U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) $CFDA \ \# \ 84.425B$

PR/Award # S425B200028

Gramts.gov Tracking#: GRANT13154365

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200028

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004 Expiration Date: 12/31/2022

Application for	Federal Assista	nce SF	-424			
* 1. Type of Submiss	sion:	* 2. Typ	e of Application:	* If Revisio	on, select appropriate letter(s):	
Preapplication		⊠ N	ew			
Application			ontinuation	* Other (Sp	pecify):	
	ected Application	R	evision			
* 3. Date Received:		4. Appl	icant Identifier:			
06/29/2020						
5a. Federal Entity Ide	entifier:			5b. Fed	deral Award Identifier:	
State Use Only:				<u> </u>		
6. Date Received by	State:		7. State Application	Identifier:		
8. APPLICANT INFO	ORMATION:					
* a. Legal Name: N	ew York State	Educat	ion Department			
* b. Employer/Taxpa	yer Identification Nur	mber (Ell	N/TIN):	* c. Org	ganizational DUNS:	
d. Address:						
* Street1:	89 Washington	Avenu	e			$\overline{}$
Street2:						=
* City:	Albany					
County/Parish:						
* State:					NY: New York	
Province:						
* Country:				IISA	A: UNITED STATES	
* Zip / Postal Code:	122341000					
	I 14-					
e. Organizational L	Jnit:			T		
Department Name:				Division	n Name:	
f. Name and contac	ct information of p	erson to	be contacted on m	atters inv	volving this application:	
Prefix: Mr.			* First Name	e: Dav	vid	
Middle Name:						
* Last Name: Fra	ank					
Suffix:						
Title: Executive	Director					
Organizational Affilia	tion:					
NYSED Charter						
* Telephone Number	r:				Fax Number:	
* Email:						

PR/Award # S425B200028

Application for Federal Assistance SF-424
* 9. Type of Applicant 1: Select Applicant Type:
A: State Government
Type of Applicant 2: Select Applicant Type:
Type of Applicant 3: Select Applicant Type:
* Other (specify):
* 10. Name of Federal Agency:
Department of Education
11. Catalog of Federal Domestic Assistance Number:
84.425
CFDA Title:
Education Stabilization Fund
* 12. Funding Opportunity Number:
ED-GRANTS-050120-001
* Title:
Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B
Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.4238
13. Competition Identification Number:
84-425B2020-1
Title:
Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program
14. Areas Affected by Project (Cities, Counties, States, etc.):
Add Attachment Delete Attachment View Attachment
Add Attachment View Attachment
* 15. Descriptive Title of Applicant's Project:
New York State Education Department Application for the ESF-Rethink K12 Education Models Grants
Program
Attach supporting documents as specified in agency instructions.
Add Attachments Delete Attachments View Attachments

Application for Federal Assistance SF-424					
16. Congressional Districts Of:					
* a. Applicant NY-All * b. Program/Project NY-All					
Attach an additional list of Program/Project Congressional Districts if needed.					
Add Attachment Delete Attachment View Attachment					
17. Proposed Project:					
* a. Start Date: 07/31/2020 * b. End Date: 07/30/2023					
18. Estimated Funding (\$):					
* a. Federal 19,986,089.00					
* b. Applicant 0.00					
* c. State 0 . 0 0					
* d. Local 0 . 0 0					
* e. Other 0 . 0 0					
* f. Program Income 0.00					
* g. TOTAL 19,986,089.00					
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?					
a. This application was made available to the State under the Executive Order 12372 Process for review on					
b. Program is subject to E.O. 12372 but has not been selected by the State for review.					
c. Program is not covered by E.O. 12372.					
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)					
Yes No					
If "Yes", provide explanation and attach					
Add Attachment Delete Attachment View Attachment					
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001) ** I AGREE ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.					
Authorized Representative:					
Prefix: Ms. * First Name: Phyllis					
Middle Name: D.					
* Last Name: Morris					
Suffix:					
* Title: Chief Financial Officer					
* Telephone Number: Fax Number:					
* Email:					
* Signature of Authorized Representative: * Date Signed: 06/29/2020					

PR/Award # S425B200028 Page e5

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008 Expiration Date: 08/31/2020

Name	of Institution/Organization						ne year should complete the	
New Y	ork State Education Depa	rtment					funding for multi-year grant tructions before completing	
	SECTION A - BUDGET SUMMARY							
			U.S. DEPARTME	NT OF EDU	CATIO	N FUNDS		
Budg Cate		Project Year 1 (a)	Project Year 2 (b)	Project Yea (c)	ar 3	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Pe	rsonnel							
2. Fri	nge Benefits							
3. Tra	vel	15,000.00	15,000.00	15	,000.00			45,000.00
4. Eq	uipment	0.00	0.00		0.00			0.00
5. Su	pplies	15,000.00	15,000.00	15	,000.00			45,000.00
6. Co	ntractual	5,500,000.00	8,600,000.00	4,900	,000.00			19,000,000.00
7. Co	nstruction	0.00	0.00		0.00			0.00
8. Oth	er	0.00	0.00		0.00			0.00
9. To	al Direct Costs 1-8)							
10. In	direct Costs*							
11. T	aining Stipends	0.00	0.00		0.00			0.00
	otal Costs 9-11)							
	ect Cost Information (To Be Co							
-	are requesting reimbursement for			• .				
(1) (2)	Do you have an Indirect Cost R If yes, please provide the follow		the Federal government	t? Xes	s No			
(2)	Period Covered by the Indirect	•	From: 04/01/2020	To: 03/31/	2021	(mm/dd/yyyy)		
	Approving Federal agency:	ED Other (plea	ise specify):					
The Indirect Cost Rate is %.								
(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).								
(4)	(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.							
(5)	For Restricted Rate Programs (Is included in your appr	(check one) Are you using oved Indirect Cost Rate Agr	eement? Or, Comp	rate that: plies with 34 CFF Award # S425B2		(2)? The Restricted	d Indirect Cost Rate is 1	6.90 %.

ED 524

Name of Institution/Organization				Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year					
New York State Education Department									
				grants should complete all applicable columns. Please read all instructions before completing form.					
	SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS								
Budget Categories	Project Year 1	Project Year 2 (b)	Pro	oject Year 3 (c)	Project Year 4 (d)		Project Year 5 (e)	Total (f)	
1. Personnel									
2. Fringe Benefits									
3. Travel									
4. Equipment									
5. Supplies									
6. Contractual									
7. Construction									
8. Other									
9. Total Direct Costs (lines 1-8)									
10. Indirect Costs									
11. Training Stipends									
12. Total Costs (lines 9-11)									
SECTION C - BUDGET NARRATIVE (see instructions)									

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013 Expiration Date: 02/28/2022

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
a. contract	a. bid/offer/application	a. initial filing
b. grant	b. initial award	b. material change
c. cooperative agreement	c. post-award	
d. loan		
e. loan guarantee		
f. loan insurance		
4. Name and Address of Reporting	Entity:	
Prime SubAwardee		
*Name New York State Education Departmen		
* Street 1 89 Washington Avenue	Street 2	
* City Albany	State NY: New York	Zip 12234
Congressional District, if known:		
5. If Reporting Entity in No.4 is Suba	wardee, Enter Name and Address	of Prime:
6. * Federal Department/Agency:	7. * Federa	Program Name/Description:
United States Department of Education	Education Stab	ilization Fund
	CFDA Number,	if applicable: 84.425
8. Federal Action Number, if known:	9. Award A	mount, if known:
	\$	
	Ψ	
10. a. Name and Address of Lobbyin	g Registrant:	
Prefix * First Name N/A	Middle Name	
*Last Name N/A	Suffix	
* Street 1	Street 2	
N/A		7
* City N/A	State	Zip
b. Individual Performing Services (incl	uding address if different from No. 10a)	
Prefix * First Name N/A	Middle Name	
* Last Name	Suffix	
* Street 1	Street 2	
N/A		
* City N/A	State	Zip
reliance was placed by the tier above when the trans	action was made or entered into. This disclosure is rec	bying activities is a material representation of fact upon which uired pursuant to 31 U.S.C. 1352. This information will be reported to
the Congress semi-annually and will be available for \$10,000 and not more than \$100,000 for each such f		red disclosure shall be subject to a civil penalty of not less than
* Signature:		
*Name: Prefix *First Nam	De Davilia	Middle Name D.
*Last Name	Phyllis	Suffix
Morris		
Title: Chief Financial Officer	Telephone No.:	Date: 06/29/2020
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005 Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email

Optional - You may attach 1 file to this page.

1234-NYSED ESF-REM GEPA427.pdf Add Attachment Delete Attachment View Attachment

NEW YORK STATE EDUCATION DEPARTMENT

TEACHING IN REMOTE LEARNING ENVIRONMENTS

GEPA 427 STATEMENT

The New York State Education Department (NYSED) serves an academically and racially diverse population and is committed to equal treatment for all students, educators, employees and the general public. It does not discriminate based on gender, race, national origin, color, disability, or age. This is reflected in NYSED hiring policies and all other NYSED policies and procedures. In addition to nondiscrimination policies for hiring and in other polices, NYSED acknowledges additional barriers participants and teachers may face while participating the proposed activities and proposes solutions to each barrier.

NYSED Employment Opportunity Policy

NYSED employs staff under a policy that promotes equal opportunity hiring practices conforming with state and federal laws and regulations. NYSED does not discriminate in offering access to its programs and activities, or with respect to employment terms and conditions, on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, veteran status, or any legally protected class or basis. This commitment applies to the State's relationships with outside organizations, including the federal government, contractors, and private employers to the extent of state and federal requirements. Disparate treatment on the basis of a class not protected by federal or state law shall not constitute discrimination if such disparate treatment is required by federal or state law.

