skills and mindsets WCHCS students need for success today and tomorrow.

“This tool will be a beacon to rally our community around our students”

—TOM BAILEY, ED.D. | *Superintendent, Washington Court House City Schools, OH*

For Dr. Bailey, it was important to engage with all community perspectives, including community leaders who were critical of the district in the past. The Design Team, charged with creating the Portrait of a Blue Lion, also enlisted students with diverse backgrounds and experiences to participate. As a result of this participatory effort, the Portrait of a Blue Lion includes competencies that reflect the values of the Washington Court House community.

The Portrait of a Blue Lion will help the district prepare students to graduate ready to be active contributors in this vibrant, rural community. By welcoming many voices in this endeavor, WCHCS built a cadre of community supporters who can rally in support of schools to bring this vision to life for every student. Now WCHCS wants to promote the Portrait of a Blue Lion to build awareness and engage with business leaders. While COVID-19 temporarily paused this work, it also amplified the importance of the Blue Lion competencies. Moving forward, WCHCS will convene students and faculty to examine the competencies. In the 2020-21 school year, Dr. Bailey plans to begin work on cornerstone and capstone projects and develop a handbook for the Blue Lion competencies. He hopes that by orienting his district around the Portrait of a Blue Lion, WCHCS students will be ready to tackle the challenges of today and tomorrow.





Strategic Planning

For enduring transformation, all aspects of the system—including the strategic plan—must be aligned and anchored in the vision of 21st century learning, the Portrait of a Graduate. This systems approach is essential to producing equitable, deeper learning outcomes for every student.

Our strategic planning process begins with establishing the system's vision—the design of the Portrait of a Graduate—and involves the ongoing engagement of a representative Design Team. This process ensures the strategic plan is informed by diverse perspectives, is responsive to student needs, and inspires both ownership and action. A school system's strategic plan identifies the bold moves that bring their 21st century vision to life for all students. We're happy to share the story of Windsor Southeast Supervisory Union's strategic planning process.



Uniting Rural Communities In Service of Students



Small Rural School System
VERMONT

Windsor Southeast Supervisory Union

With its central offices located in the “birthplace of Vermont,” Windsor Southeast Supervisory Union (WSESU) is comprised of three districts including Hartland, Weathersfield, and Mount Ascutney. As a recently merged supervisory union, WSESU’s superintendent Dr. David Baker needed a bold vision and strategic plan to bring together these rural communities to best meet student needs.

As a first step, WSESU partnered with BFK to develop a Portrait of a Graduate, a collective vision that captures the communities’ hopes, dreams, and aspirations for students. The supervisory union worked with 60 Design Team members, each representing different communities in the supervisory union and different perspectives, including students, parents, educators, elected officials, and business leaders. This collective visioning process was essential to allow each district to honor their strong community identity while forging connections through their shared aspirations for young people.

The WSESU Portrait of a Graduate articulates the skills and mindsets students need to succeed. This vision was also a foundational phase of its strategic planning process and provides direction on the supervisory union’s big moves. WSESU continued its collaboration with BFK in strategic planning and worked with community members to understand their current state compared to the vision articulated in their Portrait of a Graduate.

For this inquiry process, WSESU and BFK:

- Facilitated professional learning with all staff to make connections with the WSESU Portrait of a Graduate
- Conducted a document scan and review to identify strengths, opportunities, and areas of improvement
- Administered a community survey
- Collected data on community perceptions

The data from these activities informed the priority areas of the WSESU strategic plan, which were vetted by stakeholders.

Moving forward, WSESU continues to collaborate with its communities as they draft, iterate, and revise the goals and strategies that will guide the supervisory union into the future. The strategic plan will serve as a roadmap to bring the WSESU Portrait of a Graduate to life for every student.

The COVID-19 pandemic brought the importance of this work to the forefront. In the face of historic challenges, the WSESU team demonstrated leadership, adaptability, and tremendous perseverance to sustain the momentum of this critical work with stakeholders. WSESU leveraged the crisis to examine how their school system should transform to create deeper learning environments that help WSESU students thrive in a complex, rapidly changing world.

“The BFK partnership could not have come at a better time. The Portrait process allowed all stakeholders to come together and define their vision for the 21st century learners. The excellent facilitation process led our three very distinct and different school districts to a shared value system and a strategic plan that will outline our work for the next several years. It is a powerful model, and BFK has a system that works for school districts.”

