

Attachment I-A: Application Cover Page for Individual Public School Districts

For Competitive Grant Program-Learning Technology: Request for Proposals #GC 21-001

Please refer to the Application Instructions for detailed information about completing this page and the other required components. Please note: the applicant should include **two** program contacts for the grant.

DISTRICT BEDS CODE

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Applicant Name: Auburn Enlarged City School District			
Address: 78 Thornton Avenue			
City: Auburn		Zip Code: 13021	
Main Program Contact: Sarah Cupelli		Alternate Program Contact: Thomas Bunn	
Title: Assistant Superintendent of Instruction		Title: Director of Technology and Learning	
Organization: AECSD		Organization: AECSD	
Telephone: (315) 255-8800		Telephone: (315) 255-8800	
Fax: (315) 255-8858		Fax: (315) 255-8858	
Email: SarahCupelli@aecsd.education		Email: ThomasBunn@aecsd.education	
Total number of students in the individual school district:	4,046	Total Funding Amount Requested:	\$300,000
County/Big 5 District	Cayuga County		
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, Appendix A-1G and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>			
Authorized Signature (in blue ink)		Title (Chief School/ Administrative Officer)	Superintendent of Schools
Typed Name	JEFFREY PIROZZOLO	Date	
Phone number:	(315) 255-8800	Email address:	JeffreyPirozzolo@aecsd.education

Application Checklist

Please use this application checklist to ensure your application is complete and in the correct order:

Application Items	Description	Included in the application? Click Yes/NA
Application Cover Page: Attachment I	<ul style="list-style-type: none"> Attachment I-A for individual district applications. Attachment I-B for consortium applications. 	Yes <input checked="" type="checkbox"/>
Section A: Overview	<ul style="list-style-type: none"> Overview. 	Yes <input checked="" type="checkbox"/>
Section B: Identification of Need and Program Rationale	<ul style="list-style-type: none"> Need and Target Audience Rationale and Research 	Yes <input checked="" type="checkbox"/>
Section C: Program Design	<ul style="list-style-type: none"> Goals and Objectives Alignment to District, BOCES, and NYSED Goals and Plans Alignment to Learning Technology Grant Goals Collaboration Efforts Additional Funding Resources 	Yes <input checked="" type="checkbox"/>
Section D: Program Activities	<ul style="list-style-type: none"> Rationale of Starting Phase Three-Year Plan Attachment V Program Activities Plan 	Yes <input checked="" type="checkbox"/>
7. Section E: Professional Development	<ul style="list-style-type: none"> Professional Development Plan Professional Development Decisions Rationale 	Yes <input checked="" type="checkbox"/>
Section F: Organizational Capacity	<ul style="list-style-type: none"> Expertise of Program Lead(s) Leadership Support Provide Support to other Districts Sustainability 	Yes <input checked="" type="checkbox"/>
Section G: Budget Forms	<ul style="list-style-type: none"> FS-10 Form Budget Narrative: Attachment VI 	Yes <input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> An MOU between the lead applicant and each consortium member must be completed. 	N/A <input checked="" type="checkbox"/>

Memorandum of Understanding (MOU): Attachment II	<ul style="list-style-type: none"> Only consortium applicants must submit an MOU. 	NA	<input checked="" type="checkbox"/>
Documentation of Communication: Attachment III	<ul style="list-style-type: none"> Documentation of Religious & Independent School Communication Form 	Yes	<input type="checkbox"/>
Other Participating Partners: Attachment IV	<ul style="list-style-type: none"> Other Participating Partners Form, if applicable 	N/A	<input checked="" type="checkbox"/>

M/WBE Documents Package (original signatures required)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
	Forms Required		
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
Calculation of M/WBE Goal Amount	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
EE0 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section A: Overview (0 Points)

“LTG in Auburn Enlarged City School District – A Learner Centered Initiative”

Our project is targeted towards all teachers, library media specialists, administrators and students enrolled in AECSD, as well as a small population of teaching staff at two non-public schools located within our school district’s boundaries. We are a High Need Urban/Suburban school district that has significant obstacles to contend with. Our student population is diverse and reflects the obstacles our community faces such as homelessness, significant poverty, and one of the driving reasons for this proposal, inequity. Our program has three goals that are designed to increase student achievement for all students and close gaps of achievement and engagement amongst our subgroup populations of students:

Goal 1: Create, refine, and scale a robust district-wide instructional culture that is founded upon the Four Core principles of Personalized Learning K-12.

Goal 2: Expand current efforts to have teachers utilize Blended Learning as a Tier I practice in their classrooms and student engagement with Innovation Labs that results in instructional approach changes to increase student achievement.

Goal 3: Increase student engagement in targeted instruction that uses flexible interest-based content and tools while providing them and their teachers to use data to inform instructional/learning decisions and reflect on achievement.

We will use the following proven effective methods: embed professional development using coaching, mentoring and model classrooms; implement personalized learning, expand blended learning and technology integration and utilize problem-based learning in both our professional development and our classroom instruction.

BONUS POINTS: We have one school that has been identified as a CSI School (Casey Park Elementary), two schools that have been identified as TSI schools (Owasco Elementary School and Auburn Junior High School), and our school district has been identified as a Target District (4 points). In addition, our economically disadvantaged rate is 56% (2 points), and 15.7% of our students have disabilities (2 points). Therefore, our total Bonus Point Allocation comes to 8 points.

Section B: Identification of Need and Program Rationale [10 Points]
B.1. (5 Points): Need and Target Audience

We recently conducted a series of comprehensive needs assessments that illustrate how we currently lack sufficient resources to support a well-rounded education for all our students. While the district received both Learning Technology Grants in the past and SMART Schools Bond funding to procure new educational technology, these funds have not been available to support comprehensive strategic planning, a professional development plan that changes our approaches towards students and learning and a necessary self-sustaining infrastructure that ensures effective, regular technology integration and learning program personalization that yields increased student success for all of our students.

The needs assessment employed a range of tools, reports, and asset reviews, including but not limited to: *These tools yielded input, feedback, and performance gaps data from:*

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| <ul style="list-style-type: none"> • Past LTG interim and final reports • Staff Technology Surveys • DCIP and building level CEPs. • December 2019 Family Engagement Survey • December 2019 School Performance Scan • Comparison of 2017-2018 and 2018-2019 School Performance Scan • Fall 2021 Professional Development Needs Assessment Survey • School climate surveys • NYSED School Report Card and state testing data • Census data • A review of existing programs and resources | <ul style="list-style-type: none"> • District and school administrators • District and school support staff • Teachers • Students • Parents and family members • Community members • Representatives from nonprofit community partners • Representatives from business community |
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Many needs were highlighted because of this comprehensive view of our district. The ones that rose as priorities for our district are described below:

While AECS D’s student population is predominantly white, it still contains much diversity within it. For example, of the student population: 6% identify as being Black; 1% Asian/Native Hawaiian/Pacific Islander; 77% White; 5% Hispanic/Latino; 11% Multiracial; and 4 students as Native American/Alaskan Native. 15.7% are students with disabilities, 54 students are homeless, and 13 students are English Language Learners (ELL).¹

The community in which our students live is equally diverse and there exist significant challenges to youth and the families raising them. 7.6% of our population are veterans, a majority from Viet Nam War. Over one third of our businesses in Auburn are owned by women (37%) and 7% are minority owned. However, just under 1 in 5 people in Auburn (19%) live below the poverty line, which is 1.4 times the rate in NY State (14.1%). Almost one out of three students live in poverty (29%) and 58% school age students are designated as economically disadvantaged. In

¹ www.data.nysed.gov

addition, only 1/5 (20.8%) of the population of Auburn have a bachelor’s degree or higher and over 15% lack a high school diploma or GED. Our students are exposed to significant levels of transiency in our community. 21% of Auburn residents lived in different homes one year prior to the Census survey, compared to 10.5% for New York State. The transiency rate in Auburn is 100% higher compared to the rest of the state.^{2,3}

Poverty is a driver of many of our students’ needs, as most Auburn *families with children* are living in or barely above poverty as evidenced by the above referenced 58% of students meeting the state criteria for the “economically disadvantaged” designation. The top three income sources for the city are retail and wholesale sales and healthcare/social assistance, demonstrating limited economic opportunities exist in Auburn and/or that the majority of the population is unprepared to compete for higher wage jobs.⁴

What is most striking about these statistics is that **while 10.5% of white people in Cayuga County live below the poverty line, a remarkable 42% of people of color live in poverty.** A person is four times more likely to be poor in Cayuga if they are a person of color. These statistics cascade into other aspects of our students lives. For example, in 2019 the most common race/ethnicity group awarded degrees at institutions in Auburn, NY was white students. These 478 degrees mean that there were 13.3 times more degrees awarded to White students then the next closest race/ethnicity group, Black or African American, with 36 degrees awarded.⁵ In addition, essential elements of living such as access to health care, health insurance and health prevention are significant areas of inequity in Cayuga County between the Non-Hispanic-White population and the remaining population.⁶ And these realities occur in a community that has already been designated as a Health Professional Shortage Area (HPSA) and Medically Underserved Area and Population (MUA/P) by the Health Resources and Services Administration.⁷

These statistics paint a picture of inequity that is unfortunately mirrored within our schools. Academically gaps and disparities can clearly be seen across multiple disciplines and age levels (see *Table 1 Academic Achievement on State Testing* below). White students are four times more likely to do better in math than Hispanic or Latino students. Students without disabilities are six times more likely to do better in English/language Arts. White students are 3 and a half times more likely to do better in Science. Students who come from low-income families are consistently 20 percentage points lower than their peers and 30 points lower in Science at 8th grade.

Table 1 Academic Achievement on State Testing

ELA – Combined Grades 3-8			
White Students 29%	Multi-Racial Students 20%	Black Students 15%	Hispanic or Latino Students 14%

² <https://censusreporter.org>

³ [Census.gov](https://www.census.gov)

⁴ [Census.gov](https://www.census.gov)

⁵ <https://datausa.io/profile/geo/auburn-ny-31000US12180>

⁶ <https://www.cayugacounty.us/DocumentCenter/View/11864/Community-Health-Assessment-CHA-PDF>

⁷ <https://data.hrsa.gov/>

Gap/Disparity	9 percentage points	14 percentage points	15 percentage points
Gen Ed Studs 30%	SWD 5%	Non- Econ Disadv Studs 41%	Econ Disadv Studs 20%
Gap/Disparity	25 percentage points	Gap/Disparity	21 percentage points
Math – Combined Grades 3-8			
White Students 40%	Multi-Racial Students 32%	Black Students 22%	Hispanic or Latino Students 12%
Gap/Disparity	8 percentage points	18 percentage points	28 percentage points
Gen Ed Studs 42%	SWD 10%	Non- Econ Disadv Studs 54%	Econ Disadv Studs 28%
Gap/Disparity	32 percentage points	Gap/Disparity	26 percentage points
Science – Grade 8			
White Students 61%	Multi-Racial Students 22%	Black Students 17%	Hispanic or Latino Students ---
Gap/Disparity	44 percentage points	39 percentage points	---
Gen Ed Studs 55%	SWD 29%	Non- Econ Disadv 72%	Econ Disadv Studs 42%
Gap/Disparity	26 percentage points	Gap/Disparity	30 percentage points

The academic gaps persist as our students travel through our school system. The 4-year graduation rates once again show a disparity that is bleaker considering the long-term effects of either not graduating or having to spend longer in school due to prior lack of performance compared to one’s peers (See *Table 2* below).⁸⁹ It appears that as students progress in our current academic program, the ultimate gap of achievement, graduation, persists, leaving another cohort of young adults to enter our community with the same gaps that the community provided them when they entered. We are unwittingly, in spite of our best efforts, perpetuating a societal problem in our community that divides our citizens between haves and have nots. **On average, white, economically advantaged students without disabilities are 1.7 times more likely to graduate than their peers.**

⁸ Roderick, Melissa. "Grade retention and school dropout: Investigating the association." American Educational Research Journal 31.4 (1994): 729-759.

⁹ Katsiyannis, Antonis, et al. "School predictors of violent criminality in adulthood: Findings from a nationally representative longitudinal study." Remedial and special education 34.4 (2013): 205-214.

<i>Table 2</i>	White Students	Black Students	Hispanic and Latino Students	Multiracial Students	Studs with Disabilities	Econ Disadv
4 Year Grad Rate	80%	62%	76%	67%	57%	65%

Probably one of the most telling pieces of how inequity impacts our students is the data regarding engagement. **The Chronic Absenteeism rate for white elementary/middle students is 16%. For Black or African American students, it is almost double at 30%.** Students who come from economically disadvantaged families or have a disability is not much better at 26%. This is during elementary school grades when usually attendance is at its highest for school age students. As students get older, the gap widens. **For secondary students at the high school, while chronic absenteeism does not climb much for white students, it increases for all other subgroups;** 41% for Black or African American students, 44% for Hispanic or Latino students and 41% for Multiracial students. 41% of students with disabilities are chronically absent at our high school.

Engagement can also be measured by examining our discipline statistics prior to the pandemic in 2018-19; while 6% of white students were suspended that year, 18% of Black or African American students were suspended and 18% of students with disabilities. Black students were three times more likely to be suspended than their white peers during that year.

The picture becomes clear when we step back and look at these gaps and how they fit together. National studies show that students from lower socioeconomic backgrounds generally come to school with significantly lower vocabularies (by many estimates, a 23,000-word gap based upon a child’s family income).¹⁰ This means that we have a truly short amount of time, usually within three years, to close these significant gaps.¹¹ However, as those gaps do not get filled, they widen, and our students progressively disengage from our teachers, staff, and school. The loss of contact with school staff when our students do not show up is significant. Especially when one considers that there are three things that drive school behavior: 1) A desire for a relationship; 2) A desire for social acceptance by peers; 3) A desire for social status, the need to feel special.¹² When students begin to fail, they begin to disengage. As they disengage, they fail more. And thus, the gap of achievement widens.

All this data describes a need for action as it stands. However, the impact of the COVID-19 pandemic upon our student population cannot be overstated. Nationally, regionally, and locally, the pandemic has not only yielded significant disparities in our society and schools, but also in terms of access. We do not yet know the short or long-term effects of being kept in isolation from mental and behavioral health services, access to basic provisions such as food, and for the 58% of our students being kept in impoverished environments 24 hours a day, 7 days a week, for over a year with limited access to peers. For many of our students, school is a safe place in which to thrive. Isolated from this escape will only amplify these effects upon their social, emotional,

¹⁰ <https://www.theatlantic.com/business/archive/2013/12/low-income-kids-face-a-massive-word-gap-heres-one-way-to-fix-it/425622/>

¹¹ Armbruster, Bonnie B. Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3. Diane Publishing, 2010.

¹² Harris, Alma, ed. Improving schools in exceptionally challenging circumstances: Tales from the frontline. A&C Black, 2006.

cognitive, and physical wellbeing and we know we need to be more prepared to address the disparities and gaps now more than ever.