Additional Barriers & Solutions to Participation in Proposed Project Activities

- Barrier- Low-income students face added barriers to success such as lack of family understanding of the requirements of online learning.

 Solution- Grant money will fund NYSED programs that provide increased wrap around services to help low-income students deal with the unique academic challenges of distance learning. These grant activities will go towards removing any barriers students or their families may have in fully participating in the academic programs offered by their schools.
- Barrier Educators with visual or other impairments may have difficulty accessing online materials.

Solution – The following accessibility principles will be utilized in the design of online coursework: All non-text content will have alternative text, All data tables will have headings, Users will be able to complete and submit all forms; Links will make sense out of context, Media will have captions and/or transcripts, Non-HTML content will be accessible, Users can skip repetitive elements on the page, Users can comprehend the page structure and purpose, Meaning will not be conveyed through color alone, Content will be clearly written and easy to read, JavaScript will be accessible, Users will be able to access content from various devices and browsers, and All sites will comply with accessibility standards.

NYSED will monitor and coordinate grant related activities to ensure compliance with the above policies. NYSED offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes and to ensure compliance with applicable nondiscrimination and accessibility policies.

NYSED is committed to implementing eights specific strategies for ensuring equal access to and participation in all grant activities. The following steps will be carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

- 1. Develop and administer a pre-participation questionnaire to targeted attendees of grant-related events and activities, such as trainings and workshops. The purpose of the pre-participation questionnaire will be to solicit information from participants and reviewers regarding special access requirements such as the need for sign language interpretation.
- 2. All in person grant program-related sessions/activities, if applicable, will be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, the grant staff will further develop and implement a 'plan of action' that will address the identified special access needs indicated by program registrants that go over and beyond the access provisions of the ADA facilities, themselves.
- 3. Coordinate and offer cultural sensitivity and ADA training for program staff, as coordinated by the NYSED Human Resources Office.
- 4. If any participants in any grant activities are visually impaired, NYSED will make the grant materials accessible in braille or available in an otherwise accessible manner.

- 5. Offer multi-lingual services for grant activity participants and others as needed and appropriate.
- 6. Ensure that all program resources and platforms, including electronic platforms used to evaluate grant materials, are ADA accessible and have accommodations for reviewers with disabilities including, but not limited to, accommodations for those individuals who are blind, deaf, or wheelchair bound.
- 7. Arrange for assistive technology devices to translate materials for participants in need of such services (as available).
- 8. Post information materials, schedules of events, and program assessments on the internet which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and/or computer facilities, to the greatest extent possible.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with grant activity participants and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

Standard Contract Language -

Web-Based Application – Accessibility: Any web-based intranet and internet information and applications development, or programming delivered pursuant to the Master Contract or procurement shall comply with New York State Enterprise IT Policy NYS-P08-005, Accessibility Web-Based Information and Applications, and New York State Enterprise IT Standard NYS-S08-005, Accessibility of Web-Based Information Applications, as such policy ors tandard may be amended, modified or superseded, which requires that State Agency web-based intranet and internet information and applications are accessible to persons with disabilities. Web content must conform to New York State Enterprise IT Standards NYS-S08-005, as determined by quality assurance testing. Such quality assurance testing shall be conducted by the State Agency and the results of such testing must be satisfactory to the State Agency before web content shall be considered a qualified deliverable under the Master Contract or procurement.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
New York State Education Department	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms. * First Name: Phyllis	Middle Name: D·
* Last Name: Morris	Suffix:
* Title: Chief Financial Officer	
* SIGNATURE: * DA	TE: 06/29/2020

OMB Number: 1894-0007 Expiration Date: 09/30/2020

U.S. DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:		Suffix:
Mr.	David		Frank		
Address:					
Street1:	89 Washington Avenue				
Street2:					
City:	Albany				
County:					
State: [NY: New York				
Zip Code:	122341000				
Country:	USA: UNITED STATES				
Phone Number	r (give area code) Fax	Number (give area code)			
5184741762		Trumber (give area code)			
Email Address:					
Email Address.]	
2. Novice Applic					
	ce applicant as defined in the		(and included in the	e definitions page in the a	ttached instructions)?
☐ Yes ▷	No Not applicable to	this program			
3. Human Subje	cts Research:				
a. Are any rese	earch activities involving huma	an subjects planned at any tim	ne during the propos	sed Project Period?	
Yes	No				
b. Are ALL the	research activities proposed	designated to be exempt from	the regulations?		
Yes Pro	vide Exemption(s) #:	1 2 3	4 5	6	
No Pro	vide Assurance #, if available	:			
o If onellastic	places officely are "For and	December of the second De	oograh" namatir - 1-	this form as	
	 please attach your "Exempt the definitions page in the atta 		search harrative to	บ แทร 101111 สร	
		Ac	dd Attachment	Delete Attachment	View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1239-NYSED ESF-REM Abstract.pdf	Add Attachment	Delete Attachment	View Attachment
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ABSTRACT

The New York State Department of Education (NYSED) is proposing to develop and launch the Teaching in Remote/Hybrid Learning Environments (TRLE) program under Absolute Priority #3 of the Education Stabilization Fund-Rethink K12 Education Models Grants (ESF-REM Grants) program. TRLE focuses on the human capital aspect of rethinking education by building the capacity of teachers and educational leaders to effectively implement remote learning for all students. To address the current COVID-19 impact on learning in New York State, TRLE will begin with a rapid infusion of capacity-building resources for teachers and educational leaders to help them advance remote instruction for vulnerable students, particularly students with disabilities, English language learners and economically disadvantaged students. We will provide wraparound, embedded support and facilitate educator-driven action research to identify and address critical problems of practice (PoPs) related to remote/hybrid learning. Out of this intensive field-driven work, we will collaboratively build a statewide Quality Remote/Hybrid Teaching (QRT) Framework that clearly and succinctly identifies the core competencies required for effective teaching in remote/hybrid learning environments. NYSED will then focus on developing and delivering professional learning experiences (PLEs) aligned with the QRT Framework to teachers across the state. PLEs will be delivered by professional development providers that are trained and approved by NYSED to ensure consistent quality of services statewide. By the close of the three-year grant period, TRLE will provide 190,222 teachers and educational leaders with 450,000 hours of professional support to implement effective practices in remote/hybrid teaching and learning. We will reach over 1.9 million NYS students at a cost of approximately \$11 per student and we will make our professional learning resources open via the web for use by other educators around the country who are rethinking the future of education.

* Mandatory Project Narrative File Filename: | 1240-NYSED ESF-REM Project Narrative.pdf

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

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INTRODUCTION

The New York State Department of Education (NYSED) is proposing to develop and launch the Teaching in Remote/Hybrid Learning Environments (TRLE) program under Absolute Priority #3 of the Education Stabilization Fund-Rethink K12 Education Models Grants (ESF-REM Grants) program. TRLE focuses on the human capital aspect of rethinking education by building the capacity of teachers and educational leaders to effectively implement remote learning for all students. To address the current COVID-19 impact on learning in New York State, TRLE will begin with a rapid infusion of capacity-building resources for teachers and educational leaders to help them advance remote instruction for vulnerable students, particularly students with disabilities, English language learners and economically disadvantaged students. We will provide wraparound, embedded support and facilitate educator-driven action research to identify and address critical problems of practice (PoPs) related to remote/hybrid learning. Out of this intensive field-driven work, we will collaboratively build a statewide Quality Remote/Hybrid Teaching (QRT) Framework that clearly and succinctly identifies the core competencies required for effective teaching in remote/hybrid learning environments. NYSED will then focus on developing and delivering professional learning experiences (PLEs) aligned with the QRT Framework to teachers across the state. PLEs will be delivered by professional development providers that are trained and approved by NYSED to ensure consistent quality of services statewide. By the close of the three-year grant period, TRLE will provide 190,222 teachers and educational leaders with 450,000 hours of professional support to implement effective practices in remote/hybrid teaching and learning. We will reach over 1.9 million NYS students at a cost of approximately \$11 per student and we will make our professional learning resources open via the web for use by other educators around the country who are rethinking the future of education. See Appendix 6A for the TRLE Logic Model and 6B for a graphic representation of the TRLE Approach.

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COVID-19 BURDEN STATEMENT

COVID-19 IMPACT ON NEW YORK STATE

New York State is in the 81st to 100th percentile as calculated for the ESF-REM grant competition. As of June 15, 2020, more than 384,500 New York State residents have tested positive for COVID-19, and over 24,600 New Yorkers have passed away from the virus. Based on national data provided by the Centers for Disease Control (CDC), New York State (NYS) unfortunately ranks first in terms of total COVID-19 positive cases recorded in the United States since January 21, 2020. As of June 12, 2020, NYS accounts for 18% of the nation's cases and has more than two times as many cases as the next hardest-hit state (New Jersey at just over 167,100 cases, as of June 12, 2020). Over 21% of the individuals who have died from COVID-19 in the United States passed away here in New York State. As devastating as this statewide picture is, COVID-19 has ravaged our state's most vulnerable communities even more intensely. According to data released by New York City's Health Department in mid-May, the COVID-19 death rate in zip codes where at least 30 percent of people live in poverty was double that of zip codes where less than 10 percent of the population is poor.