—DAVID BAKER, ED.D. | Superintendent, Windsor Southeast Supervisory Union, VT

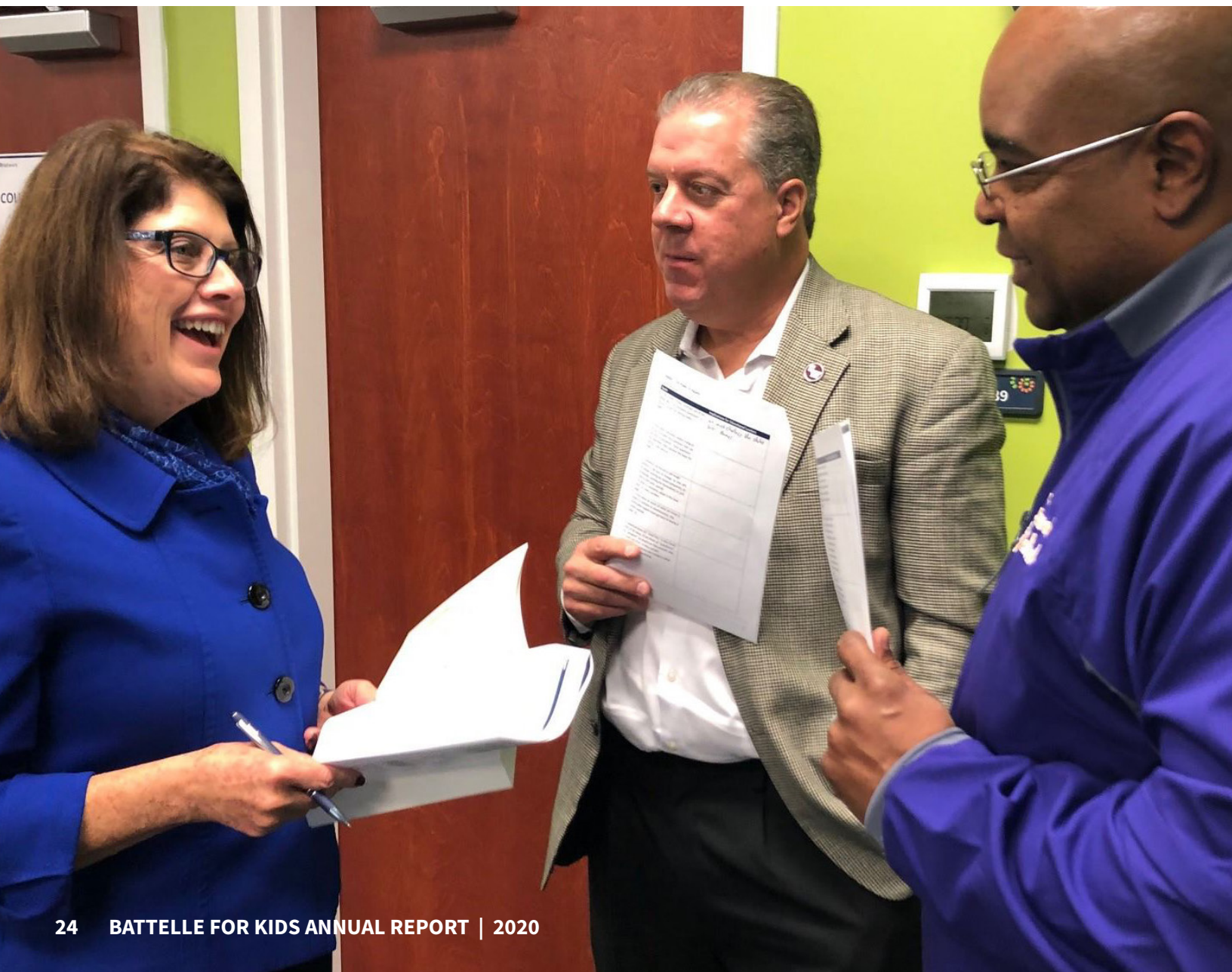
STORIES OF IMPLEMENTATION



Portrait to Practice

Once a school system has a shared vision of deeper learning—also known as a Portrait of a Graduate—paired with strategic systems alignment, implementation of 21st century learning experiences can begin to take root throughout the system. The stage is now set for the exciting transformations underway.

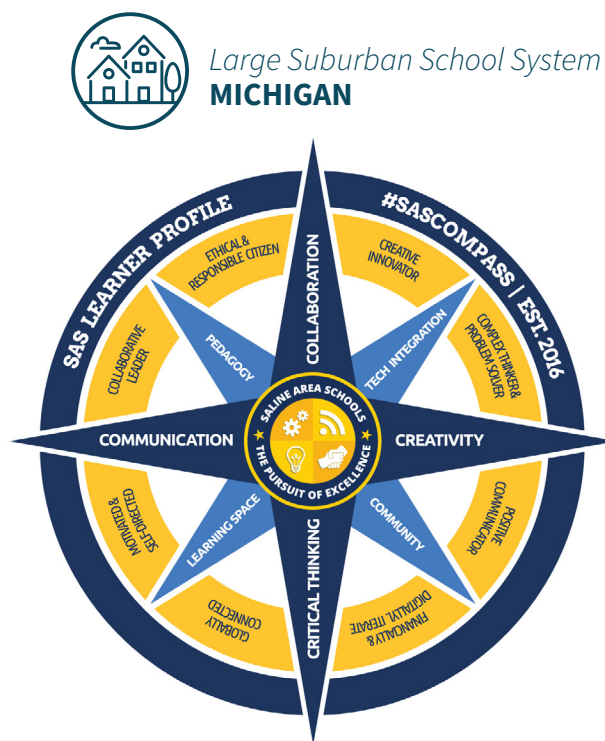
Portrait to Practice is a term we use to signal the shifting practices of educators—at every level of the system—as they work to implement the new vision, set forth in the Portrait of a Graduate. While we offer a wide variety of Portrait to Practice implementation supports, we're excited to share a few highlight stories from our work this year!



Building Cohesion & Capacity with Learning Frameworks

Located in the outskirts of Ann Arbor, Michigan, Saline Area Schools (Saline, SAS) has actively worked to implement 21st century learning for many years. This transformational work necessitates change across all aspects of the education system. It can be complicated and messy, often frustrating educators, unless there is clarity on how various components—such as assessment, curriculum, technology, etc.—come together for the shared goal of creating deeper learning experiences that prepare students with the 21st century knowledge, skills, and mindsets to be successful in a complex, rapidly changing world.

As Saline worked to implement their Portrait of a Graduate, the SAS Compass/Learner Profile, the district prioritized performance assessments to help teachers create and assess learning experiences that integrate the SAS competencies with academic content. After participating in Leadership Academy, a leadership experience offered to BFK's EdLeader21 Network, Saline realized they needed a guiding framework to build a collective understanding about the different elements the district is advancing as they align to their Learner Profile.



Saline Area Schools

For example, Saline worked closely this year with BFK to build the capacity of their teachers to design and implement performance assessments that integrate SAS Compass competencies and cultivate student agency. Saline is also collaborating with BFK to build a learning framework to strengthen their collective vision and deepen implementation of their Learner Profile throughout the system. This year's activities included:

- A group of high school teachers engaged in professional learning, facilitated by BFK, on performance assessment design and implementation. Participants examined assessment strategies that support student attributes identified in the SAS Compass and explored how they can embed these into their teaching practices.
- District leadership engaged with BFK to develop a Deeper Learning Design Blueprint and a Deeper Learning Design Template that outlines the design components and criteria that should guide educators as they design performance assessments.
- Educators collaborated to design professional learning and resources on performance assessments and the learning framework to ensure they support Saline's commitment to a learning system that is diverse, equitable, inclusive, and socially just.
- System leaders developed a learning framework to build clarity and focus priorities, supports, and resources so educators and administrators can create the necessary district, building, and classroom conditions to cultivate deeper learning and prepare Saline students to become well-rounded lifelong citizens.

Saline is transforming learning through a unified, cohesive vision to ensure every student is prepared for success and empowered to contribute to a more just and equitable world.