The impact of COVID-19 is not limited to just our students. The social and emotional impact of the pandemic upon our staff has been significant. Not only were they asked, like all other staff across the nation, to literally change everything they did and how they did it to try best meet student needs, but also change these plans constantly as federal, state, and local circumstances demanded it. A significant impact of COVID-19 upon our district was its impediment to implementation of our previous Learning Technology Grant. The professional development that was just getting underway to support our staff was abruptly interrupted. And while some of it continued and scaled down, much of the funding and energy was modified to best meet the circumstances. While we were able to use the grant funding to purchase technology and quickly teach our staff how to create online learning material and interact virtually with staff, students, and families, it deftly fell short of our goals established in our previous LTG project. Our goals towards establishing a personalized learning culture in our schools, having staff adopt a pervasive blended learning model in their classrooms and implementing STEM PBL became thwarted. Thus, we are left at the end of our previous LTG project with an incomplete start of establishing a true, robust professional development infrastructure that would prepare our staff to tackle the inequities, lack of student engagement and lack of overall student academic achievement described above.

This project is our stance on changing this narrative. We not only propose to pick up our previous LTG efforts where we left them, but after reviewing our plan and comparing it with our needs- assessment, we will use a modified and more comprehensive approach. We embark upon a substantially different path to achieve substantially different results. This proposal is a representation of our school mission to develop all our students, regardless of their backgrounds, to become confident, life-long learners. **This project is about substantial change. It is a change in the way we as a staff think, learn, and teach. It is a change in the way we view our students' needs and how we approach them.** To that end, we have decided to focus on addressing the following three needs described above that came out of our extensive needs-assessment of our students and district:

Need/Gap 1: A small minority of teachers (approx. 16%) practice the Core Four principles of Personalized Learning in their classrooms every day. Resources do not currently exist to maintain an infrastructure that sustains systemic districtwide reform for this student-centered initiative.

A small cadre of teachers (15) were fully trained in Personalized Learning through our last LTG project to become turnkey trainers. They were trained through Education Elements Fellowship program. This small number of staff for the size of our district is not nearly enough to impact the type of instructional reform we are proposing. We need to increase this capacity to a minimum of 60 staff members and rather than provide “one off” training, they need to serve their peers by providing model classrooms open for visitations, 1:1 coaching and mentoring, and professional development that is offered using the practices of personalized learning.

Need/Gap 2: Staff have knowledge of technology tools but lack the skills required to integrate technology effectively in a manner that supports opportunities for students who lack

engagement with current instructional practices. Staff have minimal knowledge of or ability to integrate NYS Computer Science and Digital Fluence Standards into relevant content areas.

COVID-19’s urgency helped our teachers quickly learn the basics of how to use online and instructional technology tools. However, the greater principles of Blended Learning and how to use these tools in a manner that specifically increase student engagement and achievement has not yet been accomplished. Our staff do not need more “workshops.” As a matter of fact, many of them indicated so on our last Staff Technology survey (approximately 60%). What they do need is 1:1, real time assistance, small group coaching, the ability to visit model classrooms where best practices are used and technological tools and support to measure their effectiveness.

Need/Gap 3: Significant discrepancies exist between subgroup student populations and their peers in academic performance and attendance rates.

Our student population is divided in terms of achievement, engagement, and abilities. They have a need for instruction that engages their voice and their choice. They need interest-based instruction that allows for autonomy and allows them to be measured against rigorous standards. They need to have control over the pace and path of their instruction and receive assistance and teacher attention when they need it. Our students need instructional practices that minimize or eliminate the impact of implicit bias in the classroom and the institutional biases that negatively impact them.

B.2. (5 Points): Rationale and Research

Student achievement is low and disparities between sub-groups are significant. The district needs a new approach to ensure greater student success. To move our district from a largely traditional, teacher-centered instructional model that uses technology peripherally to a student-centered instructional model that more closely reflects the changing career world, we will respond through strategic planning, staff leadership development, job-embedded training, and coaching/mentoring for teachers. We will expand a Project Based Learning Innovation Lab initiative at each of our elementary schools and we will empower teachers to implement evidence-based, technology-linked instructional strategies, including blended learning and flipped classrooms, personalized learning, project-based learning, and micro-credentialing. The intersecting and potentially interdependent nature of these proven-effective methods is noteworthy:

1) Embed Professional Development Using Coaching, Mentoring and Model Classrooms

Traditional professional development mirrors traditional modes of education. It treats teachers as recipients who all will receive the same amount of knowledge, delivered predominantly in a didactic format, and then expects them all to have the same innate skill to take this knowledge and apply it and evaluate it effectively in real practice. If we wish our classrooms instruction to look differently, we need to begin with how we treat our teaching staff as learners. Teachers come with similar gaps in understanding, backgrounds and skills and therefore require a professional

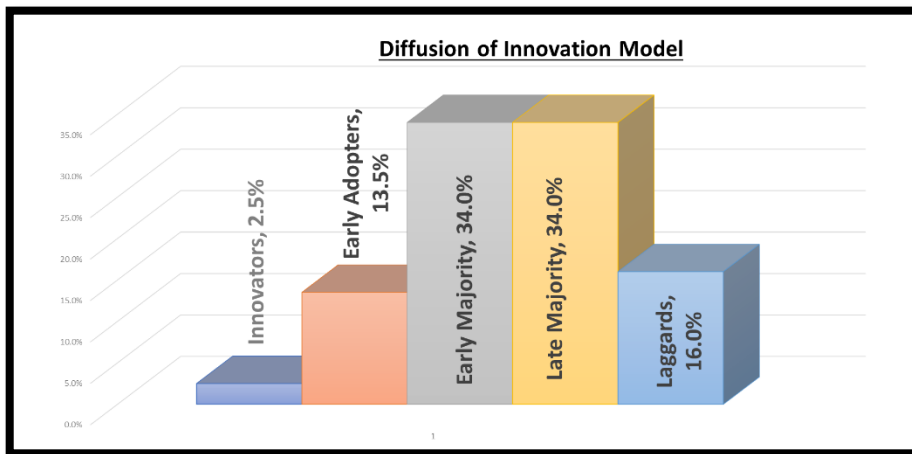
development methodology that respects this need and responds to it effectively.^{13 14}

Our method is borrowed by the “Diffusion of Innovations” field which was originally presented by Everett Rogers and focused on viewing teachers as consumers as well as designing our initiatives with the goal of promoting rapid adoption in our school district.¹⁵ Rogers identifies five cohorts of consumers who adopt innovations (Figure 1).

We see our teachers in this model as those willing to invest time, energy and passion for the reform being presented. We begin with our Innovators who need no convincing and bring inherent leadership skills with them to the table. We leverage this advantage to have them begin training Early Adopters, who as they practice, begin to foster pockets of best practices of the reform spread out throughout the school districts. As Early Adopters now become leaders and experts, the effort is expanded first to the early majority and then the late majority. By the end of this multi-year phase of the process, 79% of the staff are practicing the necessary skills in their classrooms effectively. We capitalize on this approach by infusing it with peer mentoring, coaching, and establishing Model Classrooms of Best Practices. In this way, we offer staff a variety of methods to learn new skills, observe them, consult with their peers, and receive

immediate feedback and assistance regarding their implementation.

Figure 1 – Diffusion of Innovation Model



When teachers are provided with autonomy around their own learning, they can learn more effectively how to bring these practices into their classrooms. Having choice about pace and paths to take, enables teachers not to become overwhelmed, to trust the people guiding

them, and encourages them to take pedagogical risks. When teachers are provided with well prepared and competent peers, who practice the skills being taught in their classrooms regularly, credibility, trust and buy-in increases significantly. In addition, if their peers are working in their own school buildings, teachers have increased access to expertise and the ability to observe best practices, then having to wait for another “dose” of traditional professional development (i.e., Superintendents’ Conference days).

2) **Personalized Learning (PL):** Since many AECSD students are not performing on grade level, implementation of PL will be vitally important to student success. Teachers will design

¹³ Marzano, Robert J. *What works in schools: Translating research into action*. ASCD, 2003.

¹⁴ Stewart, Chelsea. "Transforming professional development to professional learning." *Journal of adult education* 43.1 (2014): 28-33.

¹⁵ Rogers, Everett M. *Diffusion of innovations*. Simon and Schuster, 2010.

individualized learning plans to address learning needs and boost success for all students. This will incorporate use of Google to set up career plans for students starting in 6th grade which will be updated every year until 12th grade. These plans will include a skills gap analysis between where students are and what is needed for the career of their choice, as well as an analysis of skills related to academics, social skills, organization, technology use, and other career readiness skills. Analyses will be used by school counselors to build students' plans and schedules, as well as by special education teachers to build IEPs.

PL integrates three key elements: (1) Instruction customized to an individual's needs, skills and interests (to be completed by teachers and administrators); (2) A range of learning opportunities and experiences aimed at readying students for college and careers (new courses and curricula and enrichment programs); and (3) Teachers as facilitators of learning in a student-centered process. A 2014 report on research commissioned by the Bill & Melinda Gates Foundation and conducted by RAND Corporation showed students engaged in PL made considerable gains in both Math (.41) and Reading (.29) and greater gains than control group peers. Results were echoed in a follow-up 2015 report by the same organizations that shows students engaged in PL not only demonstrated significant increases in Math and Reading, but most commonly moved from achievement below grade level at the start of the two-year student to achievement above grade level by the end! Additionally, many advocacy and research organization recommend PL as a best practice for increasing engagement and reducing chronic absenteeism, and the Learning Policy Institute indicates, based on work by Darling-Hammond, Ross, and Milliken, that schools that implement PL typically have notably higher graduation rates than schools in which, "students can easily get lost and fall through the cracks."¹⁶

Highly pertinent to our district is that PL addresses equity. PL requires that equitable outcomes exist for all students. However, students are permitted individual ways in which to get there. They also begin where they currently are with this model. This calls upon teachers to not begin instruction in a place that is the same for all students, reinforcing a preexisting gap of achievement, but instead to scaffold support to students who need it to progress to the same outcome at their own pace.¹⁷ In addition, true implementation requires that a teacher develops an intimate understanding of students at an individual level. Research has shown, that developing these kinds of relationships is one of the most effective means of overcoming implicit bias.^{18,19}

3) Blended Learning (BL) and Flipped Classroom: BL combines traditional education methods with technology-based or enriched activities. BL is especially valuable in PL and differentiated learning settings where students' education activities are determined based on each student's strengths, needs, and interest rather than generically assigned "for the class." BL can be

¹⁶ RAND Corp. Early Progress: Interim Research on Personalized Learning. Bill & Melinda Gates Foundation, 2014. K12education.gatesfoundation.org/resource/early-progress-interim-research-on-personalized-learning/. Accessed 1 Apr. 2017.

¹⁷ Brasof, Marc, and Rebecca Bennett. "Striving for Equity: District Leadership for Narrowing Opportunity and Achievement Gaps." Teachers College Record.

¹⁸ Gonsalkorale, Karen, et al. "Accounting for successful control of implicit racial bias: The roles of association activation, response monitoring, and overcoming bias." *Personality and Social Psychology Bulletin* 37.11 (2011): 1534-1545.

¹⁹ Allen, Thomas J., Jeffrey W. Sherman, and Karl Christoph Klauer. "Social context and the self-regulation of implicit bias." *Group Processes & Intergroup Relations* 13.2 (2010): 137-149.

the fuel that powers innovative approaches like flipped classrooms. In flipped classrooms, students are introduced to basic concepts and background information outside of class through reading, watching videos, and other multi-media methods of taking in information. When they return to class, students spend their class time collaborating with peers on thought-provoking, hands-on projects that require application of the information received outside of class to deepen understanding and learning. Often projects focus on examining real-world questions or solving real-world challenges. The model is more deeply engaging for students and typically “frees up” the teacher to support students one-on-one and in small groups in a hands-on manner rather than lecturing broadly (and often ineffectively) to a full class of students at all different levels of achievement.²⁰

Research on and observation of BL initiatives that have been truly successful have highlighted that success requires data collection and monitoring and data-driven decision-making. Letting assessment and progress results drive how the technology is used provides needed guidance to strategy implementation. Well-monitored BL programs have resulted in increases in Math in particular. A two-year randomized trial by RAND that examined the effectiveness of BL among algebra students showed middle and high school students “improved high school performance by 8 percentile points.”²¹

4) Project-based learning (PBL) enables students to gain knowledge and skills by through: a focus on learning goals, standards-based content, and skills like critical thinking and collaboration. The hallmark traits of PBL are Sustained Inquiry; Authenticity (real-world context); opportunities for Voices and Choices; Reflection; Critique and Revision; and a publicly presented product. PBL provides an engaging venue for development and application of fundamental skills (e.g., Reading, Writing, Math) and applied knowledge (e.g. scientific method and experimentation), as well as providing a mechanism for the development of career readiness skills such as responsibility, planning, time management, clear communication, collaboration, analysis, critical thinking, reasoning, problem solving, application of resources, etc.²² Johannes Strobel and Angela van Barneveld’s 2009 meta-synthesis of existing PBL studies showed PBL was more effective for longer-term retention and long-term skill development than traditional instruction. Applying a BL flipped classroom model will provide time and space for project-based learning implementation—during class time when students can collaborate, and teachers can serve as facilitators rather than lecturers.²³

Additionally, elementary students will have access to Makerspace Innovation Labs. Labs will be designed around problem-solving and design process centers for elementary students that include a range of supplies from computers and Promethean panels to art supplies, and robotics supplies. Applying a PBL approach, students will be given problems or challenges in Innovation Labs and will then work together or individually to design solutions. Labs will integrate art, technology, science, library, and math. Projects completed in them can range from low tech (e.g., cardboard) to high tech (robotics and drones). By moving instruction away from standardized,

²⁰ <https://www.teachermagazine.com.au/articles/blended-learning-how-does-it-work>

²¹ <https://www.kqed.org/mindshift/30364/rand-study-shows-blended-learning-works>

²² <https://www.edutopia.org/project-based-learning-guide-importance>

²³ Strobel, J. & A. van Barneveld. “When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms.” *Interdisciplinary Journal of Problem-Based Learning*, 3 (1).

traditional methods of learning and assessment, we also reduce bias that may be unconsciously built into the instruction. As students encounter real world problems to solve, conduct their learnings in social groups, and are assessed through applying evaluative thinking, bias significantly lowers in classroom settings.²⁴

Section C: Program Design [25 Points]

C.1. (5 Points): Goals and Objectives

All three goals address equity amongst our student population in different ways. Some increase student achievement, others provide equal access to resources (Innovation Labs, ie..) and others focus on providing students flexibility and needed supports to close the gaps of achievement that exist. All of them simultaneously close gaps of achievement while simultaneously prevent or minimize further gaps from occurring. Using the research provided in B.2, we chose these goals to align with the needs identified in B.1.