Even as NYS has "flattened the curve" from the first wave of the virus in terms of the health crisis,⁵ correlated fall-out from the pandemic continues to worsen. In the second week of April, unemployment claims in NYS soared to almost 400,000 per week (3,109% higher than the weekly average from 2019) and ended with a statewide unemployment rate of 14.5% (up from 4.1% the month prior).⁶ As of June 6, 2020, new unemployment claims for the week totaled 97,274 (579% increase over the same week in 2019) bringing the grand total of unemployment claims since March 14, 2020 to 2,649,957 statewide, which is 1,294% higher than one year prior.⁷

Like the health impacts, the economic impacts of COVID-19 have disproportionately hit our most vulnerable citizens. Based on a mid-April report by the Center for New York City Affairs, nearly two-thirds of the jobs lost up to that point were held by workers paid less than \$40,000 annually. More

than one-third of these individuals also lacked employer-provided health insurance even before the pandemic: 21% were covered by Medicaid, and 17% had no health insurance of any kind.⁸

The stay-at-home order exacerbated other economic disparities, as illustrated by data on "essential workers" in New York City (NYC). The majority of NYC's essential workers are people of color (75%) and/or foreign born (53%).9 Approximately 8% of NYC essential workers live in households at or below the federal poverty line (\$26,200 for a family of four) and 24% live at or below twice the poverty line (\$52,400 for a family of four). And while 48% of our essential workers in NYC have children living in the home, they have not been able to stay home with them to help navigate the remote learning offered by their schools. 11

COVID-19 IMPACT ON EDUCATION IN NEW YORK STATE

It is within this storm of health and economic devastation that New York's educators took on the extraordinary challenge of shifting teaching and learning into remote formats. On March 16, 2020 Governor Cuomo signed Executive Order 202.4 to close all schools, both public and nonpublic. Schools remained closed throughout the rest of the school year, resulting in approximately three months of "remote learning" in SY 2019-20 for all 3 million NYS students.

Based on multiple research studies, it is clear that this period of remote learning will result in "learning loss" for many of our students, particularly our most vulnerable students—students with disabilities, English language learners, and economically disadvantaged students—being hit the hardest. One study estimates that if students can return in fall of 2020, they will do so with approximately 63-68% of the learning gains in reading relative to a typical school year and with 37-50% of the learning gains in math. The study also notes that in some grade levels, students may come back close to a full year behind in math. As NYS has large communities of SWDs (18%), ELLs (9%) and economically disadvantaged (57%) students, these impacts will be magnified.

While these predictions are dire, they are more or less so depending on certain variables. One variable is the focus of NYSED's proposal: the quality of remote instruction, which directly depends on educator capacity. A report prepared by McKinsey and Company used data on the effectiveness of remote learning relative to traditional classroom students to model the impact of remote instructional quality on the degree of student learning loss. They project that students who receive high-quality remote learning will experience 3-4 months of learning loss by January 2021, while those with low-quality remote learning will experience 7-11 months of learning loss, and those students who are not receiving any form of instruction will experience 12-14 months of learning loss. In all cases, the remote learning shift will exacerbate pre-COVID performance gaps for low-income students and students of color by 15-20%. In

Susan Grajek of Educause, the association of education technologists, describes the remote learning that has been happening during COVID as a "quick, ad hoc, low-fidelity mitigation strategy" rather than high-quality remote learning that is "well-considered, durable online learning." For the poorest families in our communities, the "online" component of her definition of high-quality has not been a consistent part of their learning experiences. Almost 60% of families in New York State who earn below \$49,999 annually. Feported that teachers used paper materials for remote learning during the pandemic (as opposed to only 16% of families earning over \$100,000 annually). A number of surveys conducted nationwide have shown that even when students are connected to online learning, economically-disadvantaged students are more likely to be assigned review material, rather than learning new concepts. Thus "learning loss" is directly related to *unfinished instruction* that teachers will have to make up in the coming school year.

The data and early reports affirm what most educators already knew: the shutdown has hit our most vulnerable students the hardest and will exacerbate pre-existing performance gaps. Consider the five hardest-hit counties in New York State (Bronx, Queens, Kings, Richmond and Rockland), and

the inequities are clear. 21 Collectively, these counties serve 915,556 students or 35% of the total student population in New York State. Of these students, 75% are economically disadvantaged. Based on the digital divide in remote learning described above, these students would likely have experienced less efficacious forms of remote learning during the shutdown. Now consider that many of these students are among our most vulnerable: 8% are homeless, 15% are English language learners, and 22% are students with disabilities. Also note that this impact is disproportionately being felt by students of color. While 17% of NYS students are Black/African American, 53% of them attend schools in the 5 hardest-hit counties. Similarly, 28% of NYS students are Hispanic/Latinx, but 51% of them attend schools in these counties. Inversely, 43% of NYS students are White, but only 13% of those students attend schools in these counties.

When we look at all 25 of the hardest hit counties, the pre-COVID performance gaps are deeply concerning and expected to grow. On 2019 ELA assessments, the proficiency gap between general education students (53.4%) and SWDs (15%) was 38.5 points, the gap between non-ELLs (50.7%) and ELLs (8.7%) was 42 points, and the gap between not economically disadvantaged students (62%) and economically disadvantaged students (37.2%) was 24.8 points. On the 2019 math assessments, the proficiency gap between general education students (54.0 %) and SWDs (17.3%) was 36.7 points, the gap between non-ELLs (51.4%) and ELLs (17%) was 34.4 points, and the gap between not economically disadvantaged students (64.2%) and economically disadvantaged students (37.6%) was 26.7 points.

New York State's parents have expressed support for the efforts being made by teachers and educational leaders but are deeply concerned about the impact remote learning will have on their children. A poll of NYS parents conducted in April found that 89% of parents indicated that they are concerned their children will fall behind academically as a result of coronavirus school closures. *This concern ranked higher than any other financial or socioemotional concern.* More than one in four

parents statewide said they did not know how to use the distance learning software provided by their schools, and 38% of non-English home speakers reported that their child's school had not provided materials in languages other than English. When asked what would be helpful to improve remote learning for their children, the highest-scoring item at 95% was "providing parents with regular contact with or access to their child's teacher." As described in the Approach section of the proposal, TRLE will make developing strong educator-family connections in remote/hybrid learning environments a key element of professional learning.

IMPROVING REMOTE LEARNING FOR ALL STUDENTS

Although we do not know how the course of the pandemic will unfold in the coming months, ²⁴ implementing the CDC's recommendations for social distancing will dramatically reduce the number of students and teachers able to work face-to-face in existing schools and classrooms. ²⁵ Continuing illness among students, families, and educators will also disrupt face-to-face learning. ²⁶ Therefore, NYS schools will need to continue to implement remote or hybrid learning strategies ²⁷ for some or all of their students through the coming school year.

For this reason, NYSED is proposing to develop and launch the Teaching in Remote/Hybrid Learning Environments (TRLE) program.²⁸ TRLE will build upon activities and efforts already taken by the state, districts, schools, education partners, and other community stakeholders. A summary of this work is valuable to frame the TRLE logic model, approach and management plan:

NYSED started issuing memos related to COVID-19 on February 5, 2020. These memos have
focused on communicating with students and families around physical and mental health
recommendations; provisions of food and emergency services during school shutdowns; resources
to support remote learning; changes to statewide schedules: programs; and testing/assessments;
and other critical aspects of the rapidly-changing educational environment under COVID-19.

- Following issuance of Governor Cuomo's Executive Order 202.4 on March 16, 2020, NYSED required all districts to submit COVID-19 closure plans that addressed alternative instructional options (electronic and non-electronic), distribution and availability of meals, and childcare. The state provided guidelines to help ensure continuity of learning, including recommendations to provide a variety of instructional and communication methods to allow for the possibility of restricted access to technology and limited communication by students. In May 2020, the state again required districts to submit updated Continuity of Learning plans and address four areas related to remote learning: Learning Material and Content; Communication Tools; Student/Teacher Interface, and; Instructional Methods.
- NYSED created a Continuity of Learning website to link educators to: high quality digital content and curriculum resources; technology options; non-technological options; resources available through NYS organizations; educator resources, and; district planning tools. This website aggregates resources from key service providers, including, but not limited to, the state's Boards of Cooperative Education Services (BOCES), technical assistance providers for educators of students with disabilities (SWDs) and English/Multilingual Learners (ELL/MLLs), nonprofits such as the New York State Association for Computers and Technologies in Education (NYSCATE) and State Educational Technology Directors Association (SETDA), institutions of higher education (IHEs) and associated professional learning/teacher resource centers (Please see Appendix 6-C for PDFs of the key resource pages.)

PROJECT SERVICES AND PLAN

APPROACH TO ABSOLUTE PRIORITY 3

NYSED is proposing to develop and launch the Teaching in Remote/Hybrid Learning Environments (TRLE) program. TRLE is designed to address the immediate and urgent learning needs of New York's most vulnerable students and their parents during the COVID-19 pandemic by providing

educators with the capacity-building resources and training they need in order to carry out high-quality remote/hybrid instruction. From this intensive and immediate work, NYSED will then scale-up capacity building and training for teachers and school leaders to implement remote/hybrid learning across the state and in post-pandemic learning environments. (See Appendix 6-B for a graphic depiction of the TRLE Approach.)

