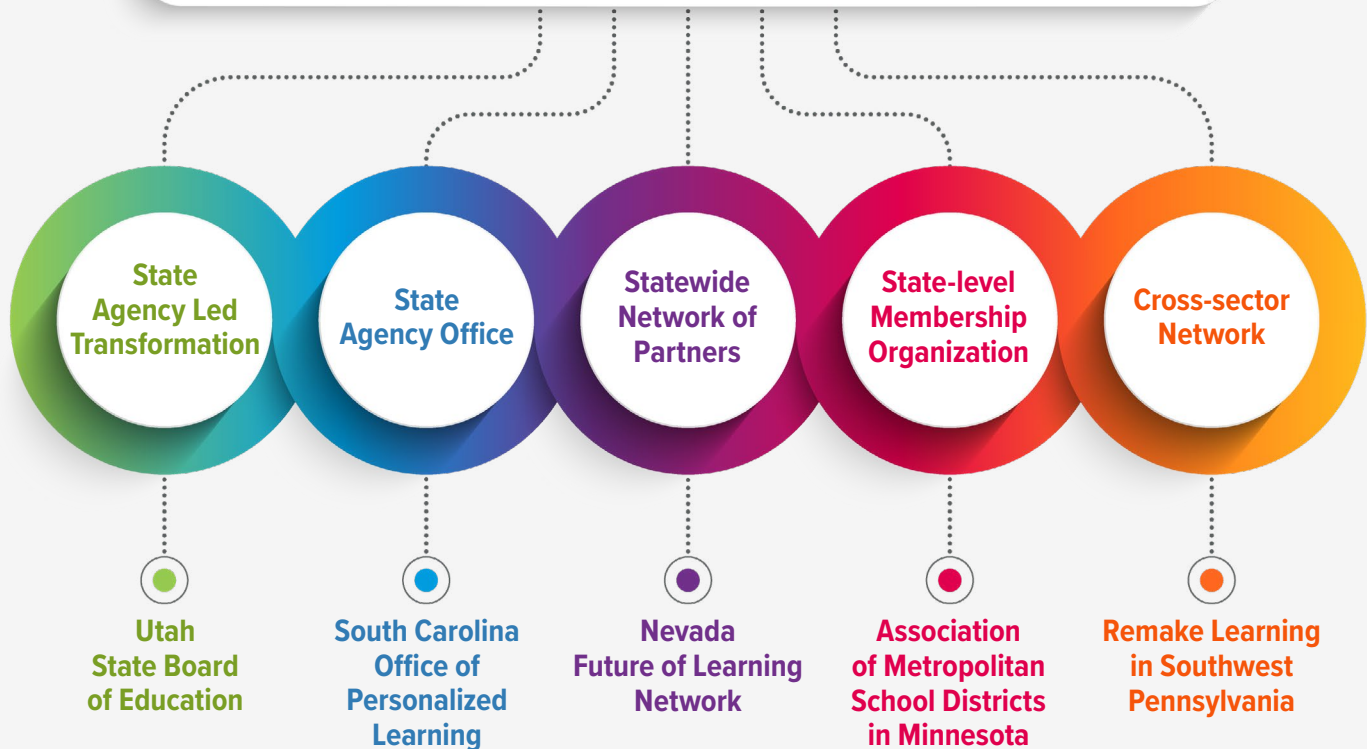


A Spectrum of Governance and Funding Structures

From Centralized to Decentralized Approaches



This infographic highlights a spectrum of governance and funding structures used across various states and districts that sustainably support the spread and scale of personalized learning.

Utah State Board of Education

What is the goal of the group/office?

The [Utah State Board of Education](#) (USBE) has done extensive work in the [personalized, competency-based learning](#) space. Personalized, competency-based learning is a [supporting program](#) USBE encourages the use of in classrooms and provides supports to scale and deepen this work across districts. Personalized Learning is Goal #4 in [USBE's Strategic Plan](#).

Who are the people involved in the group/office?

Personalized, competency-based learning efforts in Utah are not the responsibility of any one person or department within the USBE. To award the planning, implementation and expansion grants offered by the state board, there is a review committee comprised of various education leaders from state and local levels. The review committee makes recommendations for awardees to the board for approval.

What is the governance structure of the group/office? How are decisions made?

The USBE is responsible for setting education policy and standards for K-12 public schools and is made up of 15 elected members. To support the work of personalized, competency-based learning in the state, an education specialist coordinates getting relevant information onto the board agenda for approval after the board approves grant awardees. Once awards/grantees are approved, the education specialist manages the funding for each grantee; approves budgets and reimbursements; and coordinates internally with the finance team on behalf of the grantees.

How is the work of the group/office funded?

The Utah State Board of Education PCBL Grant program is funded through legislative appropriations. The initial grant program that catalyzed this work, found in [SB 143](#), passed in 2016.

South Carolina Department Of Education Personalized Learning Team

What is the goal of the group/office?