Goal 1: Create, refine, and scale a robust district-wide instructional culture that is founded upon the Four Core principles of Personalized Learning K-12. (Need/Gap #1, #3)

Objective 1: Develop a PL Infrastructure Plan that grows teacher and administrative leadership well versed in PL that includes alignment between PL practices and District Strategic Plans, Technology Plans and Family Engagement Plan.

Objective 2: Implement a Self-Sustaining professional development infrastructure that provides peer support and models of best practices of PL.

Measurable Outcome 1: By September of each year, revise PL Infrastructure Plan facilitated by Ed Elements and developed by ASI and the PL Council that builds human and other capacity in incremental ways. The Plan will include professional development, peer coaching, and creation/use of model classrooms as measured by annual teacher surveys (district wide in coordination with the Technology team so as not to be duplicative).

Measurable Outcome 2: By June of each school year, Ed Elements conducts professional development with PL Council, and Cohort 2 of Peer Mentors (Cohort 1 was developed in last LTG project. Sessions include self-reflection, direct instruction (6-hour PD on PL to 40 teachers), small group work, application in classrooms, guidance on creating and using model classrooms and culminating in Capstone Projects presented to District as measured by PD exit surveys (for direct instruction) annual professional development survey, review of quarterly PL Council meeting notes, tracking attendance in PD with sharing of such data with independent evaluators and likewise sharing materials used in instruction (which are artifacts and should be shared broadly to aid other districts across state).

Goal 2: Expand current efforts to have teachers utilize Blended Learning as a Tier I practice in their classrooms and student engagement with Innovation Labs that results in instructional approach changes to increase student achievement aligned to NYS Computer Science and Digital Fluency Standards and relevant content-area standards. (Need/Gap #2, #3)

²⁴ Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning (PDF). Powerful Learning: What We Know About Teaching for Understanding. San Francisco, CA: Jossey-Bass.

Objective 3: Technology Mentors hired and support teacher implementation of BL within Tier I practice and use of Google Sites/Tools in support thereto.

Objective 4: Innovation Labs are resourced and grade level, multidisciplinary lessons are created.

Objective 5: Incorporate micro-credential (M-C) and badge accrual opportunities for students and staff.

Measurable Outcome 3: Technology mentors are hired by September and provide PD, peer coaching throughout the year. Mentors provide their class schedules to staff so peers may observe best practices in their classrooms throughout the year. The District identified leadership who will enable tracking of mentoring activities (nature and duration of activity) and these data will be made available to the evaluation team as a formative data point. Likewise, an annual teacher survey will be utilized to track progress over time in relation to use of blended approaches and district-valued tools these ends. Tools-focused indicators include: 90% of teachers will use at least 1 of the following by the end of Year 1, at least 2 of the following by the end of Year 2, and at least 3 of the following by the end of Year 3: Google classroom, team drives, and/or Google sites to distribute and maintain course content, class assignments, and grades; engage students in conversations; communicate with families or use their Active Panel with the ClassFlow/ActiveInspire software to deliver instruction and as an engagement tool. 50% of teachers by the end of Year 2 and 80% of teachers by the end of Year 3 will be integrating technology at least once per week through blended or online learning or other innovative or evidence-based instructional methods.

Related, the valuation team (Laura Payne-Bourcy Consulting is working with expert teachers across the state to develop and pilot benchmark student assessments for the NYS Computer Science and Digital Fluence Standards in two grade bands 2/3 and 4/6. These assessments are proposed in relationship to (4) Smart Start grants as grantees need benchmark data to further efforts to integrate these standards into the relevant content-area standards but also to shed light on student achievement within classrooms where teachers are participating in Smart Start and Learning Technology-grant funded professional development as compared to matched controls. These benchmark tools will be made available to the Auburn Learning Technology project in years II and III to further assess and understand implications for student achievement and learning.

Measurable Outcome 4: Innovation Labs are assessed and resourced by LMSs and building level leadership teams by October; rotation schedules for students are set up by October; building level teams in collaboration with LMS create monthly PBLs for students; students engage with PBLs. Quarterly notes from PL Council notes should reflect progress thereto. These data (formative) will be reviewed and monitored by the evaluation team and an annual teacher survey used to further assess (in a summative means) the create of and use of Innovation Labs in support of student learning as aligned with the NYS Computer Science and Digital Fluency Standards and relevant content-area standards.

Measurable Outcome 5: 50 teachers in Year 1 and 100 teachers per year in Years 2 and 3 will each earn at least 2 micro-credential in digital literacy topics/skills during that year. (*Measured By:* KYTE attendance/participation data, KYTE micro-credential/digital badge tracking). Student outcomes related to this outcome will be tracked by project leaders and shared with evaluation team quarterly with annual survey confirming related impact.

Goal 3: Increase student engagement in targeted instruction that uses flexible interest based content and tools while providing them and their teachers to use data to inform instructional/learning decisions and reflect on achievement. (Need/Gap #3)

Objective 6: Identify classrooms of high levels of implementation of PL, BL and problem-based learning and identify natural comparison classrooms of the same.

Objective 7: Assess differences in student outcomes on standardized, state assessments in classrooms where high levels of said practices are evidenced as compared to district classrooms in addition to comparison of attendance rate data.

Objective 8: Using comparison data, assess measurements of combined subgroup populations of students in PL model classrooms to students in comparison classrooms.

Objective 9: Students are provided with leadership roles and input on PL, BL and Innovation Lab plans and participate in Family Events as “teachers” of best practices to parents and community members.

Measurable Outcome 6:

75% of students participating in the project 2 or more years who were not performing at grade level in 1 or more subjects at the start of the project will make measurable progress toward achieving at grade level in 2 or more subjects (unless only behind in 1 subject) (*Measured By:* Student state and benchmark testing results, grades, performance on projects for project-based learning and/or BL or micro-credential results).

Measurable Outcome 7: By the end of the third year, students enrolled in classrooms with high levels of implementation of PL, BL, Technology Integration and PBL will have increased achievement compared to students enrolled in natural comparison classrooms (low levels of PL, Blended Learning, Technology Integration and PBL). Outcomes from these classrooms will be compared by the Independent Evaluator to ascertain whether the practices are having an impact upon students using grade achievement, student surveys, focus group (qualitative assessment), attendance and standardized assessment results.

Measurable Outcome 8: By the second year of the project, students from grades 5-12 will be represented on input teams and students will be presenting elements of PL, BL and the Innovation Labs at Family Events in the Fall and the Spring.

All goals, objectives, and outcomes are appropriate because each is directly aligned with and responsive to needs/gaps and district community and student achievement challenges identified in Section B.1. Appropriateness was determined by the project conceptualization team through a comparison of comprehensive needs assessment results and planned goals, objectives, and outcomes. The project conceptualization team was comprised of the Assistant Superintendent for Instruction Sarah Cupelli, DTL Thom Bunn, and two outside program design and assessment consultants with input requested from principals and teachers.

C.2. (5 Points): Alignment to District, BOCES, and NYSED Goals and Plans

District Plans Alignment: The **mission** of the Auburn Enlarged City School District is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners. This project’s enterprise to address inequitable access and achievement amongst our students and to engage their interest, strengths, curiosity and endeavor to learn rigorous academic standards directly assist them to “meet the challenges of their future” particularly with regard to building

academic and social resiliency and the skills for necessary for future careers; communication, cooperation, overcoming frustration and building competence in autonomous fashions will be necessary for future careers that will demand flexibility and collaborative cultures.

PL addresses equity by empowering students to take ownership of their learning and empowering teachers to tailor instruction to the student’s individual strengths, needs, and interests, considering all the aspects of the individual student, including culture, impacts of economic status or trauma, interests, preferences, life situation, etc. PL focuses on the smallest minority in the world – the individual. In a study by Anders (2017) it was determined that PL offers the most equitable access to educational opportunity as long as the student has access to digital technology and teachers to facilitate.²⁵

Furthermore, our approach represents “fiscally sound educational opportunities.” PL is powerful, and we know it is what our students need to increase achievement, PL can be extremely expensive if the only way to accomplish it is by adding more teachers. This project addresses that challenge by integrating technology to lean on blended and online learning and flipped classrooms to maximize educational personalization while maintaining affordable staffing levels. Allowing the technology to perform the educational tasks that require less subjectivity—such as conveying basic information through video or other media or administering and grading assessments—frees up teaching staff to focus on the educational tasks that require more discernment and reliance on human interaction and relationships. In addition, the cost of special education on average is over \$30,000. If our project prevents only ten students out of the entire district of 4,046 students within the three years of the project from falling behind and becoming identified as needing special education supports, then this project will have paid for itself in its entirety.

The establishment/expansion of staff technology mentors, roll out of additional technology training for all teachers, support for each teacher to have a digital presence for his/her class(es), and creation of a computer science program are all goals/action items in our current **district Technology Plan**. Diversifying teacher communication methods through technology (e.g. using Google Suite tools, reporting micro-credential achievement, etc.) is also in line with our current **district Parent and Family Engagement Plan**, as well as increasing school engagement activities (Fall and Spring Innovation Lab Nights), and involving parents in school planning.

Our School District’s Strategic Plan lays out multiple priorities, three of which pertain specifically to this proposal: 1) Implement “high quality instructional practices for all students”; 2) “provide innovative experiences that foster problem solving, critical thinking and decision-making skills for all students, and 3) preparing “all students for college and careers. PL, PBL and BL all speak to these priorities by making our instruction more student focused, rigorous, aligned with real world future application and engaging for our youth.

BOCES Plan Alignment: The Cayuga-Onondaga BOCES’s mission statement is to “Unleash potential in our community.” Our project aims to do the same for the children attending our schools. The main service that they provide to our school district related to this project is through support with our technology and its implementation. Our district policy is aligned with BOCES’ AUP and we adhere strictly to their Ed Law 2D Privacy Policy with all technology being

²⁵ Anders, Ann K. Blended Learning Transformation: Lived Experiences of Elementary School Teachers. Diss. Frostburg State University, 2018.

used. In addition, our district policy and implementation in this project aligns with the C-O BOCES Parent Privacy Bill of Rights in our implementation of our technology.

NY State Plan Alignment: This project aligns with two key goals of the **USNY Statewide Learning Technology Plan:**

1) **DIGITAL CONTENT** – Standards-based, accessible digital content supports all curricula for all learners. Under this project we align all our practices with our Digital Teaching and Learning Plan that was developed in our previous LTG initiative. This ensures technology is integrated into all classes for all students and methods for integration are standards-based. The project also includes a move to blended and online learning and micro credentialing through On Your Own (OYO) that will empower students to earn digital badges in digital literacy topics and skills as well as in other areas through computer-based learning.

2) **DIGITAL USE** – Learners, teachers, and administrators are proficient in the use of technology for learning. In addition to student learning, this project includes robust professional development options for teachers that includes both online learning through KYTE and hands-on and job-embedded training to ensure proficient technology use and integration. Micro-credentialing will be used to certify teacher proficiency in a range of digital literacy topics and skills, and we will collaborate with our evaluator to identify or design an assessment format and protocol for determining teacher proficiency in technology integration and PL.

One of the goals of our **District NYS Comprehensive Improvement Plan** is to develop pathways that allow for student strengths to be enhanced and for choice to allow different academic pathways to be selected. One of the avenues for doing this will be to enhance our efforts to provide rich and rigorous teaching and learning in a digital environment and more opportunities for students to participate in digital literacy coursework. Hence, this project takes direct action toward the plan’s aims.

C.3. (5 Points): Alignment to Learning Technology Grant Goals

As noted in Section C.2, the 2017 Anders study demonstrated PL that is supported by technology is the most efficient and precise means for ensuring equitable access and guarantees each student’s learning environment is culturally- and linguistically responsive because it allows for the strengths, needs, characteristics, and circumstance of each student to be identified and addressed. It strikes at the heart of both the instructional strategies outlined earlier (PL, BL, PBL) and the specific professional development plan approach described earlier. Our project will provide a range of professional development options for teachers that are responsive to professional development needs they identified in the recent professional development survey. This includes:

- Collaboration by each teacher in the district with DTLL Implementation Team member to develop and monitor progress on his/her personalized professional learning plan.
- Online learning through KYTE resulting in digital learning micro-credentials.
- Hands-on, job-embedded training to be offered by peer coaches/mentors on personalized and BL and integration of learning technologies that employs coaching, modeling by a coach/mentor and debriefing, observation by a coach/mentor and feedback, and/or co-teaching with a coach/mentor and debriefing.
- One-on-one and group training in Promethean Panel and Innovation Lab tool use by peer Technology Mentors.
- One-on-one / small group training by the DTLL Staff Developer and/or Technology Mentors

in educational tools such as Google Suite tools as well as implementing BL.

C.4. (5 Points): Communication and Collaboration Efforts

AECS D currently has 4 non-public schools within its boundaries: St. Albert the Great Academy, Tyburn Academy of Mary Immaculate, Montessori School of the Finger Lakes, and Creative Minds Montessori School. We consulted with each school about their needs and interests relevant to our project aims, and we are pleased to report two of the schools will be substantially and meaningfully participating in our project. Communication efforts included e-mails, letters, face to face and virtual meetings as well as phone conferences. Both Montessori Schools declined to participate as they felt it would not fit into their reopening plans at this juncture. The two Catholic schools however, will have the opportunity to place 2 staff members (a teacher or administrator or Library Media Specialist) on the PL Leadership Team. This will ensure non-public schools have equitable and ongoing opportunities to provide input and feedback into the professional development plan, curriculum design, implementation, evaluation, and modification throughout the project period and beyond. Additionally, participation will provide each school with full access to cohort professional development training aimed at establishing a core group of PL and educational technology integration coaches for the school. Coaches will bring professional learning back to train and support their peers. All other trainings will also be open to non-public schools. Participation by non-public schools will mutually benefit all involved as we share our differing perspectives, best practices, challenges we have overcome in serving our students, etc., and are able to learn from one another. Additionally, non-public school participation will lend itself to greater consistency across the district about educational opportunities, approaches, and best practices available to all students regardless of where they choose to attend.

In addition to non-public schools within the district, our project involved community partners such as the Auburn PTA who will collaborate with the district and Parent Councils to promote events aimed at raising parent awareness of the value of digital literacy and the need to make it a key part of Auburn's curriculum to ensure students are college- and career-ready. They will also assist in the creation of Family Events in the Fall and the Spring where students will showcase their learning and teach family and community members the benefits of PL, but also the flexible tools they use in the process.

C.5. (5 Points): Additional Funding Resources

We are extremely serious, committed and dedicated towards achieving the goals established in this proposal. In addition to the \$300,000 requested in LTG funds here, the district will be investing more than \$998,157 in activities, equipment and supplies supporting the goals, objectives and outcomes of this project in addition to the cost of several key administrators' time over the three-year to the project for activities and services directly relevant to the aims of this project. Non-LTG funds to be invested will come from our local budget and NYS Title funds.