Leading Research on Student-Engaged Assessment



Frederick County Public Schools (FCPS) is a large, rural school system leading 21st century learning. FCPS was a member of the Virginia Networked Improvement Community (Virginia NIC) on student-led assessment (SLA), work supported by BFK. In 2018, they collaborated with BFK to engage their community to develop the FCPS Portrait of a Graduate and strategic plan, Inspire 2025. FCPS leaders and educators are passionate about elevating student voice, choice, and agency. As FCPS works on bringing their Portrait of a Graduate to life, they're collaborating with BFK, once again, along with another research-practice partner, George Mason University (GMU), to refine, improve, and measure practices that develop student agency.

This exciting research project explores how students in Fredrick County Middle School (FCMS) can develop agency and self-direction through Innovation Hour. In Innovation Hour, students work with educators who serve as advisors on SLA. SLA gives students voice and choice in how they demonstrate their learning in ways that are relevant and meaningful to them. Students set goals and track their progress while receiving feedback from educators and peers. SLA is designed to be accessible to every student and to advance DEI in the school. The culture of FCMS is unique because it's centered on the student experience. Students play an active role in designing their learning experiences and managing their learning spaces. They're more focused on learning and making a difference, and less focused on their grades and GPA. The project will help FCPS and educators explore:

- What research-based knowledge needs to be incorporated into SLA practice to strengthen student agency and DEI?
- What metrics can be used to assess student agency and how well do SLA practices build student agency?

This year FCPS, BFK, and GMU completed Phase One of the project, including:

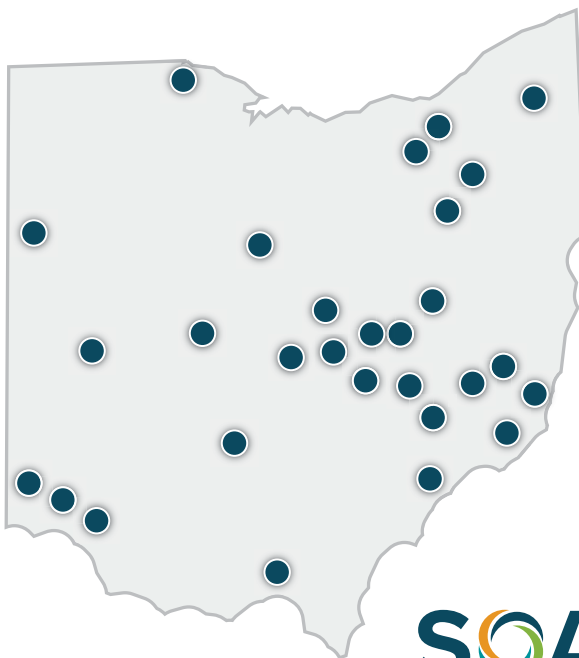
- Setting metrics and a framework for the research project
- Conducting a current state analysis of SLA practices
- Embedding previous learning from the Virginia NIC in the project
- Developing training and practice improvement packages
- Planning an equity analysis for SLA practice

Now FCPS is exploring how to move forward with the research-practice partnership as the system adjusts to the challenges posed by the COVID-19 crisis. As the project evolves, the research will explore what SLA practices look like in a distance learning environment. FCPS is also bridging this research project with other relevant Portrait to Practice initiatives, such as the development of learning frameworks, which is also a collaborative partnership with BFK. This research project is supported through the generosity of the Chan Zuckerberg Initiative (CZI).