[The Office of Personalized Learning](#) supports using learner-centered practices, partnerships and supports to transform education and empower students to work towards the knowledge, skills and dispositions outlined in the Profile of the South Carolina Graduate. The team provides professional development on personalized, competency-based learning practices to schools and districts as well as technical assistance, including monitoring the waivers and request forms districts and schools can leverage to promote greater flexibility and provide less traditional methods of teaching and learning to accomplish this goal.

Who are the people involved in the group/office?

The [South Carolina Department of Education Personalized Learning Team](#) includes a team lead, four personalized learning coaches and a research-focused education associate. The team exists to support educators exploring and implementing student-centered learning practices for the benefit of students. It includes coaches as well as research support.

What is the governance structure of the group/office? How are decisions made?

Decisions are made by the team lead who reports to the director of the Office of Assessment and Standards. Team members provide input on decisions.

How is the work of the group/office funded?

The team is funded through legislative appropriations for the South Carolina Department of Education (SCDE). [SCDE used](#) existing program funding in its operating budget to establish the office and funding continues to come from the department.

○ Nevada Future of Learning Network

What is the goal of the group/office?

The [Nevada Future of Learning Network](#) is central to Nevada's ongoing efforts to transform Nevada's education landscape with [personalized, competency-based learning](#). The network connects educators, community partners, parents and students in developing the systems and structures needed to advance student-centered learning practices in classrooms throughout the state.

Who are the people involved in the group/office?

The Network includes three partner groups: [Nevada Department of Education](#) (NDE), [KnowledgeWorks](#) and a local organization, [ed.Xtraordinary](#). The NDE participants include leaders from each of NDE's strategic teams. Together, these partners have [developed a robust program](#) that engages stakeholders including students, families, educators, school/district leaders, business leaders and policymakers.

What is the governance structure of the group/office? How are decisions made?

With NDE's leadership, all three partners work together on an Executive Committee to determine the programmatic offerings. As the work becomes more decentralized, partners are working together to determine how local leaders can take more of a role in strategic decision-making and facilitation.

How is the work of the group/office funded?

The first stage of the work was funded through state investment of ESSER dollars. The next phase is slated to be a combination of legislative appropriations to support state and district implementation as well as district commitment of time. The network also brings in national and local private philanthropic dollars to continue supporting network convening and student/community engagement.

○ Association of Metropolitan School Districts in Minnesota

What is the goal of the group/office?

The [Association of Metropolitan School Districts](#) (AMSD) operates as a unified voice for member districts at the state capitol. AMSD's mission is to advocate for member school districts so they can lead the transformation of public education.

Who are the people involved in the group/office?

AMSD represents 47 school districts and 6 intermediate/cooperative districts in the greater Minneapolis-St. Paul area. AMSD has three staff members and two additional legislative consultants who carry out the organization's day-to-day duties. AMSD membership districts are involved with the organization to varying degrees, with the most regularly engaged members sitting on the Board of Directors.

What is the governance structure of the group/office? How are decisions made?

AMSD's board of directors includes the superintendent and one school board member from each school district in the metro area. Members may then be elected to serve on the organization's Executive Committee and/or Legislative Committee. These committees oversee and direct AMSD's organizational operations and develop positions on legislative issues for submission to the full Board of Directors to vote on.

How is the work of the group/office funded?

AMSD is funded by district membership fees and, at times, grants for research projects.

Is there any additional context on this group/office that feels important to provide?

AMSD's Board of Directors has voted to legislatively prioritize student-centered learning for the last two sessions, highlighting a desire from metro area school districts to transform their schools to reflect a more personalized system.

○ Remake Learning in Southwest Pennsylvania

What is the goal of the group/office?

[Remake Learning](#) is a network that helps educators and innovators connect across sectors, exchange knowledge on topics of interest, collaborate on new ideas, improve their practice and find funding to spark transformative and equitable opportunities, all to enrich Pittsburgh's learning ecosystem. The founders of Remake Learning set out to help educators develop more engaging, relevant and equitable learning experiences that prepare young people to thrive in a rapidly changing world.

Who are the people involved in the group/office?

Remake Learning's [members](#) represent a cross-sector group of people, projects and organizations invested in transforming learning. Members are artists, designers, classroom teachers, learning scientists, early learning educators, administrators, principals, mentors, professional learning facilitators, out-of-school time programs, universities, libraries, museums, nonprofits, edtech startups and more.

What is the governance structure of the group/office? How are decisions made?

Topic-specific working groups emerge based on interest and help deepen cross-sector collaboration in areas such as personalized learning, STEM/STEAM, Computer Science and Civics. The Remake Learning Team provides direct support to network members; leads programs and working groups; and keeps the network running day to day. The Remake Learning Council advises and guides strategy and helps the network build partnerships and engage stakeholders.

How is the work of the group/office funded?

Remake Learning is primarily grant-funded, with most funding coming from regional foundations.