- Each year the district will pay for a Director of PL whose salary will be estimated at \$70,000/year.
- Each year, \$43,800 from our general budget will be spent on teacher stipends and compensating for the portion of the DTL's salary when he will work exclusively on this project.
- Each year, just under \$40,000 will be spent to help cover the costs of Education Elements PL professional development.
- In year 1, \$75,000 from our general budget will be spent to cover the costs of having an outside agency address Diversity, Equity and Inclusion in our school district instructional practices and policies.

- In Year 1 of this project, \$37,000 in Title IVa funding will support the purchase of technology and paying the costs of teacher stipends to take PD courses outside of the school day.
- The district will use local funds pay all relevant health insurance costs for staff under this project with local funds, estimated at \$18,000/year.
- In year 3, the district will use local funds for travel for 2 individuals to the required NYSED Share-Out event in Year 3 for an estimated cost of \$265 (the remaining costs come from LTG).
- Each year of this project period the general fund will spend \$5,000 updating the Innovation Labs and expanding them to the secondary level.
- The district will use local funds to support \$2,400 per year for work with the KYTE online learning platform for staff professional development.
- Each year the school district will cover all FICA and TRS costs associated with this project, estimated at \$18,754/year.
- Each year the school district will absorb \$900 of indirect rate costs, paid out of the general budget.

Section D: Program Activities [20 Points]

D.1. (5 Points): Rationale of Starting Phase

Even though this proposal begins where our last LTG left off, we will still begin our proposal with Phase 1, however it will quickly progress into Phase 2 in our first year. Time will be needed in the beginning months of school to prepare, especially with students returning full time face to face in a year, for true implementation to take place. We will use this time as an opportunity to have all key stakeholders join to review our last LTG implementation’s evaluation reports, examine the goals and timelines established in this one and thoroughly develop the necessary plans needed to begin in earnest. Because our work is built on previously established accomplishments that involved templates, forms, already established applications, etc...., our time needed for planning will be brief. We estimate that by November, we will be able to begin our first Fellowship Cohort from this project. In year one, because we already will have a Cohort of PL Fellows trained from our previous LTG project, by November we anticipate having professional development occurring for teachers and model classroom schedules posted for peers to observe best practices. Again, building upon work already accomplished, our Technology Mentor program should also be up and running in the first few months of school. Because of the anticipated heavy need of our staff and students for technology support returning to school for the first time fully since the COVID-19 pandemic occurred, we will be doing much planning over the summer. We will only need a few weeks of planning to make final decisions regarding scope and scale in the first few weeks, therefore, to have this component begin in our project. By November, we expect that Technology Mentors will be able to build upon already established policies and procedures to provide ongoing PD for peers and open their classrooms to model best practices. In Phase I we will:

- a. Revise/update planning methodologies, tools, and templates to conduct the strategic planning process, including but not limited to a Family Engagement Plan.
- b. Convene our PL Council to include: Assistant Superintendent of Instruction, Director of Curriculum and Professional Development, DTL, Director of PL, 1 elementary and 1 secondary teacher, library media specialist, and principal or assistant principal plus up to 4 Religious/Independent School teachers or administrators. The PLC Leadership Team will primarily conduct/lead Phase I activities for Elementary and Secondary (2 total) Building

Level Teams to include: ASI, Director of Curriculum and Professional Development, DTL, Director of PL, the principal or assistant principal, library media specialist, and 1 teacher (3 people total) from each school.

- c. Identify all resources necessary for the process and its implementation, including:
 - a. Identify and recruit teachers who will train as trainers.
 - b. Establishing a list of supplies and equipment necessary for plan implementation to be purchased with other funding sources and a timeline for funding and procurement.
- d. Update professional development and instructional plans/maps as well as materials for implementation of personalized and BL and technology integration, keyboarding/typing classes and clubs and other digital learning courses, and micro-credential programs for both teachers using KYTE online learning platform and students using On Your Own (OYO) online learning platform.
- e. Update online instructional modules or courses for K-12 students using OYO.
- f. Collaborate with the evaluator (Laura Payne-Bourcy) to identify and create evidence-based evaluation methodologies, tools, and templates.
- g. Develop a multi-year timeline for program implementation that includes milestones to address elements of continuous quality improvement/evidence-based improvement and evidence of plans to increase scope and scale.
- h. Develop a comprehensive plan for implementing a program that will institutionalize PL, blended and distance learning, and professional development in educational technology integration that includes materials/artifacts from the sections a-h.
- i. All documents, materials, tools, templates, plans, curriculum maps, modules/courses, timelines, and other artifacts created will be published on the district's website.

D.2. (15 Points): Three-Year Plan

The chart below—**Attachment VI**—explains the three-year program plan in detail for the periods of September 1, 2018 – June 30, 2019; July 1, 2019 – June 30, 2020; July 1, 2020 – June 30, 2021. All required components are included. **The following abbreviations are used to make Attachment V more readable:**

Positions: PD = Project Director; ASI = Assistant Superintendent for Instruction; DTL = Director of Technology and Learning; Director of PL=DPL; TM=Technology Mentor; PLF=Personalized Learning Fellow; LMS = Library Media Specialist; P/AP = Principal or Assistant Principal; IE=Independent Evaluator

Teams and Organizations: PLC = PL Council; DTIT = Digital Technology Implementation/Integration Teams (a subcommittee of PLC); non-pubs = Religious or Independent Schools; EE=Education Elements; ISTE = International Society for Technology Educator; AASL = American Society of School Librarians

Activities: PL=Personalized Learning; BL=Blended Learning; IL=Innovation Labs;; M-C = micro-credential/micro-credentialing

Attachment V : Program Activities Plan

The following table should be completed for each of the three years of the program (July 1, 2021 – June 30, 2022; July 1, 2022 – June 30, 2023; July 1, 2023 – June 30, 2024)

Year One, 2021-2022

Goal	Phase	Objectives	Tasks	Target Aud.	Resour Needed	Respon Parties	Time-line	Eval Meth	Matls / Artifacts
Goal 1: Create, refine, and scale a robust district-wide instructional	1 & 2	1. Develop a PL Infrastructure Plan.	i) PD and EE review LTG Goals and Objectives with district PL Council ii) Working with EE, PL Council will: iii) Solidify timelines /project outcomes. iv) Review pd plan and assign roles and responsibilities.	15 PL PLF; 8 TMs; 35 school administ rators;	EE; Evaluator; 2021 LTG Final Report; EE Lit; District	PD, PL Council;	First Meetings in Septemb er, Quarterly Meetings	Attendan ce Logs; Productio n of artifacts for project	Timeline and Objectives for LTG Project Resource Map

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<p>culture that is founded upon the Four Core principles of Personalized Learning K-12. (Need/Gap #1, #3)</p>		<p>v) Review evidenced based evaluation methodologies, tools, and templates. vi) Create a schedule for sharing best practices and conducting PD related to PD in faculty and department meetings. vii) Conduct PD and hold quarterly meetings to assess progress of project, evaluation results and adjust accordingly. viii) Meet with EE 4X throughout year to advance learning of PL and PL Leadership Practices ix) Conduct district mission updates for PL x) LTG website is set up in September and DTL creates system for uploading artifacts to site quarterly.</p>	<p>Strategic Plan and Improvement Plans; templates; agendas, minutes, and email; rooms for meetings and general mats/supps</p>	<p>following use; EE; Rubrics of Effective PD Design; EE Walkthro ugh Rubrics;</p>	<p>Eval Tools and Templates Sharing Schedule; Selection of High Performanc e and Comparison Classrooms; Evaluation Templates</p>
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1 & 2	2. Implement a Self- Sustaining professional development infrastructure	<p>i) Cohort 1 (C1) PLF from previous LTG grant conduct PL PD for 40 teachers</p> <p>ii) C1 PLF support teachers 1:1 in their implementation of PL throughout the year, as well as in small group mtgs.</p> <p>iii) C1 PLFs post teaching schedules in bldgs so peers may sign up to visit model classrooms/observe best practices.</p> <p>iv) EE meets with PD to plan dates and times of Cohort 2 (C2) PLF Training.</p> <p>v) PL Council selects C2 PLFs.</p> <p>vi) C2 PLF meet for full day PD on Mindset and Purpose with EE.</p> <p>vii) PL Council Meets in Oct to generate ways to share/spread C2 PLF work.</p>	15 C1 and 15 C2 PLFs; 40-80 teachers ; PL Council. ;35 school administ rators	EE; Evaluator; general PD mats/supps ; 1:1 meeting schedule; Model Classroom Observatio n Schedules; EE Meeting Schedule; Applicatio	PD, EE, PL Council, Building Admins, C1 PLFs	C1 begins in first Quarter; C2 begins pd in October and then monthly schedule ensues; EE schedule is set in August	Attendan ce Logs; Productio n of artifacts for project use; EE Rubrics of Effective PD Design; EE Walkthro ugh	PD Mtls for PL C1 Teaching Schedule C2 PD Schedule PLF Forms/App List of PLF Mtls. From PD for C2 Artifacts from C2 Classrooms C2
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		<p>viii) C2 PLFs attend 6 full day Sprint PD Sessions to complete PLF, each day covering implementation and leadership of PL Core Four Principles.</p> <p>ix) C2 PLF practice PL in classrooms between sessions and work on Capstone Projects in small groups.</p> <p>x) C2 PLF celebrate accomplishments of cohort and share capstone projects.</p> <p>xi) EE works with PL Council 4x /yr; reviews mid-year/final reports.</p> <p>xii) EE provides PL leadership training to school and district administrators in biweekly calls.</p> <p>xiii) Evaluator conducts pre/post surveys of PD and conducts focus groups with</p>	<p>n form, nomination form, LTG website; Rooms and technology for PD; PD Schedule and Plan;</p>	<p>and PD for Fellows occurs monthly and PD for PLC occurs quarterly. Capstone Celebrati on occurs in May; All PD begins by October</p>	<p>Rubrics; IE Evaluatio n Tools including surveys</p>	<p>Capstone Projects; templates of teacher individual PD plans; lesson plans</p>
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			students, admin and participants. xiv) PD, Evaluator, DTITL, TMs, LMs and teachers examine artifacts of BL and Innovation Labs for evaluation. xv) Review all plans created in yr. 1 and adjust next year’s implementation.				and ends by end of June;		
Goal 2: Expand current efforts to have teachers utilize Blended Learning as	1 & 2	3: TMs are hired and support teacher implementati on of BL within Tier I practice 4. Innovation	i) The DTITL meets to review and update Mission and Vision of BL and update work previously aligned with ISTE/AASL standards in last LTG grant. ii) The DDTLL using work from previous LTG Initiative, creates a “Collaboration Plan” that schedules times for teachers to plan together.	35 administ rators, 360 teachers , 4046 students	DDTLL; District Mission and Vision of BL; District Strategic Plan and Improveme	PD, ASI, DTL, TMs	DDTLL meets in Septemb er; TMs hired by October; PD begins by 1 st Supt	student surveys, walk- throughs, observati ons; KYTE/O YO attendanc	Mission/Vi sion of BL Collaborati on Plan Job Description List of Tech Mentors

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<p>a Tier I practice in their classrooms and student engagement with Innovation Labs that results in instructional approach changes to increase student achievement</p>	<p>Labs Resourced / create BL lesson plans 5. Incorporate micro-credential (M-C) and badge accrual opportunities for students and staff.</p>	<p>iii) TMs apply/are Selected. iv) TMs undergo Coaching PD from DTL v) TMs provide ongoing PD on G-Suite, Google Classroom, Zoom, and KYTE where they create online courses; course selection updated monthly. vi) TMs contribute to online classes on KYTE for staff and assist teachers to do same for students. vii) Teachers participate in BL PD and implement BL Tier I practices in classrooms viii) Teachers and TMs work 1:1 in developing, implementing and problem-solving high quality BL instruction in the classroom during</p>	<p>nt Plans; ISTE/AASL standards; Evaluator; general PD mats/supps ; rooms and technology for PD; KYTE, Google Suite, Google Classroom,</p>	<p>Conferen ce Day of School Year and coaching ensues; virtual PD for BL is ongoing; Face to Face, small group and 1:1 offerings</p>	<p>e/particip ation data, KYTE/O YO micro-credential/digital badge tracking;</p>	<p>KYTE Lessons PD Mtls for BL 25. ;</p>
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<p>aligned to NYS Computer Science and Digital Fluency Standards and relevant content-area standards. (Need/Gap #2, #3)</p>			<p>planning time.</p> <p>x) PD, TMs and LMSs Review/Update Innovation Lab Plans</p> <p>x) DTITL Aligns plans with building/district NYS Target/Comprehensive Improvement Plans</p> <p>xi) Mentors, LMS and Teachers embed music, art and other disciplines in engineering activities and apply PBL Standards rubric developed in previous LTG.</p> <p>xii) Students rotate through Innovation Labs completing monthly PBL projects.</p> <p>xiii) Evaluator conducts pre/post</p>		<p>ClassFlow, ActivCast, Ensemble, GoGuardia n, ActivInspir e, Promethea n Panels, etc...; DTL, ASI, PD, TMs and LMSs; Locations for Innovation</p>		<p>occur monthly;</p>		
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			<p>surveys of PD and conducts focus groups.</p> <p>xiv) PD, Evaluator, DTITL, TMs, LMs and teachers examine artifacts of BL and Innovation Labs for evaluation.</p> <p>xv) Review all plans created in yr. 1 and adjust next year’s implementation.</p>		Labs;				
<p>Goal 3:</p> <p>Increase student engagement in targeted instruction that uses flexible interest based</p>	<p>1</p> <p>2</p> <p>3</p>	<p>6: Using strategies embedded in Goals 1-2, in consultation with Education Elements, Ind. Investigator,</p>	<p>i) Mentors and Teachers working with LMSs create a system for capturing artifacts of learning and a vehicle for showcasing student success with peers, faculty and family members.</p> <p>ii) Students engage in monthly PBL projects and build PBL Portfolios of Innovation Projects.</p> <p>iii) Students interact with Core Four and</p>	<p>DDTLL,</p> <p>4 TMs; 5 LMSs;</p> <p>144 elementa</p> <p>ry teachers;</p> <p>approx..</p> <p>2,000</p>	<p>Locations for Innovation Labs; MakerSpac e materials (BeeBots, Keva Planks,</p>	<p>PD, DTL, LMSs</p>	<p>DTIT meets in October, Building Teams begin to meet in October and</p>	<p>Student and staff surveys; student grade reports; student attendanc e rates;</p>	<p>Innovation Lab Plans Resource Maps Alignment Plan Lesson Plans PBL</p>