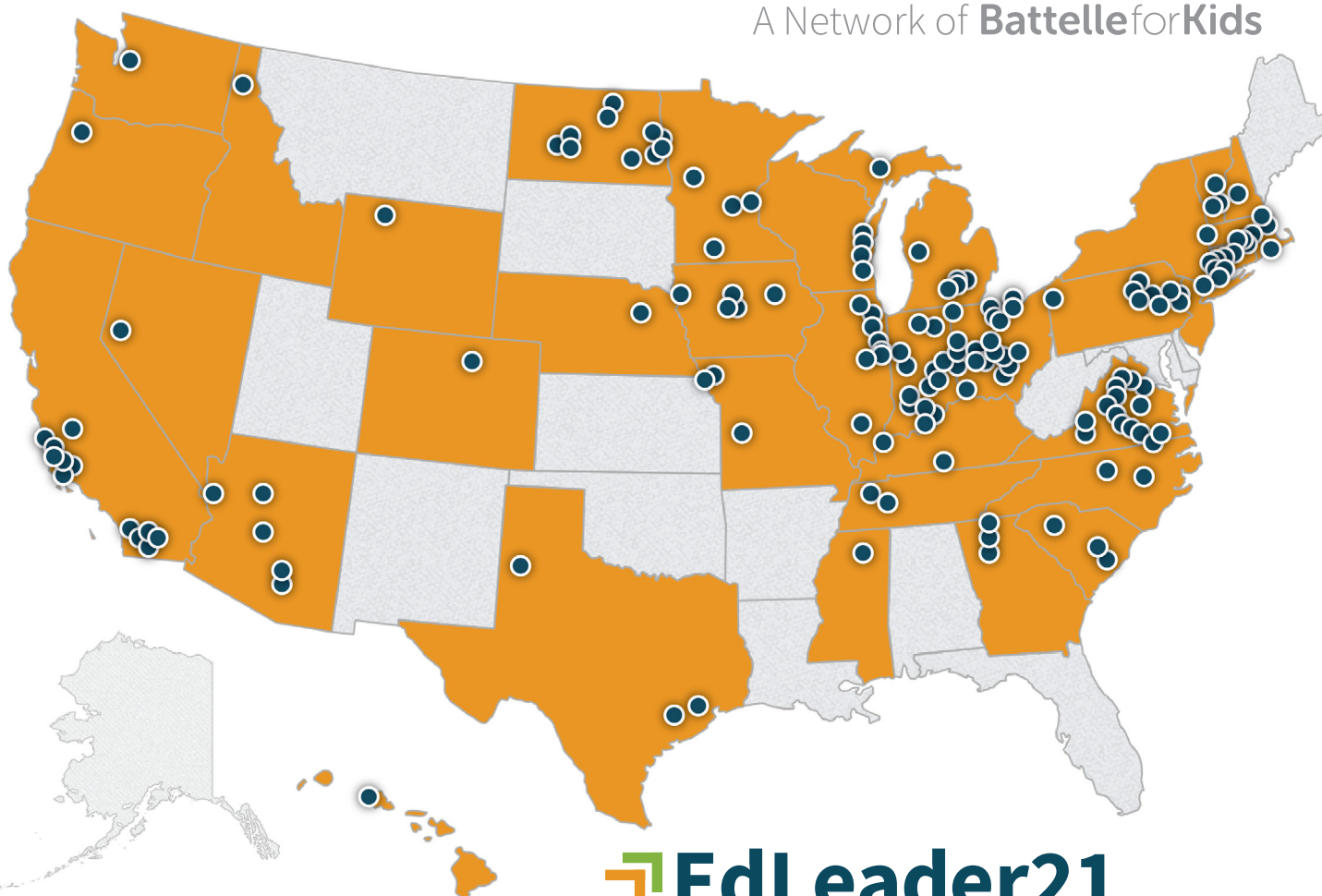
STORIES OF ACCELERATION



Through powerful networking experiences, visionary leaders help one another learn, share, and grow as they take collective action to accelerate 21st century learning for all students. We're honored to support support EdLeader21, our national network, and SOAR, our state network. We're grateful for their collaboration and guidance in shaping our work to fulfill our shared mission.

**SOAR**

A Network of BattelleforKids

**EdLeader21**

A Network of BattelleforKids

“Our school system has been energized around the collective vision for 21st century learning, which has served as the cornerstone of our long-range strategic plan. The EdLeader21 Network has been an instrumental partner in helping us craft this work.”

—AARON SPENCE, ED.D. | *Superintendent, Virginia Beach City Public Schools, VA*

SUPERINTENDENT ROUNDTABLES

Visionary leaders from across the country engaged in virtual convenings to connect, share experiences, and support one another in their leadership of systems transformation and 21st century learning. In the spring of 2020, networking and learning from other superintendents was critical, given the unprecedented challenges stemming from the COVID-19 pandemic.

PORTRAIT TO PRACTICE LEARNING SESSIONS

Through professional learning sessions and the Portrait to Practice Fair at the EdLeader’s Annual Event, members shared artifacts, lessons learned, and insights that illustrate how 21st century learning is coming to life for students.

WORKING GROUPS

Members collaborated around specific topics, such as assessment and DEI to implement equitable deeper learning experiences and meaningful assessment practices.

LEADERSHIP ACADEMY

16 member districts participated in a yearlong leadership development experience, that deepened their capacity to lead their system’s transformation through addressing a problem of practice.

“The network continues to impact the future of the children in our schools. Knowledgeable staff who believe in our students really shines bright when you work with them.”

—TAYLORA SCHLOSSER

Superintendent, Marion County Public Schools, KY

“Through this experience, our team further committed to educate ourselves, especially when it comes to diversity, equity, and inclusion. It’s helped bring clarity to the mission and vision of our district. We found that there’s equitable access to the components of our Portrait of a Graduate when our teachers have strong, connecting relationships with our students.”

—JESSICA HARDING

Principal, Isle of Wight County Schools, VA

Shortening the Implementation Runway



Large Rural School System
CALIFORNIA

Val Verde Unified School District's (Val Verde) journey in 21st century learning demonstrates the power of a professional learning network. This California district serves nearly 20,000 students in mostly rural and suburban communities. The district first began their partnership with the EdLeader21 Network to develop their Portrait of a Graduate. Today, Val Verde continues to actively engage in the network as they've focused on the implementation of 21st century learning. Val Verde Superintendent, Mr. Michael R. McCormick, serves as the Chair of this vibrant national network.

The Val Verde Portrait of a Graduate serves as a North Star that guides all aspects of the system—from instructional strategy and curriculum design to the reimagining of learning spaces. Since Val Verde began this work, the district has seen a 30% increase in college attendance rates, an important feat for a district where 85% of the students qualify for free and reduced lunch and most will be first generation college students. Val Verde has also seen increases in traditional measures of student success, such as graduation rates and test scores. It has also closed the achievement gap among its African American and Hispanic students.¹

Through the EdLeader21 Network, Mr. McCormick and other Val Verde education leaders crafted relationships that helped them make transformative change in their district. They learn from their peers who face similar challenges and are testing innovative solutions.



As Mr. McCormick explains, the network shortens the “implementation runway” and “accelerates the improvement cycle.” This year, Val Verde participated in the DEI Working Group since this is a district priority.

As school districts around the nation responded to the COVID-19 crisis, Mr. McCormick led conversations with other visionary leaders in a series of Superintendent Roundtables. In these discussions, superintendents came together to discuss the critical challenges brought on by the pandemic—from online learning to planning for the re-opening of schools. As a national leader, Val Verde is not only transforming learning for their students, but making an impact across the nation by sharing their stories and insights with their peers.

Ultimately, the work Val Verde leads is about the student experience. Val Verde students tackle real world problems and engage with their communities by participating in community forums and leading community-based projects. For example, students work on aquaponics projects—relevant for their agricultural communities—where they learn about biology, chemistry, business, and coding. Val Verde students have a sense of purpose and are advocates of their own learning.

“Given our current reality, there’s no better thought partner our EdLeader21 colleagues. As I see it, the EdLeader21 Network is uniquely positioned to help districts tackle today’s most pressing question, how do we foster authentic human connection in a virtual environment?”

—MIKE MCCORMICK | Val Verde Unified School District, CA; Chair, EdLeader21 Network

¹Podolsky, A., Darling-Hammond, L., Doss, C., & Reardon, S. (2019). *California's positive outliers: Districts beating the odds*. Palo Alto, CA: Learning Policy Institute.

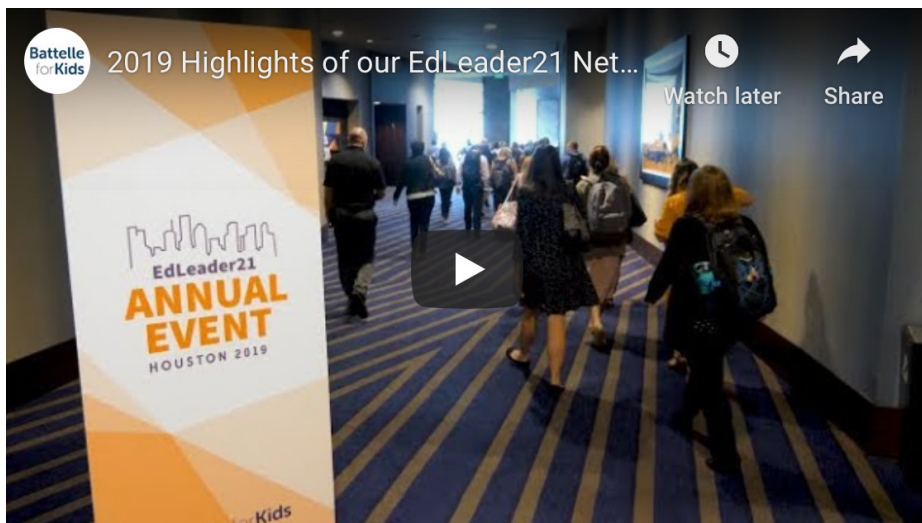
EdLeader21 ANNUAL EVENT

HOUSTON, TX | 2019

The most engaging and largest network experience of the year brought like-minded education leaders from across the country to Houston, TX. Members were energized and inspired to network, share ideas, learn from one another, and plan for the future.