Phase One - Address Urgent Needs & Generate Field-Initiated Training Strategies

Rapid Infusion of Capacity-Building Resources for Teachers and Educational Leaders through a Regional Approach - Understanding the urgent need for teacher support described above, NYSED has designed TRLE to begin with an infusion of professional learning resources with an emphasis on our hardest-hit communities in order to focus on meeting the needs of our most vulnerable students (see Appendix 6-D for an explanation of how we determine "hardest-hit" communities). We will use New York State's existing Regional Information Centers (RICs) to organize this rapid infusion of professional learning resources out into the field. We have 14 RICs that are located across the state and focus on meeting the needs of a specific region in the areas of technology support services.²⁹ The RICs work in partnership with our Boards of Cooperative Educational Services (BOCES), local school districts, and other non-district schools, to ensure technology integration is part of broader educational initiatives and can meet the educational needs of diverse learners. They also work with the 12 Offices of Special Education Regional Partnership Centers and 8 Regional Bilingual Education Resource Networks across the state to help ensure educational technology supports all students, including SWDs and ELL/MLLs. The RICs will be required to seek out, partner with, and include as participants in professional learning opportunities, organizations and groups that represent the diversity of key stakeholders in this work. These groups include, but are not limited to students, parents, special education and English language learner support organizations, and experts on supporting the social-emotional well-being of students.

To meet the needs of our most vulnerable students, TRLE will first focus efforts on developing and disseminating professional learning resources in the following areas:

- 1. Shifting to Teaching Online NYSED has assembled key capacity-building resources to help educators transition to online teaching and learning, including using learning management systems (LMS), identifying high-quality instructional materials (HQIM), using open educational resources (OER), integrating interactive learning tools, engaging students in a remote setting, leveraging existing hardware resources to promote increased student access, and much more. In addition to these instructional shifts, NYSED is assembling resources to help teachers plan their curriculum for the coming school year so that it is aligned to standards but flexible for both inperson and remote/hybrid learning environments. An area of focus in TRLE will be student engagement, which has been particularly challenging to achieve and measure during the pandemic. In one national survey, 51% of teachers in high-poverty schools reported that most of their students were participating daily in distance learning while the figure was 84% in affluent schools.³⁰ Inequities have been reported by parents as well; in another national survey published in May, 85% of affluent families reported that their child(ren) had interacted with their teachers since schools closed whereas only 62% of economically-disadvantaged families reported such interactions.31 We will work with the RICs to coordinate delivery and expansion of capacitybuilding resources to teachers and educational leaders so that they can address specific problems of practice, including student engagement and resource allocation.
- 2. **Families as Partners** NYSED has issued guidance for parents on how to work with their pre-K to grade 3 students in core subject areas, how to maximize the technological resources families have in their homes, and strategies to provide language access (interpretation and translation), among other topics. The role of parents in their child(ren)'s learning has shifted, putting significant new demands on families. Without a teacher physically present with the students,

parents and older siblings have been tasked with helping students engage with their schoolwork. This has created competing demands for parents who are working at home and a near impossible situation for parents who are essential workers and families that are dealing with illness from COVID-19. As discussed in the COVID-19 impact section of this proposal, parents repeatedly expressed the desire for more and better communication with their students' teachers during remote learning. While we cannot directly support parents through this grant due to limited funds, we can build the educators' capacity to transition effective partnering practices used in traditional formats into remote/hybrid learning environments. We will work with the RICs to develop these resources.

3. Students with Disabilities - Across NYS, we have 12 Offices of Special Education Partnership Regional Partnership Centers (RPCs) and 14 Family and Community Engagement Centers (FACE Centers), which work directly with schools and families to improve teaching and learning for students with disabilities. They work in a wide variety of settings to coordinate regional resources and help ensure continuity of services for students and their families from early childhood through school age education and post-school opportunities with a special emphasis on students with disabilities. Since the school building closures, the RPCs and FACE Centers have provided virtual training opportunities and kept our educational organizations and families informed of any new guidance. Our Technical Assistance Partners (TAPs) worked diligently to assist in the transition of special education pedagogical materials to a virtual platform for teaching and learning. However, the work has been extremely challenging, and our teachers and educational leaders need more support. In a June 2020 survey conducted by The School Superintendents Association (ASSA) reported that 83% of school district superintendents from across the country said that special education services were difficult to provide equitably during remote learning.³² NYSED recognizes this challenge and will work with the RICs to identify, develop and expand

- effective practices for educating students with disabilities in remote/hybrid learning environments.
- 4. English Language Learners/Multilingual Learners Across NYS, we have established 8 Regional Bilingual Education Resource Networks (RBERNs) that support development of robust equitable learning environments where the heritage language of every child is supported while addressing the linguistic demands of English proficiency. RBERNs provide professional learning to enhance district and school building leadership, including in-service training, information dissemination, and technical assistance for parents and service providers related to instructional practices and educational outcomes for ELL/MLLs. During spring 2020, the RBERNs collectively: conducted over 100 online webinars and professional learning events; created over 25 resources regarding providing instruction during distance learning, and; continued to address the social-emotional needs of ELL/MLLs and their families. Consistent communication with families is essential, and as a result our RBERNs created a YouTube channel to disseminate these professional learning opportunities to teachers, educators, families, and students across the state. They will further develop, consolidate and expand these offerings and work with the RICs to more widely disseminate these resources to teachers in the field in a coordinated effort.³³ The RBERNs will be a key partner in all phases of this project and will work across jurisdictions.
- 5. Culturally-Responsive Sustaining Education (CRSE) NYSED is committed to developing Culturally-Responsive Sustaining Education (CRSE) environments for all students. CRSE helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change. The inequities among our communities have worsened during the pandemic, and it will be more important than ever to help our teachers build culturally-responsive

remote/hybrid learning environments and curriculum. CRSE means relating all aspects of teaching and learning within the context of a student's cultural identity and experience. CRSE sees students from an assets-based perspective and leverages their cultural context and skills, such as multilingualism, to make learning relevant and meaningful. CRSE strategies draw from students' "real world" experiences and background, which during remote learning is their home, family, local community, friends, and other student-connected communities. ANYSED and our partners across the state are developing training and resources for teachers and educational leaders to implement CRSE through remote/hybrid learning environments and align this work with the NYSED CRSE Framework. This work will be coordinated through the RICs.

6. Social Emotional Learning (SEL) - Our students are facing extraordinary challenges during the pandemic, including loss of loved ones, economic stress on their families, disrupted home and school lives, and much more. Adverse childhood experiences (ACEs) and resulting trauma can have a negative impact on young people's social and emotional wellness and mental health, and consequently, their capacity to learn.³⁶ Students and adults are grappling with new and exacerbated traumas that can have far-reaching impacts on health and educational outcomes, potentially well beyond the pandemic. In addition, anxiety and depression may present or worsen in response to these additional stressors and traumas.³⁷ Throughout spring 2020, NYSED distributed resources for teachers and parents to address the immediate impacts of COVID-19, including strategies for trauma-informed remote teaching, helping students cope with the crisis, and addressing stress, anxiety and grief, as well as resources to help students, parents and teachers maintain social emotional health as they engage in remote learning. Beyond these COVIDspecific resources, NYSED is adapting trainings to focus on integrating SEL and traumaresponsive practices into remote learning environments³⁸ and support development of students' social emotional competencies related to self-awareness, self-management, social awareness,

relationship skills, and reasonable decision-making.³⁹ Intentional development of these five core SEL competencies builds a foundation of protective factors that support the development of positive mental health and increase resilience for students and adults, improving capacity to cope and thrive amidst uncertainty.⁴⁰ Moreover, when SEL is integrated with CRSE (described above) it can generate "transformative SEL"—a process in which young people and adults build strong, respectful relationships founded on an appreciation of similarities and differences, learn to critically examine root causes of inequity, and develop collaborative solutions to community and societal problems.⁴¹ We cannot practice and teach authentic SEL in our schools, especially in a remote environment, without intentionally considering the intersections of SEL with racism and bias. NYSED is developing strategies to bring transformative SEL into remote learning in order to help address the range of immediate student needs related to COVID-19 and help students build their capacities for long-term success.

<u>Practice</u> - Simultaneously with the rapid infusion of capacity-building resources into the field, TRLE will also support teachers and educational leaders to engage in intensive action research⁴² related to remote/hybrid learning. Through this action research, teachers and educational leaders will identify and address key problems of practice (PoPs) related to remote and hybrid learning within the context of their current learning environments and through professional learning communities (PLCs) that will further support development of core competencies in a practical setting. Action research requires that teachers and school leaders engage parents and students in solving many of their PoPs and fosters authentic partnerships, which are critical to the success of remote/hybrid learning environments. The PLCs will be facilitated by trained PLC facilitators—provided by the RICs—who understand the local contexts in which teachers are working and can fully incorporate the voices and experiences of parents and students.⁴³ The facilitators will guide the educators through the steps of action research,

which correlate to the PDSA cycle (plan-do-study-act): 1) identify the PoP; 2) gather data from their current learning environments; 3) interpret the data with their peers through the PLC; 4) act on evidence in their current teaching environments; 5) evaluate results with their peers through the PLC; 6) take next steps in their current teaching environments.⁴⁴ This is an iterative process that can happen rapidly and help teachers develop effective practices in remote/hybrid teaching and learning.

We will engage an external evaluator to document the action research, identify common PoPs across regions, work with the RICs to identify the most effective practices that emerge out of the action research, and prepare for Phase Two, which will focus on taking this work to scale (see below). The evaluator will conduct surveys and focus groups among all stakeholders to ensure consistent and full feedback on the work. The evaluator will also gain input from stakeholders regarding additional areas of need for training and support.