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<p>content and tools while providing them and their teachers to use data to inform instructional/learning decisions and reflect on achievement. (Need/Gap #3)</p>	<p>Administrative Council tracks performance of subgroups of students 7: Attendance rates of subgroup populations of students in PL model classrooms are tracked versus district standard to</p>	<p>Blended Learning iv) Student artifacts are displayed and highlighted at school-wide functions v) During Spring Family Event, students show parents how Innovation Lab impacted their ability to problem-solve and engineer and how various tools work. vi) Students take online surveys to measure engagement and interests vii) Evaluator collates results from year's progress and shares out results with teams and leadership. viii) PD presents results to BOE with PL Council ix) Review all plans created in yr 1 and</p>	<p>students</p>	<p>Brainflakes, Ozbots, Kinex, Makedo, Makey, Makey, etc...); Meeting schedules and Agendas; DTITL, DTL, TMs, LMSs, ASI, PD</p>		<p>continue work monthly moving forward; LMs meet monthly to collaborat e and align practices with each other; Evaluator</p>	<p>focus groups; state assessme nt scores;</p>	<p>Artifacts</p>
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		compare with their peers. 8: Students are provided with leadership roles	adjust next year's implementation.				conducts surveys midyear and end of year; Focus group schedule generated in September		
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Year Two, 2022-2023

Goal 1: Create, refine, and	3	1) Implement a Self-Sustaining professional	i) C1 and C2 of PLFs conduct PD for additional 40 teachers and conduct refreshers for last year's cohort. PD is also conducted during	40 K-12 teachers, 360	EE; Evaluator; EE Lit;	PD, PL Council, ASI	First Meetings in	Attendanc e Logs; Production	PD Mtls for PL C1 and C2
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<p>scale a robust district-wide instructional culture that is founded upon the Four Core principles of Personalized Learning K-12. (Need/Gap #1, #3).</p>	<p>development infrastructure</p> <p>2) Conduct PL PD by PL Fellows</p> <p>3) Evaluate and increase effectiveness</p>	<p>faculty meetings and department/grade level meetings.</p> <p>ii) C1 and C2 PLFs provide 1:1 coaching and open own classrooms for peers to observe best practices in their buildings.</p> <p>iii) C3 is formed using same process as C2 and they begin the same PD process with EE that occurred in year 1 for C2.</p> <p>iv) EE provides 1:1 coaching 3x in the year for C2 coaches to ensure fidelity application of pd from last year.</p> <p>v) EE continues to provide leadership consulting throughout the year in bi-weekly virtual calls and meets with PL Council 4x/yr.</p> <p>v) Evaluator conducts pre/post surveys of PD</p>	<p>teachers, Cohort 3 of PL Fellows, 35 administrators</p>	<p>templates; agendas, minutes, and email; rooms for meetings and general mats/supp</p>		<p>September, Quarterly Meetings following ; Artifacts uploaded quarterly;</p>	<p>of artifacts for project use; EE Rubrics of Effective PD Design; EE Walkthrou gh Rubrics; IE Evaluation Tools including surveys</p>	<p>Teaching Schedules C3 PD Schedule PLF Forms/App List of PLF Mtls. From PD for C3 Artifacts from C3 Classrooms C3 Capstone Projects; lesson</p>
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			and focus groups vi) PD, PL Council and C1, C2 and C3 PFLs examine artifacts of PL from classrooms for evaluation. vii) Review all plans created in yr 2 and adjust next year's implementation.						plans
Goal 2: Expand current efforts to have teachers utilize Blended Learning as a Tier I practice in	3	1) Review TM Plan/begin implementing 2) Innovation Lab Use is refined and restarted 3) New Array of BL Courses Implemented	i) DTLTL and TMs review TM plan ii) TMs plan new PD for staff based upon surveys and upload to KYTE iii) LMs and TMs meet with Innovation Lab Teams and update resources and lesson plans. New schedule created and begins in September. iv) Artifacts from Innovation Labs shared with families and community at Family Events in Fall and Spring. Students	35 360 4046	DTITL; District Mission and Vision of BL; District Strategic Plan and Improveme nt Plans;	PD, ASI, DTL, TMs	DTITL meets in Septembe r; TMs hired by October; PD begins by 1 st Supt Conferen	student surveys, walk- throughs, observatio ns; KYTE/OY O attendanc e/participat	Mission/Vi sion of BL Collaborati on Plan Job Description List of Tech Mentors KYTE

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<p>their classrooms and student engagement with Innovation Labs that results in instructional approach changes to increase student achievement aligned to NYS</p>	<p>4) A network of model BL classrooms created for visitations</p> <p>5) Evaluate and increase effectiveness</p>	<p>conduct seminars for families and demonstrate how PBL, engineering and the tools of the Innovation Lab work.</p> <p>v) TMs begin PD on BL and provide 1:1 support in buildings.</p> <p>vi) TMs create schedules of their own classes for peers to observe best practices in classrooms.</p> <p>vii) TMs continue PD both online and face to face for peers. Assist colleagues to upload courses on KYTE for students and produce content on Google Websites and use of G-Suite Apps.</p> <p>vii) Evaluator conducts pre/post surveys of PD and conducts focus groups.</p> <p>viii) PD, Evaluator, DTITL, TMs, LMs and</p>	<p>ISTE/AASL standards; Evaluator; general PD mats/supps; rooms and technology for PD; KYTE, Google Suite, Google Classroom, ClassFlow, ActivCast,</p>	<p>ce Day of School Year and coaching ensues; virtual PD for BL is ongoing; Face to Face, small group and 1:1 offerings occur</p>	<p>ion data, KYTE/OY O micro-credential/digital badge tracking;</p>	<p>Lessons PD Mtls for BL</p>
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<p>Computer Science and Digital Fluency Standards and relevant content-area standards. (Need/Gap #2, #3)</p>			<p>teachers examine artifacts of BL and Innovation Labs for evaluation.</p> <p>ix) Review all plans created in yr 2 and adjust next year’s implementation.</p>		<p>Ensemble, GoGuardia n, ActivInspire, Promethean Panels, etc...; DTL, ASI, PD, TMs and LMSs; Locations for Innovation Labs;</p>		<p>monthly;</p>		
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<p>Goal 3: Increase student engagement in targeted instruction that uses flexible interest based content and tools while providing them and their teachers to use data to</p>	<p>3</p>	<p>3: Conduct PL in classrooms 6: Implement Innovation Labs 7-8, 10: Implement BL Objectives 9,4,11-12: Evaluate Impacts of PL, BL, PBL, St. Achiev/and Engagement</p>	<p>i) Mentors and Teachers working with LMSs create a system for capturing artifacts of learning and a vehicle for showcasing student success with peers, faculty, and family members. ii) Elementary students engage in monthly PBL projects and build PBL Portfolios of Innovation Projects. iii) Students share portfolios and run Family Events in Fall and Spring. iv) Students interact with Core Four and Blended Learning in classrooms v) Student artifacts are displayed and highlighted at school-wide functions vi) PD, HS Principal, PLFs and TMs work with select groups of students on self-</p>	<p>DTITL, 4 TMs; 5 LMSs;1 44 elementary teachers; approx.. 2,000 students</p>	<p>Locations for Innovation Labs; MakerSpace materials (BeeBots, Keva Planks, Brainflakes, Ozbots, Kinex, Makedo, Makey, Makey, etc...)</p>	<p>PD, DTL, LMSs</p>	<p>DTITL meets in October, Building Teams begin to meet in October and continue work monthly moving forward;</p>	<p>Student and staff surveys; student grade reports; student attendanc e rates; focus groups; state assessme nt scores;</p>	<p>Innovation Lab Plans Lesson Plans PBL Artifacts</p>
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<p>inform instructional/ learning decisions and reflect on achievement. (Need/Gap #3)</p>		<p>reflecting upon the gains they have made in response to PL, BL and PBL.</p> <p>vii) Students present at faculty meetings or small department meetings how they have grown as a result.</p> <p>viii) Students take online surveys to measure engagement and interests</p> <p>ix) Evaluator conducts same tasks as years previous and shares out results with teams and leadership.</p> <p>x) PD presents results to BOE with PL Council</p> <p>xi) Review all plans created in yr 2 and adjust next year's implementation.</p>						
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Year Three, 2023-2024

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<p>Goal 1: Create, refine, and scale a robust district-wide instructional culture that is founded upon the Four Core principles of Personalized Learning K-12. (Need/Gap #1, #3)</p>	<p>1. Modified Implementation of year 2 Objectives with additional cohort of Fellows 2. Final Evaluation of impact of program on teaching and learning</p>	<p>i) C1, C2 and C3 of PLFs conduct PD for additional 40 teachers and updated PD for previous 80 teachers. ii) C1, C2 and C3 PLFs provide 1:1 coaching and 45 open classrooms for peers to observe best practices in their buildings. iii) C4 is formed using same process as C3 and they begin the same PD process with EE that occurred in year 2 for C3. iv) EE provides 1:1 coaching for C3 coaches to ensure fidelity application of pd from last year. v) Evaluator conducts pre/post surveys of PD and focus groups vi) PD, PL Council and C1, C2, C3 and C4 PFLs examine artifacts of PL from</p>	<p>40 K-12 teachers, 360 teachers, Cohort 4 of PL Fellows, 35 administrators</p>	<p>EE; Evaluator; EE Lit; templates; agendas, minutes, and email; rooms for meetings and general mats/supp</p>	<p>PD, PL Council, ASI</p>	<p>First Meetings in September, Quarterly Meetings following ; Artifacts uploaded quarterly;</p>	<p>Attendanc e Logs; Production of artifacts for project use; EE Rubrics of Effective PD Design; EE Walkthrou gh Rubrics; IE Evaluation Tools</p>	<p>PD Mtls for PL C1-3 Teaching Schedule C4 PD Schedule PLF Forms/App List of PLF Mtls. From PD for C4 Artifacts from C4 Classrooms C4</p>
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			<p>classrooms for evaluation.</p> <p>vii) PL PD embedded into all Tier I PD at each building, using PLFs as trainers. PLFs work with PD, PL Council and EE on creation of 3 year PL PD peer coaching plan.</p>					<p>including surveys</p> <p>Capstone Projects Materials, Agendas and Presentations for Culminating Regional Learning Conference Surveys from Conference Attendance</p>
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<p>Goal 2: Expand current efforts to have teachers utilize Blended Learning as a Tier I practice in their classrooms and student engagement with Innovation</p>		<p>i) DTTL and TMs review TM plan</p> <p>All previous year’s Tasks repeat with the addition of:</p> <p>ii) Innovation Labs are updated to assess new technologies and modes of engineering that may be incorporated to keep current.</p> <p>iii) BL becomes embedded in all PD in each building as a Tier I strategy. An Instructional Integration Team works to ensure that BL and PL are aligned practices and staff are not relying too heavily on technology as the main “instructional tool”</p> <p>viii) PD, Evaluator, DTITL, TMs, LMs and teachers examine artifacts of BL and Innovation Labs for evaluation.</p>	<p>35</p> <p>administ</p> <p>rators,</p> <p>360</p> <p>teachers,</p> <p>4046</p> <p>students</p>	<p>DTITL;</p> <p>District</p> <p>Mission</p> <p>and Vision</p> <p>of BL;</p> <p>District</p> <p>Strategic</p> <p>Plan and</p> <p>Improveme</p> <p>nt Plans;</p> <p>ISTE/</p> <p>AASL</p> <p>standards;</p> <p>Evaluator;</p> <p>general PD</p> <p>mats/supps;</p>	<p>PD, ASI,</p> <p>DTL, TMs</p>	<p>DTITL</p> <p>meets in</p> <p>Septembe</p> <p>r; TMs</p> <p>hired by</p> <p>October;</p> <p>PD</p> <p>begins by</p> <p>1st Supt</p> <p>Conferen</p> <p>ce Day of</p> <p>School</p> <p>Year and</p> <p>coaching</p> <p>ensues;</p> <p>virtual</p>	<p>student</p> <p>surveys,</p> <p>walk-</p> <p>throughs,</p> <p>observatio</p> <p>ns;</p> <p>KYTE/OY</p> <p>O</p> <p>attendanc</p> <p>e/participat</p> <p>ion data,</p> <p>KYTE/OY</p> <p>O micro-</p> <p>credential/</p> <p>digital</p> <p>badge</p>	<p>Mission/Vi</p> <p>sion of BL</p> <p>Collaborati</p> <p>on Plan</p> <p>Job</p> <p>Description</p> <p>List of</p> <p>Tech</p> <p>Mentors</p> <p>KYTE</p> <p>Lessons</p> <p>PD Mtls for</p> <p>BL</p> <p>25.</p>
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<p>Labs that results in instructional approach changes to increase student achievement aligned to NYS Computer Science and Digital Fluency Standards and relevant</p>					<p>rooms and technology for PD; KYTE, Google Suite, Google Classroom, ClassFlow, ActivCast, Ensemble, GoGuardia n, ActivInspire, Promethean</p>		<p>PD for BL is ongoing; Face to Face, small group and 1:1 offerings occur monthly;</p>	<p>tracking;</p>	
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<p>content-area standards. (Need/Gap #2, #3)</p>					<p>Panels, etc...; DTL, ASI, PD, TMs and LMSs; Locations for Innovation Labs;</p>				
<p>Goal 3: Increase student engagement in targeted instruction that uses</p>			<p>1) The same activities that occurred in years one and two repeat, with the addition of: 2) HS are invited to participate in evaluation teams. 3) HS students work with DTL to drive what applications were used most effectively to support BL in classrooms.</p>	<p>DTITL, 4 TMs; 5 LMSs; 144 elementa ry teachers;</p>	<p>Locations for Innovation Labs; MakerSpac e materials (BeeBots,</p>	<p>PD, DTL, LMSs</p>	<p>DTITL meets in October, Building Teams begin to meet in</p>	<p>Student and staff surveys; student grade reports; student</p>	<p>Innovation Lab Plans Resource Maps Alignment Plan Lesson</p>

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<p>flexible interest based content and tools while providing them and their teachers to use data to inform instructional/ learning decisions and reflect on achievement. (Need/Gap</p>		<p>4) PD, HS Principal, PLFs and TMs work with select groups of students on self-reflecting upon the gains they have made in response to PL, BL and PBL.</p> <p>5) Students present at K-12 faculty meetings or small department meetings how they have grown as a result.</p> <p>6) HS students present at Regional Learning Conference</p> <p>7) Plans for creating Innovation Lab at the Junior and Senior High Schools are created.</p> <p>8) Evaluator conducts same tasks as years previous and shares out results with teams and leadership.</p> <p>9) PD presents results to BOE with PL Council.</p>	<p>approx.. 2,000 students</p>	<p>Keva Planks, Brainflakes, Ozbots, Kinex, Makedo, Makey Makey, etc...); Meeting schedules and Agendas; DTITL, DTL, TMs, LMSs,</p>		<p>October and continue work monthly moving forward; LMs meet monthly to collaborat e and align practices with each</p>	<p>attendanc e rates; focus groups; state assessme nt scores;</p>	<p>Plans PBL Artifacts</p>
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#3)					ASI, PD		other; Evaluator conducts surveys midyear and end of year; Focus group schedule generated in Septembe r		
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Section E: Professional Development [10 Points]

E.1. (5 Points): Professional Development Plan

Our Professional Development Plan will be targeted, personalized, ongoing, and supported in multiple ways. Our plan treats teachers as learners, and as such, we mirror professional learning practices with the Four Core Principles of PL, as described by Education Elements.²⁶ As such, our PL Plan utilizes flexible content and tools, targeted professional strategies aligned to individual teacher’s specific needs and goals, data-driven decisions that leaders use to inform PD decision making and teacher use to inform their own learning decisions, and frequent opportunities for staff and leaders to reflect upon what they are learning and to set goals, and cultivate ownership of their learning and practices. Our Professional Development Plan will **NOT** include large-group (50+), “one-off,” or “sit-and-get” workshops, as these have not been shown to be effective.