Katherine Heynoski
@KateHeynoski

What do educators working in 21C classrooms need to be able know and do? #EdLeader21 members examine their assumptions.



“I couldn’t be more inspired to bring change back to my school. I am so lucky to have attended. It’s amazing to see so many people working towards a better education system. Keep up the great work!”

—STUDENT ATTENDEE

“I enjoyed the ability to discuss the methods other districts were using to implement Portrait of a Graduate and 21st century learning. The ability to talk through challenges that other teachers have had are helpful for troubleshooting implementation.”

—ATTENDEE

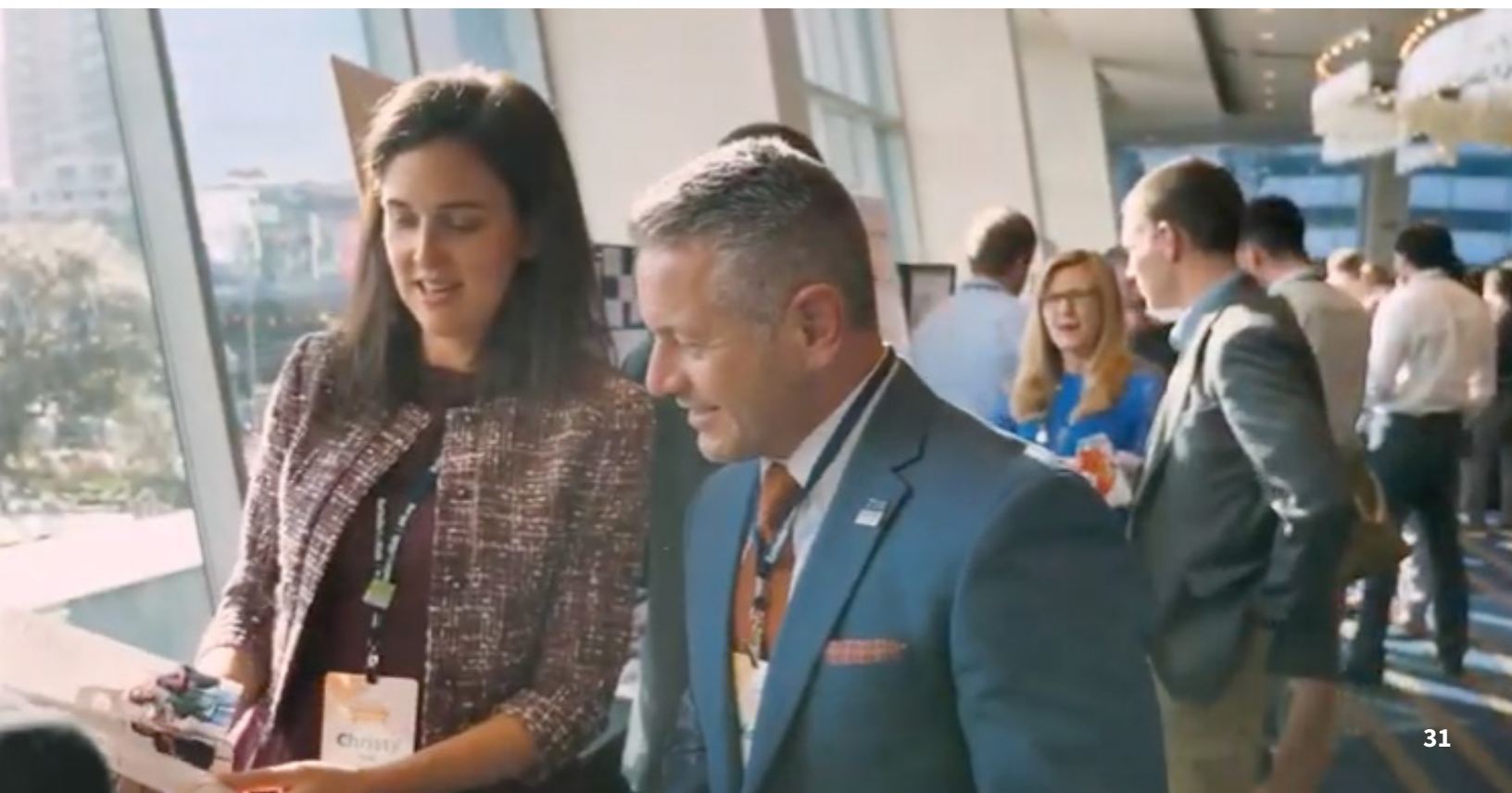
Michael R McCormick
@ValVerdeSupt

Meet my new friends from @katyisd and @HumbleISD No need to worry about the future. We are in good hands!! 🙌🏻💯 #EdLeader21





7AE
2019





A Network of **Battelle**for**Kids**

Our SOAR Network is comprised of 30 innovative school systems across the state of Ohio. These school systems meet regularly for in-person convenings and also engage in our national, EdLeader21 Network.

Superintendents are often expected to have all the answers. Our network is an opportunity to listen, learn, and not have all the answers. This is hard work, but it's the most critical work. And it's really important not to go at it alone, but to go with friends."

—**JEFF BROWN** | *Superintendent, Granville Exempted Village Schools, OH; Chair, SOAR Network*

"I appreciate the thought partners around 21st century leading and learning. The networking is awesome, and I often call on members of SOAR and EdLeader21 for advice on matters not related to 21st century leading and learning."