Problems of Practice → Effective Practices → Core Competencies - The facilitators will document the field-based action research and share effective practices through NYSED's Continuity of Learning website so that other teachers and support providers can quickly learn from and turnkey field-initiated effective practices in other regions. Simultaneous to this documentation and sharing of field-initiated effective practices, the regional facilitators will work with an external evaluator to review the action research and identify the following: 1) Common PoPs shared within and across regions; 2) Effective practices used by teachers to address these PoPs; 3) Core teaching competencies required to implement the effective practices; 4) Strategies to help teachers develop these competencies; and 5) Resources necessary to help teachers implement these competencies.

Phase Two - Build Field-informed Professional Learning Tools & Resources

<u>Field-informed Quality Remote/Hybrid Teaching Framework</u> - In the second half of Year 1, while we continue to infuse the field with capacity-building support and resources, we will use the findings generated during the first six months of intensive action research to begin the work necessary to take

this work to scale. NYSED will work with the external evaluator, Advisory Group, educators, parents/guardians, students, researchers, and other experts in the field to establish a NYS Framework for Quality Remote/Hybrid Teaching ("QRT Framework"), which will be directly informed by the field-initiated research and will address the teaching competencies identified. Like other frameworks for teaching, the QRT Framework will be aligned with the NYS Teaching Standards and will be designed to establish the following: 1) common language and set of definitions around quality remote and hybrid teaching and learning practices; 2) field-informed list of core teaching competencies required for effective remote/hybrid education; 3) roadmap to provide competency-based training that builds teacher capacity to implement effective remote/hybrid learning environments. The QRT Framework will guide development of the scope and sequence for field-informed professional learning experiences, which we describe below.

Field-informed Professional Learning Experiences - As NYSED works with the field to develop this QRT Framework, we will simultaneously contract with one or more vendors to develop approximately 60 competency-based professional learning experiences (PLEs) for teachers and educational leaders (10 PLEs for each of the 6 areas of focus described under Phase One work). These PLEs will be aligned with the NYS Professional Learning Standards, designed to help teachers build core competencies for remote/hybrid learning and use those competencies to improve their own practices, and—of critical importance—include guidance for tailoring the PLEs in relation to pedagogies, content knowledge and assessments. PLEs will incorporate the diversity of educational stakeholders in New York and will include parent and student perspectives and voices. Elements of the PLEs are described in Appendix 6-E.

<u>Trained Professional Learning Providers to Lead Field-based Implementation of PLEs</u> - The PLEs will be designed for field-based implementation led by trained professionals. Such implementation requires wraparound support, such as facilitating professional learning communities (PLCs), peer-to-

peer networks, coaching and individualized support for teachers as they apply competencies gain through the PLEs in their own practices, as well as differentiation based on teachers' specific teaching environments. NYSED will contract with multiple vendors to deliver the PLEs and wraparound support. Prior to the vendors starting this work, NYSED will lead a training program on PLE implementation. (See Appendix 6-F for learning outcomes for the vendor training.) At the close of training, NYSED will develop criteria for the approval of qualified vendors to deliver PLE training and wraparound services. PLE providers will need to adhere to NYSED-mandated activities for PLE dissemination, including data sharing with the external evaluator and collaborating with Regional Information Centers, Special Education Technical Assistance Centers and Bilingual Education Resource Networks.

Phase Three - Field-based Implementation & Continuous Improvement

In Years 2-3, NYSED will deploy trainers to work with teachers statewide in order to build long-term teacher capacity and accelerate learning for students. The external evaluator will monitor fidelity to the statewide plan and design, as well as assess quality and impact of the training in the field. The evaluator will use multiple methods to gather data (e.g., conducting surveys, organizing focus groups) and engage multiple stakeholders in the evaluation process (teachers, students, parents, school leaders, system leaders, etc.). The evaluator will provide regular and actionable reports to the Project Leadership Team to help facilitate continuous improvement of the PLEs and training.

During Years 2-3 of implementation, NYSED will continue to work on the following:

- Expand and refine competency-based PLEs based on findings from the implementation evaluation.
- Refine the QRT Framework based on findings from the implementation evaluation.
- Expand the pool of approved PLE providers.
- Regularly review and update "hardest-hit" communities based on impact of COVID-19; reallocate resources as necessary.

- Develop partnerships with institutions of higher education to help integrate best practices into preservice teacher training and graduate programs for teachers and educational leaders.
- Address state guidance and regulations that impact long-term transformations of educator training and professional learning in support of effective remote/hybrid teaching.

STRATEGIES FOR ENSURING EQUAL ACCESS AND TREATMENT

NYSED has taken into consideration a number of factors concerning equal access and equitable resourcing for TRLE and, as a result, developed a regional approach to resource allocation and implementation, fully described in Appendix 6-D. Based on available data through June 12, 2020, NYSED ranked all 62 counties by level-of-impact due to COVID-19 and the related school building shutdowns. "Impact" was calculated by multiplying the total percentage of the county population that has tested positive for COVID-19 by the percentage of economically disadvantaged students within the county. 48 We then grouped the counties into levels of impact (level 1 being highest/level 5 being lowest); the levels will be used to differentiate resource allocations in Phase One work with the 25 hardest-hit counties (levels 1-4) receiving extra focus to meet their elevated needs. Counties will be grouped together by geographical region and assigned to one of the 14 Regional Information Centers (RICs). This approach will help ensure TRLE serves the communities with the greatest needs during this time of crisis, which as we explain in the "COVID-19 Burden Statement" section, are disproportionately economically disadvantaged students and families. As discussed, the RICs will work closely with the 12 Regional Special Education Technical Assistance Centers and 8 Regional Bilingual Education Resource Network across the state to help ensure TRLE meets the needs of SWDs and ELL/MLLs.

As reflected in our Management Plan, the statewide director of non-public schools is a member of the Project Leadership Team (PLT) and will oversee distribution of information on TRLE to all non-public schools, including Native American Schools. The director of the statewide office of

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charter schools is also a member of the PLT and will oversee distribution of information on TRLE to public charter schools. The RICs, which will serve as the regional infrastructure for the program, already serve all forms of schools, including district-based public schools, public charter schools, Native American schools, and non-public schools. Lastly, any entity approved to provide PLE training in Phases 2 and 3 will be required to provide equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. NYSED will monitor compliance with our equity requirements through required reports on teacher participation, satisfaction and completion of PLEs.

NEEDS TO BE ADDRESSED BY PROJECT

This is an unprecedented moment in education. Education budgets are being significantly reduced due to the economic impact of COVID-19, and funds that would typically be used for professional learning and support to teachers have been redirected to purchase of devices and Internet access for students. Our students have experienced widespread trauma, and the pandemic has inordinately impacted our most vulnerable communities and expanded inequities for students with disabilities, English language learners and economically disadvantaged students.

Educators are making rapid transformations in order to ensure continuity of learning for our students in remote learning environments, but the lack of investment in training for remote teaching prior to the pandemic has left us flat-footed. Teachers need training and field-based support to develop the core competencies necessary to teach effectively in remote and/or hybrid learning environments. We do not have time for extensive planning, system reforms, policy changes or any of the other measures typically taken to initiate and grow changes in educational systems and practices. We must act now, and we must act with equity for all.

Therefore, NYSED has chosen to adopt the above-described phased implementation process that begins with an intense infusion of professional resources and support to the hardest-hit

communities and action research in the field conducted by educators who are working to address specific problems of practice (PoPs) related to remote/hybrid instruction. Action research will result in a field-informed Quality Remote/Hybrid Teaching Framework that identifies core competencies for effective teaching in remote/hybrid learning environments and correlating professional learning experience (PLEs) that will be rolled out statewide to build capacity beyond the pandemic. In order to support this future work, NYSED will address policies and practices that impact long-term transformations in educator training and professional learning.

EXPANDING ACCESS TO REMOTE LEARNING & IMPROVING STUDENT OUTCOMES

NYSED has designed the TRLE approach with lessons learned from prior large-scale professional learning initiatives that we have undertaken in recent years. In response to an educational need across the state, we developed EngageNY to provide educators with the tools necessary to help them make key shifts in curriculum, instruction, and assessment. Faced with a need from educators to provide high-quality supports and tools, we felt it was NYSED's responsibility to provide comprehensive resources to all educators across the state in order to ensure equity for teachers and students.

While EngageNY ended up being widely adopted across the country, the rollout of EngageNY became conflated with changes to NYS's assessment and evaluation system that were perceived as part of a top-down approach to bring about educational change. While NYSED worked extensively with practitioners in the field to develop EngageNY, the development process could have been more transparent. We learned from this experience and are making sure that from the very start, TRLE is a field-driven approach to help teachers build effective practices for remote learning environments. As educators build their capacity, this in turn will result in an expansion of access to quality remote learning and improved student outcomes. The relationship between implementation science and action research is clear on the impact it has on improving student outcomes.⁴⁹ When teachers are given ample opportunity to learn the tools, participate in the implementation of a methodology aimed

at improving student outcomes, reflect on its effectiveness and make recommendations for future iterations, student outcomes improve.⁵⁰ Fixsen. et. al (2017) further illustrate that when stakeholders are included in the fidelity measures of treatment plans, implementation by and involvement of the stakeholders improved the outcomes for the treatment group.