Specific practices that that we will use are collaborative planning sessions via the PL Council and Implementation Teams and school-based implementation teams; one-on-one and small group meetings between teachers and the DTL, Technology Mentors, or PL Fellows; the development and monitoring of personalized professional growth plans developed with a PL Fellow, Technology Mentor or the DTL, the development of model classrooms that showcase best practices in each building enabling teachers to observe their colleagues and debrief and reflect collaboratively; ongoing data-driven consultation meetings that occur at the leadership level and the personal 1:1 level, enabling progress to monitor and adjust accordingly. The bulk of professional development, however, will be interactive, learner-centered training using techniques like job-embedded training, coaching, modeling by a coach/mentor and debriefing, observation by a coach/mentor and feedback, and/or co-teaching with a coach/mentor and debriefing. Key elements of our plan are below.

Content will include a basic understanding of the Core Four Principles of Professional Learning and how to implement them as a regular Tier I practice in the classroom;; Technology Integration that will support the implementation of Blended Learning and Flipped Classrooms; PBL and Technology Integration that can be applied using the resources of Innovation Labs at the Elementary Level; and how to lead peers in their implementation of PL and Technology Integration for PL Fellows and Technology Mentors, district administrators and other district and community leaders.

Required resources: KYTE, OYO, Promethean Panels, and Makespace Innovation Lab supplies: Chromebooks; Promethean Panels to connect to the teacher’s laptop, BeBots, Dash and Dots, Robotics, various art supplies, sewing materials, cardboard, building sticks and cubes; rooms and technology (Zoom, computers, Promethean Panels, etc..) for professional development locales; Education Elements as a consulting service who will perform the leadership training on PL and implement the PL Fellowship Program; the DTL to supervise all Technology Mentors and support them in their professional development and coaching efforts.

How topic(s) have been/will be identified: Topics for the PL Plan were developed through the extensive analysis of our Needs-Assessment by the Administrative and PL Councils with the assistance of two outside consultants. Topics are currently identified through Transformational Mapping process²⁷; the Curriculum Council (grade-level and department facilitators) have been

²⁶ https://www.edelements.com/hubfs/Core_Four/Education_Elements_Core_Four_White_Paper.pdf

²⁷ <https://mahernet.com/blog/using-process-mapping-to-support-transformational-change>

supporting Google Apps this year and soliciting feedback from all teachers through annual surveys. Based on that process, identified priorities are:

- Consistent vision, aligned to standards, with a solid purpose for this work – *All schools need this.*
- The Core Four Principles of PL and how to apply this as a regular Tier I practice in the classroom – approximately only 16% of our staff are equipped to do this.
- Blended Learning concepts and skills that enable teachers to integrate technology that supports students with more flexible tools and options with which to learn.
- PBL at the elementary level that enables students to see how multi-disciplinary approaches using technology and engineering principles elevates their metacognitive abilities.
- Re-teaching on Google Apps-about 66% of teachers need this with Seward needing serious intervention.
- Instruction on how to use technology tools such as ClassFlow, ActivCast, Ensemble, GoGuardian and ActivInspire as few teachers shared that they are confident in how to use them and use them in the classroom (9%, 83%, 79%, 80%, 72% respectively).
- Expansion of Google Sites –fewer teacher in need at AHS.

Education Elements worked with us extensively reviewing our last LTG work to identify pitfalls that we encountered and how to shift our efforts this time to overcome the obstacles that thwarted our efforts due to the COVID-19 pandemic and would make lasting, self-sustaining change that would impact our student needs identified in Section B-1 of this proposal and address our goals developed in Section C-1. A decision was made to focus this proposal less on technology and STEM (the focus of our last LTG project) and make LEARNING the primary goal of this project. **Decisions were made that we not only had to focus on how our students learn and their needs, but we also needed to shift our thinking about how our teachers learn and their specific needs.** Therefore, a considerable amount of this project is devoted towards applying the principles of PL, BL, and PBL in our methodologies of teaching our staff. In this way, teachers can learn these complex principles formatively, internalize their nuances and make a significantly better transition towards applying them in their classrooms. In addition, we also decided to make professional learning more autonomous, allowing teachers to have more control over the pace and path of their learning.

Target audience(s): The direct Target Audience of this project is all K-12 teachers, Library Media Specialists, and school administrators in our school district. This is based upon the principle that if we change teacher teaching and thinking habits, we will change instructional culture and student learning and achievement. We will apply the Diffusion of Innovation Model. Intensive efforts in the first year will be focused on training Innovators (PL Fellows, Technology Mentors and PL Council Members), while also beginning general training of Early Adopters throughout buildings. By the second year, as the number of Innovators increases, our target audience will shift to Early Majority staff who will not only benefit from being trained by Innovators, but also have the collegial support of the increased number of and best practices of the Early Adopters in their own buildings. By the third year of implementation, our goal is to have all Early Majority staff members trained and begin the hard work of focusing efforts on the Late Majority adopters. By this time, we are confident that we will have built a strong enough capacity, infrastructure, and momentum, that this step will be an easier transition. The goal is to have all Late Majority adopters and Laggard adopters to be trained within one year after this LTG project's funding expires.

All K-12 students will also be directly impacted as PL, Blended Learning, Technology Integration and PBL becomes a common practice in their classrooms. They will specifically be impacted by Innovation Labs at the elementary schools (grades K-6), and OYO digital literacy and online micro-credential programs (grades 5-12) in addition to receiving new opportunities for personalize learning and technology-integrated lessons in all content areas. Lastly, efforts to increase student leadership and input in our LTG implementation through participation during Family Events and Advisory Councils will increase their engagement.

Structure(s) / Delivery method(s): In addition to train-the-trainer and turnkey learning will be utilized through school building-based cohorts (who will also be DTL Implementation Team members) described above, blended learning for staff will be implemented through plans made with Implementation Team members and digital badges/micro-credentialing opportunities through KYTE initially and OYO starting in 2019-2020). Teachers will also participate in Innovation Labs instruction and then work in teams on lesson plans, Digital Citizenship curriculum documents, Evaluation rubric for PL, Family and Community Tech Engagement Plan. In addition, Education Elements will be conducting their Fellowship Program each year for 15 Fellows. The Fellowship includes six month long “springs”, each of which layers in another aspect of PL. The Fellow will further develop their skills and learn strategies to help them be champions of PL across the district by building the PL Fellowship Competencies of: 1) Know Yourself; 2) Cultivate Curiosity; 3) Nurture Trust; and 4) Listen Deeply. Each cohort of Fellows each year will showcase a “Capstone Project” that illustrates for peers how PL transforms students and learning in their classrooms. Teachers will be trained by Fellows and Technology Mentors in small groups and in one on one settings. They will be afforded opportunities to visit Fellows and Mentors’ classrooms to observe best practices and debrief with experts on a regular basis. Teachers, Fellows and Mentors will also be afforded time and feedback that will enable them to create personalized plans of learning and to measure their own growth accordingly.

Provider(s): ASI; Project Director; DTL; Education Elements; PL Fellows; Technology Mentors; Library Media Specialists for Innovation Labs; Students at planned family events in the Fall and Spring.

Expected outcome(s): 100 teachers per year in PL and/or technology integration professional development (PD); 90% of teachers will use technology to engage students and families; 100 teachers in Year 1 and 200 teachers per year in Years 2 and 3 will each earn at least 2 micro-credentials in digital literacy topics/skills during that year; 40% of teachers by the end of Year 2 and 70% of teachers by the end of Year 3 will be implementing PL; 50% of teachers by the end of Year 2 and 80% of teachers by the end of Year 3 will be integrating technology at least once per week through blended or online learning. 90% of students will be using Innovation Labs weekly by the end of year 1, and 95% in years 2 and 3.

Timelines: PL Council will be convened in September 2021 and then meet quarterly after that for the duration of the grant period. PL Implementation Teams will meet monthly. PL Fellows and Technology Mentors will be hired by the end of September. Training Fellows will begin in October and will take place in six sessions spaced monthly throughout each year. Technology Mentors will receive Leadership Training from the DTL in October and then ongoing monthly training and support will occur throughout the year. The Cohort of PL Fellows from our last LTG project will conduct PD for Early Adopters by November of the first year. The second half of his

PD will occur in the Spring during Superintendent Conference Days. They will receive three 1:1 sessions of support from Education Elements spread out throughout the year. The Technology Mentors will provide ongoing, monthly professional development in Blended Learning, Flipped Classrooms and Technology Integration throughout each year and will update their courses based upon teacher need to KYTE. Model classroom schedules of PL Fellows and Technology Mentors will be posted by October and debriefing/visitation support protocols will be updated by September of each year. The PL Council will receive 1 PD session from Education Elements quarterly; during this time both leadership professional development will occur as well as assistance in data monitoring and support with DDD decision-making. Elementary teachers will begin to receive PBL support from the DTL and Technology Mentors and Library Media Specialists in their building. Teachers will obtain monthly support in the implementation of Innovation Labs and integration of those efforts into their curriculum. The digital literacy curriculum will be fully updated by September of Year 1. Individual teacher personalized professional growth plans will be established within the first 18 months and monitored ongoing at least twice per year, with the first professional development actions initiated within 30 days of plan completion. Training will be ongoing based on plans and plan revisions throughout the project period.

Evaluation Measures: Outcomes for the Professional Development Plan regarding BOTH teacher understanding of the content being learned AND the effectiveness of the application of those practices will be collected using the following measures: pre/post pd surveys; teacher self-reporting of understanding of content and confidence in applying skills taught through surveys and focus groups; PL Observation Walkthrough Toolkits; APPR observations; participation rosters; lesson/instructional artifacts (e.g. lesson plans, hand-outs, assessments, videos, feedback/debriefing notes, suggested lesson plan revisions, etc.); student surveys, walk-throughs, observations; KYTE/OYO attendance/participation data, KYTE/OYO micro-credential/digital badge tracking.

Our PL standards will be measured using Onpoint, a single number score that enables us to understand our district's PL implementation compared to other districts around the country. It tracks the progress of our PL implementation and displays year over year progress. It also benchmarks our district against others in different phases of PL using data from surveys based upon the PL Framework. It also assists by identifying focus areas in need of improvement.

In addition, our MWBE Independent Evaluator, Laura Payne-Bourcy will collaborate with district and Education Elements to ensure that no duplication in data collection efforts occur, note revisions to timeline and program plan based on data gathered and analyze to increase effectiveness, efficiency, scope and scale, collect systematically, evidence of formative and summative outcomes using surveys, student benchmark data, conduct document review and personal interviews as appropriate and tailor data collection tools to the design of the proposal.

In addition, in the Fall of each year the PL Council will identify classrooms with high levels of implementation of PL, Blended Learning, Technology Integration and PBL. We will also identify natural comparison classrooms (low levels of PL, Blended Learning, Technology Integration and PBL). Outcomes from these classrooms will be compared by the Independent Evaluator to ascertain whether the practices are having an impact upon students using grade achievement, student surveys, focus group (qualitative assessment), attendance and standardized assessment results.

Standards or evaluation rubric alignment: As shared earlier, we will use the rubrics embedded in the Onpoint System provided by Education Elements to align our projects to best PL Professional Development Standards. We will also use our school district's Professional Development Plan, School District Strategic Plan, and school and district DCIPs and CEPs to ensure that the rigor and direction of our professional development are in alignment with those identified by these plans. An evaluation rubric will be created and aligned to International Society for Technology Educators (ISTE) standards for students, teachers, and administrators for all technology use related to our project. Lastly, our school district will employ Education Elements' Classroom Walkthrough Guide which provides standards to seek in terms of Targeted Instruction, Data Driven Decisions, Student Ownership and Reflection and the use of Flexible Content and Tools.²⁸

Materials that will be created and made available on our website. We will make the following artifacts available on our website for other districts to learn from our experiences: Lesson plans, digital badges, KYTE and OYO training modules, Digital Citizenship lessons, PL rubric and training materials, Community and family plan and materials developed (newsletters, social media, event materials), videos and survey results, images and examples of student work; Capstone Projects created by PL Fellows, monitoring reports from Education Elements and Laura Payne-Bourcy, and other artifacts listed in Section F.3. and D.2.

E.2. (5 Points): Professional Development Decisions Rationale

Our professional development will support efforts to achieve our Program Goals by specifically assisting our teachers to grow in their understanding and application of PL (Goal#1), Blended Learning and Technology Integration (Goal#2) and advancing our use of the Innovation Labs through the use of STEM based PBL. Our PD plan enables teachers to receive professional development in the form of teaching that we are asking them to practice with their students in their classroom. In this way it enables them to better understand the intricacies of how to apply these skills in their specific contexts. By providing them with peer Adopters in their own buildings, we are providing them with better real time access to expertise and know-how, as well as the ability to observe in a trusting atmosphere how these practices may be applied to their own setting. By providing them with ongoing coaching and small group support, we enable teachers the safe space to be more self-reflective and have the flexibility to learn at their own pace and in their own way. By beginning our plan focusing on Innovators and Early Adopters, we enable the concept of attraction over promotion to work to create a culture of buy-in in teacher's buildings.

We will ensure that the professional development plan has been developed by working closely with our Independent Evaluator and Education Elements. Education Elements has developed extensive tools for assessing professional development plans and will work with our PL Council in the Fall of the first year to customize their rubrics to our district plan and LTG goals. In addition, after participating in an assessment of teaching skills (e.g. observation and feedback model or similar), each teacher will meet with a PL Fellow or Technology Mentor to establish a professional growth plan that will be monitored through check-ins occurring at least twice per year. The plan will identify the strengths and needs of each educator about offering PL for students and integrating technology in his/her classroom, identify learning goals, and list the specific

²⁸ <https://www.edelements.com/personalized-learning-classroom-walkthrough-guide>

activities to be completed to achieve each goal their timeframes. Plans will be reviewed and approved by the DTL and/or ASI. Each plan will focus on the steps the teacher needs to take to advance his/her skills and in all cases will include at least one micro-credentialing aim and one form of job-embedded training or coaching.