—**MICHAEL BARNES, ED.D.** | *Superintendent, Lakewood City Schools, OH*

"The connection with other superintendents doing similar work is extremely beneficial. Our teams gained great insight working with the other districts in guided work to bring our Portrait of a Graduate to life!"

—**RUTH ZITNIK** | *Superintendent, Maysville Local Schools, OH*

VISIONARY LEADERS

Superintendents participated in monthly networking and thought leadership experiences, focused on transformational 21st century leadership.

21ST CENTURY LEARNING DESIGN TEAMS

District design teams met quarterly through in-person collaborative professional learning sessions to deepen understanding of 21st century learning design and build capacity throughout their systems.

CURRICULUM LEADERS

Chief Academic Officers (CAOs) networked throughout the year to support one another in their role as curriculum leaders, driving their district's vision forward for 21st century learning.

CULMINATING PRESENTATIONS OF LEARNING

BFK was inspired by the end of year presentations and celebration of the network's learning journey. This year's celebration was a virtual event, due to COVID-19, but that did not stop SOAR Network districts from sharing and learning with one another. The deep engagement among network members throughout the year, especially during these challenging times, demonstrates their passion for learning and supporting one another for the benefit of all students in Ohio.

Collaborating & Learning Together



Medium Urban &
Suburban School System
OHIO

Reynoldsburg City Schools (Reynoldsburg) actively leads as a member of the SOAR Network, which brings together visionary education leaders across Ohio. Reynoldsburg is known for being an innovative school system; however, the district saw uneven implementation across its 14 schools and disparities within its diverse student population. To address these concerns, Reynoldsburg capitalized on the SOAR Network to help them take an equitable systems approach to 21st century learning.

This year, Reynoldsburg made progress on key priorities, beginning with the adoption of their strategic plan, which is anchored in their Portrait of a Graduate. Then, Reynoldsburg worked to create alignment across the system, including:

- Collaborating with teachers and administrators to create rubrics for the Reynoldsburg Portrait of a Graduate competencies.
- Creating an instructional framework that brings cohesion across academic content, 21st century skills and competencies, and deeper learning strategies and exemplars.
- Redesigning curricular resources through the lens of their Portrait of a Graduate.
- Cross-walking instructional standards and social-emotional learning (SEL) standards with Portrait of a Graduate competencies.
- Working with instructional coaches to coordinate professional development to support implementation.
- Creating the Center for Deeper Learning, which merged the Office of Innovation, the Office of Teaching and Learning, and the Office of Education Technology.

[learn more](#)



Throughout these efforts, Reynoldsburg leveraged what they learned from other network members, such as the use of learning frameworks to build cohesion and ownership for educators in their system.

Moving forward, the district plans to take advantage of the conversations spurred by COVID-19 on blended and distance education as an opportunity to reimagine learning. They will continue their alignment efforts using their instructional framework, which will be an important step to ensure students have equitable access to deeper learning experiences that cultivate 21st century outcomes for every student in Reynoldsburg. They are prioritizing building the capacity of their workforce and building a professional development plan aligned to their strategic plan.

As a district priority, Reynoldsburg is also continuing conversations about how they address racial, social, and structural inequities within the district, throughout education systems, and society in general. As Superintendent, Mr. Brown shared, “the conversations and expressions of oppression that emerged following the death of George Floyd on May 25, 2020 must be at the center of our preparedness.”

“The opportunity to collaborate and innovate with other district leaders from across the nation and to form new partnerships centered on school improvement and student advocacy has been invaluable.”

—MELVIN J. BROWN | Superintendent, Reynoldsburg City Schools, OH

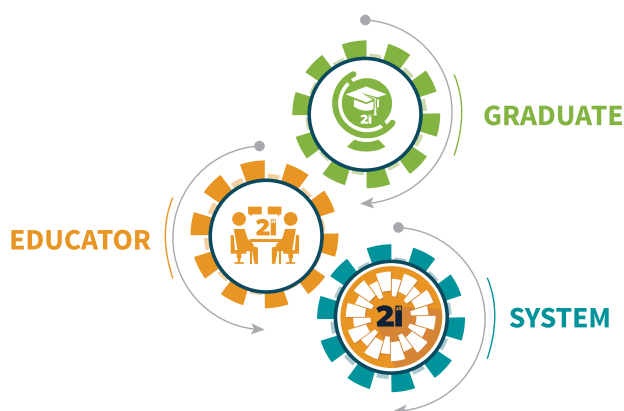
RESEARCH & DESIGN FOR 21ST CENTURY EDUCATION

Our commitment to be responsive to the ever-changing needs in 21st century education requires us to be collaborative and adaptive as we work to innovate and design relevant, timely professional learning experiences and resources for educators.

Each year, we strategically identify design projects, using feedback from the field about the most pressing needs school systems are facing in their transformation journey.

A Systems Approach

A nested system of a Portrait of a Graduate, Portrait of a System, and Portrait of an Educator combine to create a holistic path to delivering the educational experience and environment that every child needs to be a lifelong learner and contributor in the 21st century, and beyond.

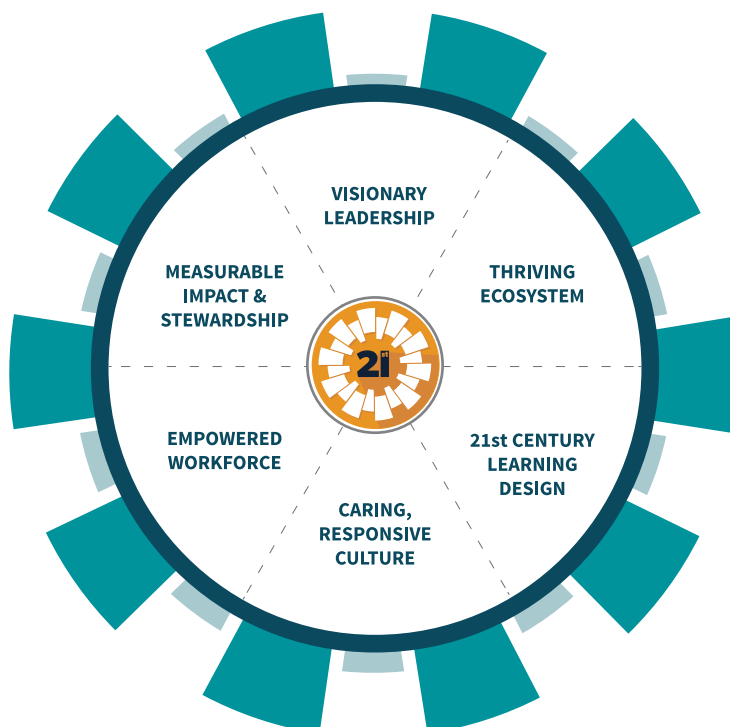


SYSTEMS SUPPORT

Portrait of a System

Leaders at every level of the system must be prepared and committed to establishing new conditions, processes, and practices that create equitable and enduring 21st century experiences for every educator and student. We developed the Portrait of a 21st Century Education System to support dedicated and passionate district leaders as they align their system to make their Portrait of a Graduate a reality for every student.