As detailed in Appendix 6-G, TRLE aims to expand both the offerings and impact of remote learning in NYS. In Objective 3.2, our target is to increase the percentage of students engaged in remote learning by 35% over a baseline of Spring 2020. Similarly, in Objective 4.2 we aim for 60% of educational leaders who participate in TRLE to report higher levels of implementation of remote/hybrid learning at their schools than pre-pandemic. In Objective 4.3, we aim to achieve a 25%-point increase in the number and types of remote learning options offered statewide during the grant period (from a baseline established by the external evaluator in July 2020). To measure impact on student outcomes, Objective 3.1 sets growth targets for students of teachers who engage in the PLE training: student academic performance for students of teacher PLE participants will grow at a faster rate than the performance of matched teachers who do not participate in PLE training. These objectives are informed by NYSED's successful expansion of access to resources through prior statewide initiatives such as EngageNY and the research base that supports our approach of improving student outcomes by building educator capacity to implement effective practices.

EVIDENCE BASE FOR THE PROJECT

Although research on teaching in online K-12 environments is limited, early indicators suggest a positive correlation between professional learning and student outcomes. One such study, completed at a large online virtual K-12 school, showed that teachers who continued to participate in professional learning generally stayed at the school for a longer duration and often had classes with better student outcomes than their less experienced colleagues.⁵¹ Research also demonstrates a clear link between effective professional learning and growth in student outcomes. Studies show that

teachers who take part in substantial professional learning can boost their students' achievement by about 21 percentile points.⁵² A more recent study, published in 2015, used the latest administrations of Trends in Math and Science Study (TIMSS) data across 2003, 2007 and 2011 to examine the relationship between teachers who participated in professional learning and students' math achievement.⁵³ It found positive associations at both grade levels and across all years between math achievement and students' access to teachers who took part in professional learning.⁵⁴

TRLE is based on the principles of improvement science approaches to generating large scale transformations in education.⁵⁵ The Carnegie Foundation describes these six principles (cited in the left column, below) that directly relate to components of the TRLE design.⁵⁶

FIGURE 1
CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING
Six Core Principles of Improvement Science in Education
Mapped to Elements of TRLE

Principles of Improvement Science	Elements of TRLE
1. Make the work problem-specific and user-centered. It starts with a single question: "What specifically is the problem we are trying to solve?" It enlivens a co-development orientation: engage key participants early and often.	TRLE focuses on a specific problem: educator capacity to implement remote learning. TRLE is user-centered by focusing on teachers and educational leaders. Action research focuses on problems of practice posed by and collectively addressed by teachers and school leaders.
2. Variation in performance is the core problem to address. The critical issue is not what works, but rather what works, for whom and under what set of conditions. Aim to advance efficacy reliably at scale.	TRLE's regional approach allows for differentiated support services. Documentation of action research by external evaluator to identify what works, for whom and under what set of conditions.
3. See the system that produces the current outcomes. It is hard to improve what you do not fully understand. Go and see how local conditions shape work processes. Make your hypotheses for change public and clear.	TRLE's regional approach includes field-based support for educators (even if "field-based" is remote due to COVID-19, it will be conducted directly with educators working in their current learning environments). All state-wide tools (QRT Framework and PLEs) will be directly shaped by the field-initiated work from Phase One.
4. We cannot improve at scale what we cannot measure. Embed measures of key outcomes and processes to track if change is an improvement. We intervene in complex organizations. Anticipate unintended consequences and measure these too.	An external evaluator will be documenting implementation throughout all three phases; the evaluation will include input from all stakeholders, including teachers, students, parents, school leaders, system leaders, and partners (professional learning providers, IHEs, etc.). The evaluator will provide regular and actionable reports to guide continuous improvement.

Principles of Improvement Science	Elements of TRLE
5. Anchor practice improvement in disciplined inquiry. Engage rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.	The action research approach in Phase One is driven by teachers working in professional learning communities (PLCs) to engage in rapid inquiry and resolution cycles associated with problems of practice related to remote/hybrid teaching. The external evaluator will provide regular and actionable reports to guide continuous improvement at the project level.
6. Accelerate improvements through networked communities. Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.	Every phase of the project engages educators in collaborative approaches to initiating and implementing improvements in remote/hybrid teaching and learning.

Within this implementation science approach, TRLE utilizes action research⁵⁷ performed by teachers and educational leaders to identify and address problems of practice (PoPs) early on. This action research forms the basis for the statewide work and helps ensure that any tools intended for large-scale implementation are informed by the "real world" of teaching and learning in communities across NYS. Research underscores the importance of PLCs in relation to implementation. For example, one researcher found that, "When professional development included support for implementation, 95% of new knowledge transferred to classroom practice." This support generally includes both teacher coaching and collaboration.⁵⁹

In sum, TRLE is based on proven strategies to transform educational practices at all levels and will scale-up those changes in ways that are field-informed and sustainable.

MANAGEMENT PLAN AND ADEQUACY OF RESOURCES

PROJECT LEADERSHIP TEAM

Obtaining the goals established by TRLE will require dedicated leadership and adequate structures for ongoing stakeholder involvement. TRLE will be managed by a Project Leadership Team (PLT) consisting of a multi-disciplinary group of NYSED staff as well as the chiefs of the entities with which NYSED contracts/partners. This PLT will meet monthly and convene as needed to make recommendations to and produce deliverables for the TRLE project. Summaries of key personnel and

their project roles are provided below. Please see Appendix 2 for Resumes of Key Personnel and Appendix 6-H for a Management and Organizational Chart.

Dr. John D'Agati, Project Director, will convene meetings of the Project Leadership Team, serve as liaison to the Advisory Board, spearhead the sustainability plan for the project, as well as contribute to the work to revise regulations and/or State guidance related to professional learning for remote and hybrid learning. Dr. D'Agati has held the position of Senior Deputy Commissioner for Education Policy at NYSED since November 2019. He has worked in higher education for more than 20 years and has served as Senior Deputy Commissioner for Education Policy at NYSED. Allison **Armour-Garb** and **David Frank** will oversee action research, collaborate on revisions to regulations and/or State guidance, liaison with the external evaluator, and oversee stakeholder surveys and grant writing. Ms. Armour-Garb is Chief of Staff of the Office of Education Policy; Mr. Frank is the Executive Director of the NYSED Charter School Office. Dr. Christina Coughlin, Non-public School Team Lead, will work on early phase implementation and will contribute to the revision of regulations/guidance. Dr. Coughlin is Assistant Commissioner for School Governance, Policy and Religious and Independent Schools. Dr. William Murphy, Higher Education and Teacher **Professional Development Team Lead,** will oversee development of the QRT Framework. Dr. Murphy is Deputy Commissioner for Higher Education for NYSED and previously served as Director of Professional Education. Dr. Kimberly Wilkins, P-12 Team Lead, will serve as the main liaison with PLE providers and oversee PLE development, creation of the exemplars for the Continuity of Learning website, PLE provider training sessions, and wraparound supports for educators. Dr. Wilkins is Deputy Commissioner of P-12 Instructional Support at NYSED and oversees Special Education and Bilingual programming. Kathleen DeCataldo, Esq., SEL & CRSE Team Lead, will contribute to the scope and sequence of the PLEs alongside Dr. Wilkins and early phase implementation. Ms. DeCataldo is Assistant Commissioner for the Office of Student Support

Services. **Phyllis Morris**, will track the budget and present financial reports at monthly PLT meetings, manage funds and ensure that the project remains within budget. She will also handle the solicitation for the PLE developers and providers. Ms. Morris is NYSED's Chief Financial Officer.

TRLE will also hire an **Assistant Project Director** and a **Project Coordinator** to help oversee the progress of the project and ensure milestones are met and the project stays within budget. The Assistant Project Director will have experience managing projects across multiple partners, budgeting and communication. The role of the Assistant Project Director will be to track the status of TRLE and report to Project Director John D'Agati. The Assistant Project Director will coordinate with all vital members of the TRLE to organize project expectations and establish program communications. The person serving in this role will also monitor and report on project budget and spending. The Project Coordinator will report to the Assistant Project Director and will work to ensure all aspects of the project run smoothly and efficiently. Responsibilities of the Project Coordinator may include: creating schedules; tracking budgets, dates and other information; organizing contracts, financial files, reports, and invoices, and other administrative duties.

An **Advisory Board** will be established at the outset of the grant to provide input on the direction of the project and offer feedback and suggestions for course correction during the project. Advisory Board members will include parents from various geographic areas across the State who have children with varying needs (e.g., SWD, ELL, gifted), students, teachers, educational leaders, researchers, professional learning providers and community leaders that represent the diversity of NYS communities, including the LGBTQ community. The Project Director will engage with the Advisory Board on a quarterly basis. NYSED will recommend to the Governor's Office two members of the Advisory Board to serve on New York's Reimagine Education Advisory Council.

NYSED will also hire an **external evaluator**. In Year 1, the evaluator will monitor Phase One Implementation (rapid deployment and action research), collecting professional development

artifacts, conducting surveys of participants, soliciting feedback from parents, and documenting fidelity to the plan. Findings from the evaluation of the Phase One Implementation will inform the development of the QRT Framework and scope/sequence for PLEs. In Years 2-3, the evaluator will continue to conduct an implementation evaluation by observing PLE sessions, advisory group sessions, and Project Leadership Team meetings; the evaluator will also collect the data necessary to track progress on the project performance measures. The highlight of the evaluation is a quasi-experimental matched comparison design study of student learning outcomes for Objective 3.1. This QED will compare the outcomes of students whose teachers participated in the PLEs and those whose teachers did not. Data sources will include NY State Assessments in ELA and math for students in grades 3-8 and number of Regents exams passed for students in high school. Throughout the project, the evaluator will collect parent, teacher, and educational leader feedback through online tools. The evaluator will issue reports to the PLT quarterly to inform continuous improvement and contribute to the annual project reports to the USDOE.