The professional development plans will be implemented with extensive teacher and administrator input. The PL Council will have representation from each building with both teachers and administrators present. The PL Fellows and Technology Mentors have significant input in not only their own growth and learning in regard to becoming a champion and expert in their initiatives, but also in advocating for their peers so they may best serve to meet teacher needs as possible. Administrators and teachers, as part of the PL Council will also supply input to Education Elements and the Independent Investigator who will take this feedback and use it to produce recommendations to the steering bodies of the project.

Section F: Organizational Capacity [10 Points]

F.1. (2.5 Points): Expertise of Program Lead(s)

Assistant Superintendent for Curriculum and Instruction (ASI) Sarah Cupelli will serve as Project Director, providing oversight of all activities and curriculum development, supporting professional development, and leading the PL Council. Sarah is the main contact for the grant and can be reached at sarahcupelli@aecsd.education and 315-255-8805. Sarah has 17 years of experience as a special education teacher and administrator in addition to her curriculum supervision experience. She holds a master's and appropriate school administrator certification. She has functioned as a Turnaround Principal at Bellevue Elementary School in Syracuse City School District and is charged with leading school-turnaround and oversight of our District Improvement Plan in our district. She is no stranger to reform and systems and is well trained and versed in PL and the other initiatives outlined in this proposal. As a longstanding successful administrator with a history of grant and project management, *Sarah Cupelli can communicate and produce reports and artifacts associated with this project on time.*

Director of Technology and Learning, Thomas Bunn holds a master's in information management for Executives. He has been the district's Director of Technology since 2014 and was an IT Administrator for the district and Syracuse University prior to that. His contact information is thomasbunn@aecsd.education. Thomas Bunn has participated in previous LTG projects and as such has a history of knowledge of the expectations associated with this project and the need for correspondence, gathering and analyzing of data, producing reports and sharing artifacts in a timely manner. *AECSD was one of the most prolific school districts in terms of producing timely artifacts out of all the awardees in the last LTG project.*

A 1.0 FTE Director of Personalized Learning will be hired to support project activities. The ideal candidate will have: a NYS Teaching Certification, with priority given to ELA and Math certifications; previous effective use of PL, BL, Technology Integration and PBL. The individual will have previous experience using technology-integration in the classroom setting; and prior coaching/ mentoring experience. This position is 100% funded by AESCD local funds.

The principal or assistant principal, the Library Media Specialist, and 1 teacher at each school will join the PL Implementation Team and be trained through the grant. All three individuals will have at least emerging experience supervising, supporting or using PL.

Personalized Learning Fellows and Technology Mentors: Using standards provided by

Education Elements, 15 teachers demonstrating innovative, early adopting practices of PL will be selected from a pool of applicants to be trained as PL Fellows. They will have demonstrated Innovative experience in the classroom using PL, BL or PBL and will have a passion to become a champion of the cause. They will possess leadership principles outlined in EE's guidebook and have the ability to listen, coach and mentor and reflect. A similar process will be used with Technology Mentors whereby the end of the third year of our project, 45 experts in Blended Learning, Technology Integration and PBL will be developed who will share best practices. Both the Technology Mentors and the Fellows will have had extensive coaching and professional development on how to mentor and lead using the four competencies of 1) Know Yourself; 2) Cultivate Curiosity; 3) Nurture Trust; and 4) Listen Deeply.

Dr. Laura Payne-Bourcy is the Independent Evaluator for this project. Dr. Payne-Bourcy holds a Ph.D. in Education from Syracuse University, where she defended her 2001 dissertation with distinction. Her research and development work focuses on organizational improvement in high-needs communities, for and with impoverished, high-needs populations. She conducts studies and program evaluation to ensure appropriateness, adherence to quality standards, and continuous program improvement in schools, government agencies, and foundation settings serving high-needs communities, both urban and rural. Dr. Payne-Bourcy worked on the forefront of the movement to integration technologies into teaching and learning serving as a facilitator of a federal Teaching Tomorrow's Teachers grant between the New York State Education Department, Columbia, SUNY Buffalo and Columbia University. As such, *Dr. Payne-Bourcy has extensive experience in responding to NYSED communications about the grant in a timely manner.*

Sarah Cupelli and Thomas Bunn have been involved in a number of these projects. AECSD has responsibly managed all funds, appropriately met all reporting requirements, completed time-limited projects on time and within budget, and yielded measurable results for all projects.

F.2. (2.5 Points): Leadership Support

District administration is fully in support of this project. The project conceptualization team included the Assistant Superintendent for Instruction Sarah Cupelli, DTL Thomas Bunn, Director of Instructional Support and Data Abigail Adams-Snell, Director of P-TECH and Grants Coordination and Directors of Elementary and Secondary Special Education Babette Valentine and Brandi Wicks and was led by Sarah Cupelli. The PL Leadership Team will include the ASI, DTL, Director of PL, 1 elementary and 1 secondary teacher, library media specialist, and principal or assistant principal plus up to 4 Religious/Independent School (non-public) staff.

Examples of the way district leaders will provide support are many. The PL Council Leadership Team will design, articulate, train staff on, and evaluate the progress and effectiveness of the LTG plan and PL within the district. The Elementary and Secondary Implementation Teams (2 total) will include the ASI, DTL, the principal or assistant principal, library media specialist, and 1 teacher (3 people total) from each school. The Fellows and Mentors from individual schools will lead plan implementation within their schools under the leadership of the participating district administrators, including but not limited to establishing and revising individual school plans for PL and technology integration roll out, establishing individualized professional growth plans with peers, and providing job-embedded training, coaching, and mentoring for peers. Listed administrators have already committed to participating in the project. In addition, PL Fellows and

Technology Mentors will be provided ongoing coaching and training from administrators on the above described four PL Competencies of Leadership.

F.3. (2.5 Points): Provide Support to other Districts

AECSD has strong experience creating high-quality materials with and for other districts and sharing resources. For example, in our last LTG project at the time of this writing, AECSD compiled and shared 56 separate artifacts in addition to the 1,292 active Google Classrooms created as a result of the grant's efforts.²⁹ AECSD has also created 6-7 training modules for teachers and administrators around Mental Health and social and emotional health in collaboration with Arabia CSD and Cayuga-Onondaga BOCES and then shared the resources. The district has also collaborated with Weedsport CSD to create, present, and review English as a New Language professional development resources.

The district will develop and share through its website: an articulated LTG Professional Development Plan that is updated each year of the grant, our Digital Teaching and Learning strategic plan and LTG Implementation Plans with a milestone-marked timeline and "results" achieved added after the fact, sample lessons plans, digital badges, Kyte and OYO training modules, Digital Citizenship lessons, PL rubric and training materials, community and family plan and materials developed (newsletters, social media, event materials), and others as they arise. All evaluation and reports created because of this program. Videos and photographs of student work illustrating learning. Surveys and presentations of results used to communicate with families and communities. We will also send 2 staff to the NYSED Share-Out in Year 3.

Materials will be posted in an organized fashion, and in downloadable, modifiable format (i.e. not .pdf), on an monthly basis (at minimum) and be licensed under Creative Commons. Our DTL ensures that all staff are trained on the updated school Ed Law 2D Privacy Policy. We also maintain a webmaster who supervises items loaded onto our website for Ed Law 2D compliance.

The district is ready and willing to communicate, collaborate, and share resources with any New York State district, public or non-public school who is interested in implementing a similar program at no charge. In the third year of our project, we are willing to create a plan for sharing best practices within our region and connect with our BOCES about the possibilities of hosting an event.

F.4. (2.5 Points): Sustainability

As noted in Section C.5, the district is leveraging approximately half a million dollars in funds other than LTG funds that will support the goals, objectives, and outcomes of this project. After the grant period ends, we will continue to leverage formula aid from Titles II and IV to sustain job-embedded training and coaching. We will also continue leveraging online learning and micro-credentialing through KYTE which comes at a manageable cost of a few thousand dollars to per year which the local budget can and will support. Additionally, we will reach out to BOCES to venture into hosting a regional event on PL and the other initiatives embedded in this project. We will seek to recruit other nearby school districts to join our efforts and thereby place costs under a CoSer which will enable us to receive State Aid Funding back (approximately 70%) for each dollar we spend on our project moving forward.

²⁹ <http://www.nysed.gov/edtech/learning-technology-grants-ltg>

= Required Field

Local Agency Information			
Funding Source:	NYS Learning Technology Grant #GC 21-001		
Report Prepared By:	Sarah Cupelli		
Agency Name:	Auburn Enlarged City School District		
Mailing Address:	78 Thornton Avenue		
	Street		
	Enlarged City School	NY	13021
	City	State	Zip Code
Telephone # of Report Preparer:	315-255-8805	County: Cayuga	
E-mail Address:	sarahcupelli@aecsd.education		
Project Funding Dates:	9/1/2021	6/30/2022	
	Start	End	

INSTRUCTIONS
<ul style="list-style-type: none"> Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$50,935
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Project Director	0.30	\$79,167	\$23,735
8 Technology Mentors (8 X \$2,250 annual stipend for work outside of school day)			\$20,000
40 Teacher Participants in Professional Development (40 teachers X 6 hour PD X \$45/ hour contractual compensation for PD outside of school day = \$28,000. District is paying \$20,800 IN KIND. Remaining cost is \$7,200)			\$7,200

PURCHASED SERVICES			
Subtotal - Code 40			\$39,165
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Professional Development and Consulting in Personalized Learning Leadership and PD Planning and Development	Educational Elements	Total cost of services is \$74,000 including two full time consultants, over one hundred hours of PD/Consulting, Data analysis, leadership training and all materials, supplies and resources including sustainability plan development. District is paying \$39835 of the costs IN KIND. Remaining balance is \$34,165.	\$34,165
Evaluation Services of LTG Project	LPB Consulting, Inc., MWBE VENDOR	62.5 hours X \$80/hour	\$5,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$9,900
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Personalized Learning Supplies for Innovaton Labs: BeeBots, Keva Planks, Brainflakes, Ozbots, Kinex, Makedo, Makey Makey*	3.00	Average Cost per Innovation Lab is \$1,955/ Innovation Lab	\$5,865
St. Albert the Great Chromebooks*	10.00	Lenovo IdeaPad 3 Chromebooks = \$223.90	\$2,239
Tyburn Academy Chromebooks*	8.00	Lenovo IdeaPad 3 Chromebooks = \$223.90	\$1,796

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$50,935
Support Staff Salaries	16	
Purchased Services	40	\$39,165
Supplies and Materials	45	\$9,900
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$100,000

Agency Code: **0501001000**

Project #: **0647-22-0117**

Contract #: _____

Agency Name: **Auburn Enlarged City School District**

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Voucher #	First Payment	

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

_____/_____/_____
Date Signature

Jeffrey A. Pirozzolo, Superintendent

Name and Title of Chief Administrative Officer

Budget Narrative Chart

G1. Description of Proposed Expenditures (see charts G1 and G2 below for detailed descriptions)

EXPLANATION AND JUSTIFICATION OF PROPOSED EXPENDITURE AND CALCULATION OF COST	PROGRAM PERIOD	PROGRAM PERIOD	PROGRAM PERIOD	PROGRAM PERIOD
	YEAR 1 TOTAL	YEAR 2 TOTAL	YEAR 3 TOTAL	3-YEAR TOTAL
Professional Staff (Code 15)				
Project Director (\$23,735) 8 Technology Mentors (\$20,000) 40 Teacher Participants (\$7,200)	\$50,935	\$50,935	\$50,935	\$152,805
Purchased Services (Code 40)				
Ed Elements (\$34,165) Evaluator (\$5,000)	\$39,165	\$39,165	\$39,165	\$117,495
Supplies & Materials (Code 45)				
Personalized Learning Supplies (\$9,900/\$9,900/\$9,534) St Albert The Great (\$2,239) Tyburn Academy (\$1,796)	\$9,900	\$9,900	\$9,534	\$29,334
Travel Expenses (Code 46)				
Mandated Conference (\$0/\$0/\$366)	\$0	\$0	\$366	\$366
Total	\$100,000	\$100,000	\$100,000	\$300,000

G.2. Appropriate, Reasonable, Necessary and Do Not Supplant

Each of the expenses listed in our budget are appropriate, reasonable, and necessary for the achievement of our project’s scope and goals. *The per pupil expenditure of the LTG funding for this project is \$74.15.* All three expenditures listed under Professional Salaries conduct direct work on increasing Personalized Learning within our district and have direct impacts on the outcomes established within our narrative. Salaries are based upon contractual rates. The salary portion of the Project Director for this project is calculated from the time that she will devote exclusively to this project and no other responsibilities to ensure that her work is supplemental and does not supplant. The roles of the Technology Mentors are above and beyond their duties as regular classroom teachers and require work outside of the school day. Teachers

are being paid for their work outside of the school day, all to ensure that the work is being used to supplant and not duplicate positions or activities already funded through other sources.

Both expenses listed under Purchased Services are supplemental and are being hired exclusively to conduct work related to this project. Ed Elements is one of the leaders in the field of assisting school districts to conduct educational reform on Personalized Learning. Their work has been established in hundreds of schools across the county and they are a nationally recognized organization. Their pricing bears the market for consultant firms of their stature and size and is fair for the number of staff, buildings and students that will be impacted by this project. The Grant Evaluator is a highly credentialed evaluator who has extensive experience with past Learning Technology Grants as well as the previous offered Title II Math Science Program Grant. Her rates are the standard in her field.

The materials and supplies expenses are mostly generated by the mandated calculations of the RFP for Private Schools. Our Technology Director collaborated to price good Chromebooks that would meet the needs of the schools, their students, and the needs of this project. The minimal costs left over for individual teachers to use in their classrooms will not be enough for this project. Our school district anticipates providing additional funds IN-KIND to support the initiative.

The Chart G2 indicates the total IN-KIND expenses AECSD is providing to ensure the success of this project. It also illustrates not only the commitment to this project but also how the district is devoting resources, combined with the resources of this project to supplement its current program with these initiatives and not supplant already existing ones.