While not intended to be definitive, this framework and the accompanying System Self-Assessment Tool can guide reflection and discussion. These tools can also be used to conduct a systemwide current state analysis to inform strategic planning, and to identify exemplars throughout the system.



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Portrait of an Educator

Educators must be equipped and empowered with the right resources and supports as they work to shift their roles to become strategists, designers, and implementers of 21st century learning.

BFK designed an inclusive facilitated process using an interactive tool that helps leaders and educators collectively develop a local Portrait of an Educator. This engaging process builds ownership and provides clarity for educators responsible for implementing the system's vision.

Once developed, the Portrait of an Educator guides the alignment of human capital strategies—including professional learning, educator supports, hiring, and recruitment—to build an empowered workforce and help transform the school system. Portrait of an Educator is an essential component of our Human Capital for 21st Century Learning (HC21), an online course to help school systems with human capital management strategies.

[learn more](#)

PROFESSIONAL LEARNING

Assessment²¹

BFK developed Assessment21 as a professional learning experience to support educators in assessing 21st century competencies. Through a flipped classroom approach with flexible, self-paced online courses and interactive sessions, Assessment21 is practical and relevant for today's educators.



Throughout this six-week experience, our facilitators coach participants and model practices for virtual learning, helping educators:

- Understand deeper learning competencies
- Design assessment for deeper learning
- Use rubrics to score complex student work
- Utilize student-engaged assessment practices

In June 2020, we launched an initial pilot of Assessment21 with a cohort of four districts:

- Granville Exempted Village Schools
- Jeffco Public Schools
- Pike County School District
- Portsmouth City Schools

“Assessment21 provides a practical introduction to the assessment of deeper learning. The blended model provides valuable opportunities for learning and sharing with colleagues at various levels. It is propelling us forward with greater focus and intentionality.”

—ADMINISTRATOR

“Assessment 21 provided our teachers with practical and easy to implement strategies to increase student engagement and provide deeper learning experiences.”

—TEACHER

“Assessment21 was so well structured with great content, and the support from BFK was so amazing and timely we are going to have all our teaching staff go through Assessment21.”

—ADMINISTRATOR

Rounds21

For a decade, BFK has offered an instructional rounds process to support educators in collaborative professional learning. This year, we redesigned this offering to support the implementation of 21st century learning.

An engaging, capacity-building improvement process—with teachers at the center of their learning—Rounds21 was designed to help school systems implement deeper learning. Through observations and facilitated reflections, educators experience what implementation could look like, as they identify areas of strength and develop strategies to address areas for growth. Due to COVID-19, we are currently enhancing this offering to also include a virtual observation experience.

HC21

Strategic human capital systems management is vital to building a workforce that is empowered to support Portrait of a Graduate implementation. BFK worked with school systems across the nation to develop HC21, an online learning experience, accompanied by facilitation guides. This year, BFK released the first HC21 course, which focuses on hiring practices.

The HC21 course on hiring not only strengthens school systems' workforce, but also cultivates equitable hiring practices. HC21 hiring processes are competency-based and establish criteria that reduce risk of bias. Moving forward, BFK plans to develop and release courses on onboarding and distributive leadership.

HC21 by BattelleforKids



Facilitation Guide

Hiring for 21st Century Learning

75% Complete

Syllabus

Why focus on hiring?

HC21 by BattelleforKids

Introduction to Competency-based Hiring

Depending on the size of your school system, you may have numerous job openings to fill each year or it may be quite small. Either way, it is critical to have an effective hiring process. Through your hiring practices, you have the opportunity to influence student outcomes. Numerous studies have shown that among school-related factors, teachers and school leaders have the greatest impact on student learning (Chetty, Friedman, & Rockoff, 2014; Rivers & Sanders, 2002; Rivkin, Hanushek, & Kain, 2005; Sanders, Wright, & Horn, 1997; Wahlstrom et al., 2010).

Ultimately, employees make your organization. Every individual who is hired to work in your school system has a role in making it successful and in shaping the organizational culture. The goal of hiring is to identify the most suitable candidate for an open position. When you invest in hiring the right people, less time needs to be spent training and managing performance to enable new hires to meet the expectations of the role. Suitability is determined based on the competencies required to perform the job.

"I am convinced that nothing we do is more important than hiring and developing people. At the end of the day, you bet on people, not on strategies."

— Larry Bossidy, former



IMPLEMENTATION **TOOLS**

The**Student**Experience21[®]

Originally developed in 2012 in collaboration with Gallup®, The Student Experience Survey was designed to elevate student voice in the learning environment. This year, BFK engaged in a redesign process of the survey to capture student voice related to deeper, 21st century learning experiences.

The survey measures four themes:

- **Hope:** Several academic studies indicate that hope is a more robust predictor of college success than traditional academic achievement measures, such as GPA. Hopeful thoughts about the future directly impact the choices students make in the present.
- **Engagement:** Emotional engagement is the non-academic measure most strongly associated with student achievement according to Gallup researchers. Students who are emotionally engaged are involved in and enthusiastic about school, believe that their strengths are known and valued, and feel connected to their teachers and peers.
- **Belonging:** Feeling cared for, respected, and valued in the learning environment is foundational to student empowerment and equity in learning outcomes. Student belonging is experienced through supportive relationships with peers and educators.
- **Deeper Learning Experiences:** Learning experiences that cultivate 21st century competencies, necessary to be lifelong learners and contributors, are essential for students to thrive in the future.



INNOVATIVE HUMAN CAPITAL SYSTEMS **SUPPORT**

We provide school systems a variety of human capital supports including comprehensive consulting services, technology solutions, and needs assessments. Here, we share stories highlighting our collaboration with school systems as they build an empowered workforce.