TIMELINE WITH MILESTONES AND TASKS

The Gantt Chart in Appendix 6-H outlines the phase-in of each element of the project, individuals responsible, and essential milestones (indicated with blue diamonds). Rapid deployment will begin with August 2020 educator professional learning and will continue until the PLEs are ready to be deployed. The action research will occur during the first six months of the grant, after which time the results of the action research will be used to develop the QRT Framework and scope and sequence for the PLEs to ensure that the solution is being driven by educator need and what works in the field. Exemplars will be added to the NYSED Continuity of Learning website, and parent feedback will be an essential element of the action research. In Years 2 & 3, the PLEs will be developed and deployed statewide, while simultaneous action is taking place to update State regulations and guidelines to facilitate ongoing educator professional learning related to remote/hybrid teaching.

PROPOSED USE OF FUNDS

NYSED is requesting from USED for implementation of TRLE. The request includes in Administrative Costs which includes Personnel, Fringe Benefits, Travel, Supplies, and Indirect Costs. Additionally, NYSED is requesting for Contractual spending, the majority of which will cover direct professional learning services to teachers and educational leaders.

TRLE's budget has been thoughtfully crafted to provide the greatest amount of funds to support grant activities that have the largest impact on students and educators and result in the development of sustainable products that can be utilized well beyond the grant period and beyond NYS. TRLE has intentionally kept administrative costs low, totaling less than 5% of the overall request, instead focusing the spending on the professional learning activities through the rapid deployment and implementation of PLEs (89% of total funds). In addition, TRLE has focused spending on the development of sustainable products such as the QRT Framework, PLEs, and the exemplars on the Continuity of Learning website. We will disseminate these products through a public website in order to make them accessible by educators outside of NYS.

In Year 1, 26% of the funds are allocated during Phase One (rapid deployment) to infuse areas of greatest need due to COVID-19 with resources, 41% are allocated in Year 2 to support the majority of the development and implementation of the PLEs and wraparound supports, and 23% is allocated in Year 3 to support the remaining development of PLEs and continued implementation of PLEs and supports. This 'arc' for the allocation of funds will enable an immediate response to urgent needs in vulnerable communities, as well as a comprehensive effort to establish a long-term professional learning solution for New York's educators. For a detailed description of the funding request and intended uses for funds, see the Budget Narrative.

SIGNIFICANCE OF EXPECTED OUTCOMES

Strategies, Objectives, and Performance Measures

The Strategies, Objectives and Performance Measures Chart (see Appendix 6-G) outlines the goals, strategies, objectives, targets, data sources, instruments/methodology, and completion dates for each of TRLE's performance measures. Data sources (including NYSED School Data, Surveys, Focus Groups, Participant Surveys, Teacher Surveys, Parent Surveys, Educational Leader Surveys, and PLE Provider Records) will combine to provide a judicious blend of quantitative and qualitative data, incorporating stringent quality control procedures and ensure confidentiality of all data collected. Data on performance measures will be collected by the evaluator continuously, formative data will be available for quarterly reports, and final targets will be calculated for the annual report each July.

The performance measures outlined for each objective have been carefully crafted to provide TRLE with ambitious targets and goals while being realistic given the time limitations of the project and scale of implementation. Performance Measures for the rapid deployment phase of TRLE include targets for the number of educators and stakeholders in areas most impacted by COVID-19 to be served in the first year of the project. At 25,000, the number of educators is approximately 12.5% of the total educators in the 25 hardest-hit communities, which will be the focus of the Phase One rapid deployment. Through those teachers, TRLE will impact the 500,000+ students they serve. ⁶⁰ In addition, through Action Research and evaluator activity, 250 stakeholders will provide input into development of the QRT Framework. This number will allow for a large variety of perspectives from a diverse group of teachers, educational leaders, and parents.

In Years 2 and 3, PLEs will be rolled out to teachers and educational leaders. In Year 2, 40% of teachers and educational leaders will complete at least one PLE on remote learning. This number will increase to 75% in Year 3. These targets have been set based on past rollouts of educator professional development in the State, where approximately one-third of educators were reached each

year. Based on the number of teachers served, TRLE expects to impact 1.9 million students by the end of the grant period. Objectives 2.2, 2.3, 3.2, 4.2, 4.3, and 5.2 are based on PLE participant surveys. NYSED has estimated targets for these measures based on results from practitioner surveys related to other projects as well as current qualitative reports of teacher and educational leader comfort with remote learning. We have set a rigorous target of 85% of teachers that complete a PLE will report that they are "prepared or well-prepared" to promote student learning through the competency addressed in the PLE. We believe TRLE will be able to achieve this rigorous metric by the end of the grant period. Likewise, we expect 60% of PLE participants will be implementing more remote/hybrid learning than they did pre-pandemic and having better success, with a 35%-point gain in students engaged in this type of learning. The number and types of remote learning options offered statewide are expected to increase by 25 percentage points over the next three years, as educators are exposed to more remote options through professional learning and gain skills needed to implement new models. Lastly, PLE participants are expected to engage in 225,000 hours of wraparound supports per year during Year 3. This amounts to at least four hours of support per participant per year, with at least 75% of educators opting to participate in coaching, peer networking, or PLCs.

In New York State, parents struggled with remote learning during Spring 2020. In an April survey of New York State parents, 88% reported that their school district was using remote learning but only 59% rated the experience as successful (the satisfaction rate was lower for economically disadvantaged families at 52%).⁶¹ NYSED has a big job ahead to turn around these first impressions. We are aiming for 55% support in Year 1, 60% support in Year 2, and 65% support in Year 3. (Note that the above-referenced survey was a small sample and we expect the baseline satisfaction rate will be lower when measured by the external evaluator.) This will take a concerted effort and dedicated stakeholder involvement through the advisory group, action research opportunities, focus groups, and surveys throughout the three-year project.

Most importantly, TRLE intends to increase academic outcomes for students. Growth in student outcomes will be measured by comparing students whose teachers completed an Action Research project or PLE with those whose teachers did not (p value < 0.05 for Year 2 and Year 3). Students' growth will be measured using NYS Assessments in ELA and Math for grades 3-8 and the number of Regents exams passed for high school students. These outcomes are ambitious, but the structure and development of TRLE places them within reach.

Costs of the project are reasonable in relation to expected performance measures. In total, 190,222 educators will be served by TRLE (25,000 teachers through rapid deployment, 159,222 through PLEs, and 6,000 educational leaders through PLEs). At \$19,981,051, that is only \$105 per educator served and only \$44 per hour of wraparound supports provided. No price can be set on the value of improved student engagement, student performance, and parent satisfaction, and these outcomes are significant to the ongoing success of New York's students.

In total, the proposed performance measures accurately assess the effectiveness of the project by ensuring the reach of the project (Objectives 1.1, 1.2, 2.1, 2.4, and 4.1); ensuring that voices of parents, teachers, and educational leaders are prioritized in project design (Objectives 1.3, 3.3); gauging educator efficacy (Objective 2.2), support (Objective 5.1, 5.2), and implementation (Objective 2.3, 4.2, 4.3); and measuring effects on student engagement (Objective 3.2) and academic performance (Objective 3.1).

NYSED has the capacity to collect and report reliable, valid, and meaningful performance data and engage in high-quality data collection, analysis, and reporting. The State is the recent recipient of a federal Preschool Development Grant (2014-2019), Charter School Program Grant for State Education Agencies (2011-2016), and the 21st Century Community Learning Centers Grant. The USDOE has recognized NYSED for its exemplary practices related to these grants, where it has exceeded expectations and implemented projects with fidelity. Please see Appendix 5, where the

Project Director has included a signed assurance confirming that NYSED will cooperate with any evaluation that the Secretary may request or carry out.

Significance

The implications of TRLE's work are numerous and vital beyond NYS. PLEs will be designed by integrating teacher and educational leader experience from the field, as well as parent feedback. While an abundance of research exists underscoring the need for professional learning, there is a dearth of information regarding professional learning that increases student outcomes in online learning environments. Kennedy writes: "Research associated with implementation and outcomes would add substantially to our knowledge base about PD for K-12 online/blended teachers." Such research could, for example, help determine which media is best suited for which learning goals. TRLE will produce much-needed data on how best to instruct all students in an online environment, while also providing a successful professional learning framework that other states may replicate.

Anticipated Results and Benefits

The TRLE professional development system is being built with the intention to not only serve students during the COVID-19 crisis but beyond. The number of students served by TRLE will be calculated by determining the number of students served by teachers who participate in Phase One (rapid deployment) and/or PLEs. In total, the project anticipates serving the teachers of 1.9 million students during the grant period, for a total cost of approximately \$11 per student. TRLE will impact far more students than that, however, given the fact that the QRT Framework, the NYSED website exemplars, and the PLEs are expected to be accessed and utilized nationwide (similar to the EngageNY materials developed through Race to the Top funding), well into the future.⁶⁴ Please see Appendix 6-J for a graphic summary of the anticipated impact of TRLE.

Organizational Sustainability

TRLE will enable NYSED to build infrastructure, allowing its teachers and educational leaders to deliver remote and hybrid learning more effectively. This infrastructure will integrate the already existing systems in the state. Teachers and educational leaders will be supported by trained providers as they navigate through professional learning experiences that aim to build critical skills and competencies in remote learning, including differentiated and accessible supports for underserved student populations. The project envisioned by NYSED aims to build the capacity of educators in the state to grow remote learning beyond the health crisis and to do so in a way that utilizes evidence-based practices. Infrastructure, collaboration, partnerships, and teacher capacity created as a result of this grant will continue after it concludes. Frequent analysis and evaluations will aid in its success and allow these best research practices to be disseminated nationwide by conclusion of the grant.