Chart G1 – Explanation and Justification of Proposed Expenditures

EXPLANATION AND JUSTIFICATION OF PROPOSED EXPENDITURE AND CALCULATION OF COST	PROGRAM PERIOD YEAR 1 TOTAL	PROGRAM PERIOD YEARS 1 and 2 TOTALS	PROGRAM PERIOD YEAR 3 TOTAL	PROGRAM PERIOD 3-YEAR TOTAL
Professional Staff (Code 15)				
Project Director (\$23,735) – The Project Director will oversee all aspects of the proposal including the hiring and supervision of all personnel, data collection and analysis, fiscal management and oversight, meeting facilitation and operation, community agency and vendor communication and collaboration and supervision of all professional development and other activities described in the proposal. The PD’s salary is currently \$79,167. .3 of	\$55,800	\$55,800	\$55,800	\$167,400

<p>her time will be spent on this project exclusively generating a cost of \$23,735/year. Increases in salary in each successive year will be provided In Kind.</p> <p>8 Technology Mentors (\$20,000) will be provided by this grant who will provide ongoing professional development in integrating technology into daily classroom practices. Each mentor receives a stipend of \$2,250 to compensate them for conducting PD outside of contractual day hours and to run PD over the summer. This also covers the cost of collaborating and planning with each other and the PD outside of regular school hours to ensure alignment of LTG practices with the proposal’s goals and school district technology plans. The same number of Technology Mentors at the same rate will be used for all three years of the program.</p> <p>40 Teacher Participants (\$7,200) - 40 teachers will participate in a 6 hour after school professional development on Personalized Learning, conducted by the 15 Fellows. Teachers are compensated by contract at the rate of \$45/hour. The total for this expenditure then becomes \$28,000 (40 teachers X 6 hours X \$45/hr). \$7,200 of this expenditure is being provided by this proposal. The remaining \$20,800 is being provided IN KIND by the school district. Each year an additional cohort of 40 teachers will be trained, totaling 120 teachers by the end of the third year of the grant. This is to cover the costs for teachers being trained OUTSIDE of the school day, thereby not supplanting work. Additional training will take place for more teachers during the school day but those staff are not being compensated more for their time.</p> <p>These three expenditures bring the Personnel Subtotal to \$50,935. The same amount has been calculated for each successive year with the school district committed towards covering any increases in salary during years 2-3.</p>				
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Support Staff (Code 16)				
There are no support staff included in this proposal.	\$0	\$0	\$0	\$0
Purchased Services (Code 40)				
<p>Ed Elements (\$34,165): Ed Elements, a national expert on the implementation of personalized learning models for school districts will be providing three years of professional development to achieve the goals and objectives established in this grant proposal. As part of their service, they will be providing two project team members who will provide bi-weekly support calls, individual coaching sessions with Personalized Learning Fellows, 36 one-hour sessions or six 90-hour sessions of PD, or a combination thereof, midyear and final reports and ongoing support and facilitation to the development of the 40 cohort members. Ed Elements will also supply most of all training materials and supplies as part of their service. The total cost of this service is \$74,000, of which the LTG will cover \$34,165 and the district will pay the remainder IN KIND of \$39,835. Ed Elements will provide this service for all three years of the grant, supporting both existing and new PL Leaders and new cohorts of Fellows.</p> <p>Evaluator (\$5,000): The evaluator for this project is Laura Payne-Bourcy. The rate for this service is \$80/hour and Ms. Payne-Bourcy will provide 62.5 hours of service each year. Included in this service is participation in all advisory meetings, attendance at targeted leadership meetings, conducting multiple focus group sessions with students, staff, and leadership, liaising with Ed Elements to align assessment activities, data collection and bi-monthly reporting to assist in the implementation of the project. The evaluator will perform these duties for all three years of the grant. THIS EXPENDITURE IS BEING PERFORMED BY AN M/WBE VENDOR.</p> <p>The combined costs of these two items bring the budget subtotal for purchased services to \$39,165 annually for all three years.</p>	\$39,165	\$39,165	\$39,165	\$117,495
Supplies & Materials (Code 45)				

<p>Personalized Learning Supplies (\$5865/5865/\$5499): This line item is an estimated cost for the materials and supplies that will be needed to replenish supplies for the Innovation Labs in the elementary buildings. This funding will be used to purchase BeeBots, Keva Planks, Brainflakes, Ozbots, Kinex, Makedo, Makey Makey, etc... Specific purchases will be determined in the first month of the grant when a Resource Map is produced that matches student and building needs. This estimate is based upon usage of the past three years and averaged out. This amount will be decreased by \$366 (\$24/Fellow) in the third year to accommodate the travel expenses for the mandated Share Out Conference.</p> <p>St Albert The Great (\$2,239) – a private school located within the boundaries of AECSD, St.Albert the Great has an enrollment of 101 students. Their rate of allocation per student is \$22.17. That brings their total allocation to \$2,239. St. Alberts will be using their allocation to purchase ChromeBooks, which they will be using to implement Personalized Learning in their classrooms. 10 Lenovo IdeaPad 3 Chromebooks will be purchased with this allocation and any additional costs needed will be provided by St. Albert the Great IN-KIND.</p> <p>Tyburn Academy (\$1,796) – a private school located within the boundaries of AECSD, Tyburn Academy has an enrollment of 81 students. Their rate of allocation per student is \$22.17. That brings their total allocation to \$1796. Tyburn will be using their allocation to purchase ChromeBooks, which they will be using to implement Personalized Learning in their classrooms. 8 Lenovo IdeaPad 3 Chromebooks will be purchased with this allocation and any additional costs needed will be provided by Tybrun Academy IN-KIND.</p> <p>These three expenditures bring the total for Purchased Services to \$ 29,334/year minus \$366 in the third year. ALL OF THESE PURCHASES WILL OBTAINED THROUGH AN M/WBE VENDOR, MAUREEN DATA SYSTEMS.</p>	<p>\$9,900</p>	<p>\$9,900</p>	<p>\$9,534</p>	<p>\$ 29,334</p>
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Travel Expenses (Code 46)				
Two staff members will be attending the mandated share out state conference in the third year of the program. Using the US General Services Association recommendations for travel expenditures \$114/night was identified as the cost for one hotel room in Albany for one night. The cost for one overnight stay for two people came to \$228. In addition, the cost per diem including incidentals was set at \$45/person/day, bringing the subtotal to \$180. Lastly, roundtrip to Albany from AECSD is 382 miles. Using the current mileage rate of \$.56/ mile (both staff will share a car to save expenses), the mileage cost came to \$214. The total expenses for the share out conference in the third year of the program is \$622. \$366 of this cost will be funded by the grant, the remaining \$256 will be provided IN-KIND by AECSD.	\$0	\$0	\$0	\$366
Employee Benefits (Code 80)				
All Employee Benefits are being provided by AECSD IN-KIND.	\$0	\$0	\$0	\$0
Indirect Cost (Code 90)				
No Indirect Costs are included in this proposal.	\$0	\$0	\$0	\$0
BOCES Services (Code 49)				
There are no BOCES Services included in this proposal.	\$0	\$0	\$0	\$0
Minor Remodeling (Code 30)				
There are no Minor Remodeling costs included in this proposal.	\$0	\$0	\$0	\$0
Equipment (Code 20)				
There are no equipment costs included in this proposal.	\$0	\$0	\$0	\$0

Chart G2 – IN-KIND Contributions from AESCD’s General Budget to Project by AECSD

	Cost	Three Year Total
<i>Professional Salaries</i>		
Director of Technology and Learning (.3 FTE)	\$23,000	\$69,000

Director of Personalized Learning	\$70,000	\$210,000
Teacher Professional Development Hours	\$20,800	\$62,400
<i>Purchased Services</i>		
Ed Elements for PL	\$39,835	\$119,505
Ed Elements for DEI Services	\$75,000	\$75,000
<i>Materials and Supplies</i>		
Personalized Learning Materials and Supplies for Teachers	\$5,000	\$15,000
<i>Travel</i>		
Mandated Share Out Conference in Year Three	\$256 in Year 3	\$256
<i>Benefits</i>		
FICA (7.65%), TRS (9.8%) and Medical Costs (Avg \$17,000 family plan)	\$18,754	\$56,262
<i>Indirect Costs</i>		
Indirect Costs non-inclusive of personnel costs at .9% Rate Associated with Project	\$900	\$2,700
TOTAL	\$253,545	\$607,423

Our M/WBE Calculation Goal is set to \$14,719.50. Through our M/WBE expenditures on our evaluator and purchase services, we exceeded our goal with \$14,900.

Attachment III: Documentation of Religious and Independent School Communication

(Duplicate as needed – One Form per Participating District)

Name of Public School District: Auburn Enlarged City School District

Each public school district participating in the project must complete this form to demonstrate it has communicated with every Religious and Independent School located in the district. Communication with Religious and Independent School representatives must address whether the school will participate; the level of participation; what services will be offered; how, where and when services will be provided; and how the services will be assessed. (Add rows to the chart as needed.)

Districts must make a Good Faith Effort to contact all Religious and Independent School within their boundaries. A Good Faith Effort, for the purposes of the LTG grant, is three attempts to contact. One of the attempts to contact must be a letter, either postmarked at least two weeks prior to the due date of this proposal or faxed at least one week prior to the deadline of this proposal. Other acceptable methods are e-mail, phone call, and personal visit.

Check one:

- No religious or independent schools are located within the area served by participating school district.
- Signatures from all Religious and Independent schools within the boundaries of participating school district(s) have been obtained
- Signatures from some Religious and Independent schools within the boundaries of participating school district(s) have been obtained. Documentation of the effort to obtain signatures from the balance of schools can be found in the second chart below*.
- We were unable to obtain signatures from any of the Religious and Independent schools within the boundaries of participating school district(s). Documentation of the effort to obtain signatures from the schools can be found in the second chart below*.

Name of Religious or Independent School	Contact Name	Contact Address and Phone Number	Amount Budgeted for School	School Will Participate Y/N	“X” for Good Faith Documentation	Signature of Religious or Independent School Official or Representative
St. Albert the Great Academy	Ann Fallon	134 Washington St., Auburn, NY 13021 315-255-1621	\$1,862	Yes		
Tyburn Academy of Mary Immaculate	Maura DelFavero	17 Clymer Street Auburn, NY 13021 315-252-2937	\$1,530	Yes		

*Provide details of efforts to reach Religious and Independent Schools that did not result in a signature.

Name of Religious or Independent School	Attempt 1 Method, Date, and person who attempted outreach	Attempt 2 Method, Date, and person who attempted outreach	Attempt 3 Method, Date, and person who attempted outreach
Montessori School of the Finger Lakes Principal: Noel Romeo 6734 Pine Ridge Road, Auburn, NY 13021	April 26, 2021 Sarah Cupelli, See attached letter	May 3, 2021, Email, Phone, Chris Semler	May 4, Email, Phone
Creative Minds Montessori School Principal: Diane Bauso 169 Genesee Street, Auburn, NY 13021	April 26, 2021 Sarah Cupelli, see attached letter	May 3, 2021, Email, Phone, Chris Semler	May 4, Email, Phone Chris Semler

Batavia CSD – Learning Technology Grant

Attachment IV: Other Participating Partners

(Duplicate as needed)

List all other agencies participating in the program. (Add rows as needed.)

Name of Agency	Type of Agency (e.g. University, Not-for Profit Agency, Library, etc.)	Type of Services to be Provided
Educational Elements	For profit Educational Services	Professional Development

Appendix G: M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Year 1 budget totals)

RFP # and Title: NYS Learning Technology Grant / #GC 21-001

Applicant Name: Auburn Enlarged City School District

The M/WBE participation for this grant is 30% of each applicant’s total discretionary non-personal service budget for each year of the grant. Discretionary non-personal service budget is defined as the total annual budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures. Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		<u>\$100,000</u>
2.	Professional Salaries	<u>\$50935</u>	
3.	Support Staff Salaries	<u>\$0</u>	
4.	Fringe Benefits	<u>\$0</u>	
5.	Indirect Costs	<u>\$0</u>	
6.	Rent/Lease/Utilities*	<u>\$0</u>	
7.	Sum of lines 2, 3 ,4 ,5, and 6		<u>\$50935</u>
8.	Line 1 minus Line 7		<u>\$49065</u>
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		<u>\$14,719</u>

*If not included in #5

M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise Requirements

NAME OF GRANT PROGRAM: NYS Learning Technology Grant

NAME OF APPLICANT: Auburn Enlarged City School District

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.

Jeffrey A. Pirozzolo

Typed or Printed Name of Authorized Representative of the Firm

Superintendent of Schools

Typed or Printed Title/Position of Authorized Representative of the Firm

/

Signature/Date

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Auburn Enlarged City School District Federal ID No.: 16-1331985

Address: 78 Thornton Avenue Phone No.: (315) 255-8835

City: Auburn State: NY Zip Code: 13021 E-mail: SarahCupelli@aecsd.education

Jeffrey A. Pirozzolo/ JeffreyPirozzolo@aecsd.education

Signature of Authorized Representative of Bidder/Applicant's Firm

Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

Date: _____

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: LPB Consulting, Inc. Federal ID No.: 20-0615406

Address: 8 Parham Drive

Phone No.: 585-703-4733

City, State, Zip Code Penfield, NY 14526

E-mail: laurapaynebourcy@lpbconsulting.net

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

Evaluation services for NYS Learning Technology Grant including data collection, analysis production of evaluation reports and recommendations and ongoing consultation regarding the implementation of the said program.

DESIGNATION: ___ MBE Subcontractor WBE Subcontractor ___ MBE Supplier ___ WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$5,000

05/03/2021

Date

Laura Payne-Bourcy
Signature of Authorized Representative of M/WBE Firm

Laura Payne-Bourcy/Founder

Printed or Typed Name and Title of Authorized Representative

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Auburn Enlarged City School District Federal ID No.: 800000054614

Address: 78 Thornton Avenue Phone No.: (315) 255-8835

City: Auburn State: NY Zip Code: 13021

E-mail: SarahCupelli@aecsd.education

Jeffrey A. Pirozzolo/ JeffreyPirozzolo@aecsd.education

Signature of Authorized Representative of Bidder/Applicant's Firm

Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

Date: _____

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: Gholkar's, Inc.

Federal ID No.: 16-1331985

Address: 7321 Victor Mendon Road

Phone No.: 585-924-2050

City, State, Zip Code: Victor, NY 14564

E-mail: info@gholkars.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

Evaluation services for NYS Learning Technology Grant including data collection, analysis production of evaluation reports and recommendations and ongoing consultation regarding the implementation of the said program.

DESIGNATION: ___ MBE Subcontractor ___ WBE Subcontractor MBE Supplier ___ WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$9,900

Preeya S. Gholkar
Signature of Authorized Representative of M/WBE Firm

5/3/21

Date

Ms. Preeya S. Gholkar, President

Printed or Typed Name and Title of Authorized Representative



EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN

Applicant Name: Auburn Enlarged City School District

Telephone: (315) 255-8835

Address: 78 Thornton Avenue

Federal ID No.: 16-1331985

City, State, ZIP: Auburn, NY 13021

Project No: GC 21-001

Report includes:

Work force to be utilized on this contract OR

Applicant's total work force

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Total Work Force	Race/Ethnicity - report employees in only one category																	
		Hispanic or Latino		Not-Hispanic or Latino															
				Male						Female									
		Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
Executive/Senior Level Officials and Managers																			1
First/Mid-Level Officials and Managers			1																
Professionals																			
Technicians																			
Sales Workers																			
Administrative Support Workers																			
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL			1																1

PREPARED BY (Signature): _____

DATE: _____

NAME AND TITLE OF

(315) 255-

PREPARER: Jeffrey A. Pirozzolo, Superintendent

TELEPHONE/EMAIL: 8835/SarahCupelli@aecsd.education