Strategic Human Capital Solutions



Large Urban School System
INDIANA

Fort Wayne Community Schools (FWCS) serves nearly 30,000 students across 50 schools. BFK's ongoing partnership with FWCS provides the district technical expertise and capacity to strengthen its human capital systems. BFK's collaboration with FWCS began when former Superintendent Dr. Wendy Robinson invited BFK to conduct an audit of its human capital systems. As a lifelong educator and nationally recognized leader, Dr. Robinson understands that in order to improve educational outcomes for students, FWCS must invest in the adults that support them—across all level of the system. The results of the audit helped FWCS identify the key steps needed to take its human capital systems to the next level to increase student success.

With nearly 4,000 employees, FWCS prioritizes its strategic approach to its human capital. This year, BFK's collaboration with FWCS focused on four key priorities:

- Revamping the recruitment and hiring processes to ensure the systems are clear, transparent, and efficient. This project helps FWCS ensure hiring decisions are made on multiple data points, while minimizing risks of bias. BFK helped implement a new software system that is clear and transparent for candidates.
- Conducting a compensation study focused on both classified and certified staff. As part of this project, BFK helped FWCS revise over a hundred job descriptions, develop a job evaluation manual, and establish pay bands for various positions.
- Designing and implementing a Grow Your Own program in partnership with Purdue Fort Wayne University to help FWCS tackle teacher shortages and diversify its workforce.
- Facilitating cohorts of the Human Capital Leader in Education (HCLE) certification program. BFK has conducted multiple HCLE cohorts to help building leaders deepen their understanding on the various components of human capital systems and address them in a systemic way.

As a national leader in strategic human capital systems, FWCS has been awarded funds from the U.S. Department of Education through the Teacher and School Leader (TSL) Incentive Program. They secured this competitive grant with support from BFK. While this work began under the leadership of recently retired superintendent Dr. Wendy Robinson, it will continue under the administration of the new superintendent Dr. Mark Daniel.

Empowering Teachers with Technology Solutions



Large Urban School System
TEXAS

Houston Independent School District (HISD) is the largest school system in Texas, serving over 210,000 students across 280 schools. As one of the largest districts in the nation, managing a workforce of 27,000 employees—including 14,000 teachers—poses complex challenges. HISD's approach to evaluating teachers prioritizes feedback and development, as well as improvements in student learning. HISD realized they needed to streamline their current systems and processes to make it easier for teachers, while generating informative data.

Given our longstanding, collaborative partnership, HISD engaged BFK to build a user-friendly, online platform, ensuring their human capital management processes could be implemented efficiently at scale and with fidelity. BFK-Grow, this technology solution, will provide a single portal, a one-stop-shop, eliminating the need for the multiple platforms previously used for different aspects of teacher evaluation. This shift allows teachers to focus on what matters: helping students learn.

BFK-Grow will allow HISD to include student performance data beyond test scores, such as student learning objectives, performance tasks, and other evidence of learning. HISD will be able to use this platform to host observation forms and other tools that support feedback and professional development. The platform will also include functionality to help teachers apply for “career pathways” which will help HISD grow and retain excellent teachers.



OUR COMMITMENT TO **RURAL EDUCATION**



National Forum to
Advance Rural Education

Over the last decade, BFK has worked to advance equitable, deeper learning experiences and outcomes in rural areas across America. This year, our work in rural education continues to span a wide variety of events and projects.

Through our partnership with the National Rural Education Association (NREA), we co-host the nation's largest annual gathering of rural educational leaders, policy makers, philanthropists, and researchers focused on the most relevant challenges to advancing 21st century learning in rural America. The National Forum to Advance Rural Education (NFARE) was held in Louisville, KY, on October 22–25, 2019. There was a record registration of 589, the largest number for NFARE to date.

“I loved the emphasis on diversity and equity. Very impressed that there were options from fierce females to SEL/ACES. The conference definitely went above and beyond my expectations.”

—ATTENDEE

BFK also facilitates the Rural Collaborative Network (RCN), composed of 14 cross-district collaboratives across the country.

BFK secures philanthropic and/or governmental grants to support rural education innovations that share resources, scale and sustain best practices and effective educational programs, and advance 21st century learning for rural students. We are grateful to our partners in this important work for youth in rural America.

- BFK continued our partnership with Generation Schools Network (GSN) and the Colorado Rural Education Collaborative on the Student-Centered Accountability Program (S-CAP), an effort to develop a locally driven accountability system that focuses on the whole child and meets the needs of rural communities. This work is supported through the William and Flora Hewlett Foundation.
- In partnership with the Western Maine Education Collaborative, BFK is working with 16 school districts on a community engagement process to develop Portraits of a Graduate. This work is funded through the Barr Foundation.
- BFK worked with six districts affiliated with the Ohio Appalachia Collaborative in Washington County, OH to develop a county-wide Portrait of a Graduate. This work was funded by the Martha Holden Jennings Foundation.



**NATIONAL
RURAL
EDUCATION
ASSOCIATION**
ESTABLISHED 1907

OUR PARTNERS

BFK partners with like-minded businesses and philanthropic organizations to accelerate the equitable implementation of 21st century education across the country. We value the collaborative relationship we have with all our partners and are grateful for their support throughout the year.

P21, BATTELLE FOR KIDS' PARTNERS IN 21ST CENTURY LEARNING

Collaborating with our P21 Partners, we create mutually beneficial agreements that help our partners achieve specific business goals, provide our members enriching experiences, and realize the power and promise of 21st century learning for every student.

This year, our P21 Partners include:



PHILANTHROPIC PARTNERS

Our philanthropic partners support education innovations that share resources, scale and sustain best practices and effective educational programs, and advance 21st century learning. Throughout this report, we've shared the specific projects they support.

- Chan Zuckerberg Initiative (CZI) to support student-led assessment in partnership with Frederick County Public Schools.
- The William and Flora Hewlett Foundation is supporting BFK's DEI priorities as well as our partnership with the Colorado Rural Collaborative on Student-Centered Accountability Program.
- The Martha Holden Jennings Foundation to support a community engagement project with six districts in Ohio to develop a Portrait of a Graduate for Washington County.



Battelle for Kids

Learn how we can help.

visit [bfk.org](https://www.bfk.org)

THANK
YOU





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