Furthermore, TRLE will pave the way for future generations of New York educators by analyzing State guidelines and regulations and proposing amendments to facilitate educator professional learning for remote and hybrid learning.

Financial Sustainability

When TRLE meets projected outcomes, the developed professional learning system is expected to be institutionalized in the State because of strong community and political support (see below). Analysis and evaluation of the project will result in data to determine the extent to which non-state funding sources (such as philanthropic support) are needed to sustain the program in the future. The project builds durable resources using grant funding such as the QRT Framework and PLEs, and because a wide variety of trainers will be licensed in order to support the implementation of the PLEs statewide, the program will be able to continue beyond the grant period without reliance on state funding and with very little oversight by NYSED. Grant activities will develop the capacity of external educational stakeholders across the state such as RICs, BOCES, schools, and support organizations, to deliver the resources and tools created through grant funds. These stakeholders will then be

incentivized through the needs that exist in the state, and nationwide, to utilize these resources without the financial or operational support of NYSED.

Community and Political Sustainability

TRLE's advisory board includes families, community members, parent organization leaders, teachers, teacher leaders, educator organization leaders, and PLE providers. This advisory board will work closely with the Project Director throughout the grant period to provide guidance to the Project Leadership Team. We will consult 250 stakeholders during the action research conducted in Year 1 in order to inform the development of the QRT Framework and PLE scope and sequence, and surveys will be distributed to parents, teachers, and educational leaders annually to collect feedback. These inclusive practices will help build wide and ongoing community support for the project.

TRLE has political support from our Governor's office, which understands the importance of preparing teachers to be nimble in the case of a public health emergency. (See Appendix 1, where a letter expressing support has been signed by the Governor.) TRLE has obtained additional letters of support from a variety of organizations, including those that represent district and school leaders, teachers, parents, families of vulnerable students, and the research community. These letters of support include the New York State United Teachers, the School Administrators Association of New York State, the Conference of Big 5 School Districts, the Urban League, Advocates for Children, and the Education Trust. To view these letters of support in detail, please see Appendix 6-K.

Endnotes

¹ https://oese.ed.gov/files/2020/04/ESF-REM-Coronavirus-Burden-Table.pdf

Fatalities?%3Aembed=yes&%3Atoolbar=no&%3Atabs=n

- 3 https://www.cdc.gov/covid-data-tracker/#cases
- ⁴ Durkin (2020)
- ⁵ As of June 6, 2020, the CDC COVID Data Tracker chart for observed and forecasted cumulative COVID-19 deaths as "flattened" relative to the dramatic rise in infections in March and April. See https://www.cdc.gov/covid-data-tracker/#forecasting.

6 https://labor.ny.gov/

- ⁷ https://labor.ny.gov/stats/PDFs/Research-Notes-Initial-Claims-WE-6062020.pdf
- ⁸ Parrot, James A. & Moe, Lina (2020)
- ⁹ https://comptroller.nyc.gov/reports/new-york-citys-frontline-workers/
- ¹⁰ Ibid.
- ¹¹ Ibid.
- ¹² Kuhfeld, et al.(2020)
- ¹³ Ibid.
- ¹⁴ See Dorn, et al.(2020)
- 15 Ibid.
- ¹⁶ Gardner (2020)
- ¹⁷ This puts these families below twice the poverty line (\$52,400 for a family of four).
- 18 https://www2.census.gov/programs-surveys/demo/tables/hhp/2020/wk5/educ2_week5.xlsx
- ¹⁹ These situations are due, in part, to inequitable access to technology (devices and Internet connectivity) and other impacts related to the pandemic, and NYS is addressing those issues by leveraging other funds and programs to improve access to technology.

²⁰ Hamilton, et. al (2020)

- ²¹ For the sake of this proposal, NYSED is defining the "hardest-hit" counties from an educational perspective by multiplying the total percentage of the county population that has tested positive for COVID-19 by the percent of economically disadvantaged students within the county. This approach takes into account both the health and economic effects of the pandemic.

 ²² https://data.nysed.gov/
- ²³ Global Strategy Group (2020).
- ²⁴ For information on a potential second wave, please see http://www.healthdata.org/news-release/ihme-models-show-second-wave-covid-19-beginning-september-15-us.
- ²⁵ See https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html for the CDC recommendations for schools, which includes seating at least 6 feet apart in classrooms and accounting for safe student mobility within and between classrooms. These measures will necessarily reduce school building and classroom capacities.
- ²⁶ The importance of monitoring current cases, as in Adeline, et. al, (2020) helps citizens stay informed, but predictive models can also help for large scale planning before a vaccine for COVID is available: https://www.nytimes.com/2020/05/04/us/coronavirus-live-updates.html
- ²⁷ We use the term "hybrid learning" to refer to shifts in modality that may take place for periods of time, for different grades/subject areas, for students with different learning styles and needs, or other appropriate reasons to shift between remote and face-to-face.
- ²⁸ In 2015, a New York State Online Learning Advisory Council issued a report on their findings and recommendations related to advancing online learning in NYS. Our proposal is, in part, informed by those findings and recommendations. Key among them: "New York State faces an unprecedented opportunity to advance online learning in its schools, and also to advance educational technology more broadly, with the investment of \$2 billion in the Smarts Schools Bond Act authorized by the legislature and Governor, and approved by voters in 2014. However, crucial professional development costs are not eligible for funding under this program. If New York's policymakers and lawmakers wish to advance online learning experiences for children, it is critical that this investment be leveraged to ensure that not only hardware and broadband connectivity are addressed, but *teachers and schools leaders are also developed to ensure that practices evolve, instructional resources are used effectively, and practices are sufficiently supported so as to be sustainable*" once hardware and software are in the hands of students and teachers

(https://www.nysenate.gov/sites/default/files/articles/attachments/olac_final_report_1.pdf). Funding for professional learning was not allocated at a level to prepare NYS educators for the shift to remote learning during the COVID-19 pandemic that came four years after the report was issued.

- ²⁹ Twelve of the RICs are located across the state and are operated independently of local school districts, while two RICs are operated by their LEAs: Yonkers and NYC.
- 30 Educators for Excellence (2020)
- ³¹USCDornsife (2020)
- $^{32}\ https://www.chalkbeat.org/2020/6/26/21304405/surveys-remote-learning-coronavirus-success-failure-teachers-parents$
- 33 http://www.nysed.gov/edtech/educator-resources
- ³⁴ See the work of Zaretta Hammon, author of *Culturally Responsive Teaching and the Brain* (2014).
- 35 http://www.nysed.gov/crs/framework
- ³⁶ Vervoort-Schel, J., Mercera, G., Wissink, I., Mink, E., van der Helm, P., Lindauer, R., & Moonen, X. (2018); Metzler, M., Merrick, M. T., Klevens, J., Ports, K. A., & Ford, D. C. (2017)
- ³⁷ https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html and https://www.nimh.nih.gov/health/publications/stress/index.shtml
- ³⁸ Hatchimonji, J. S., Swendiman, R. A., Seamon, M. J., & Nance, M. L. (2020)
- ³⁹ Kittelman, et. al, (2019)
- ⁴⁰ Kittelman, et. al, (2019)
- ⁴¹ Jagers, R., Rivas-Drake, D., and Borowski, T. (2018) Toward Transformative Social and Emotional Learning: Using an Equity Lens. Measuring SEL: Using Data to Inspire Practice. Chicago: CASEL.
- ⁴² We discuss the action research approach that will be used in TRLE later in the application. Our general approach to "action research" follows the description provided by researchers at Brown University: "disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment—that

² https://covid19tracker.health.ny.gov/views/NYS-COVID19-Tracker/NYSDOHCOVID-19Tracker-

is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand." See more about action research in Ferrence (2000).

⁴³ The RICs will be responsible for providing trained PLC facilitators and developing the PLC format for their region. While PLC formats may differ across regions (synchronous online with small groups; asynchronous online with larger groups; organized by subject area; organized by PoP; etc.), all PLCs must implement the six steps of action research, described in the proposal.

44 Ferrence (2000)

- ⁴⁵ We will use a public website to disseminate the effective practices, thus making this work widely available to educators outside of NYS as well similar to New York's EngageNY resource.
- ⁴⁶ We will begin the procurement process to secure these vendors immediately upon being awarded a grant. The vendors will be experienced education researchers and curriculum designers with demonstrated effectiveness in developing professional learning experiences for multiple modes of implementation (face-to-face, remote, hybrid).

 47 We will couple these two procurement processes in order to ensure that we have vendors in place and prepared to meet the project
- 48 NYSED used COVID-19 case data provided by the NY Department of Health that is publicly available and allows for transparency of calculation to the public. NYSED used data on our public schools as this is the largest data set for students in our state, has been verified for accuracy, and is publicly available (providing for transparency to the public).
- ⁴⁹ In a study by Wang, et. al (2017), HIV prevention in the Bahamas increased among students when teachers were provided ample opportunity to participate and attend training sessions designed at improving outcomes.
- Humphrey, et, al (2017) identified key roles that teachers played when implementing the PATH SEL curriculum and how those roles drove the emotional health of their students as they navigated the curriculum.
- ⁵¹ Ferdig, 2010
- ⁵² Yoon et al., 2007
- ⁵³ Liang et. al, 2015
- ⁵⁴ Ihid
- ⁵⁵ Improvement Science in education, also referred to as Implementation Science, is derived from hypothesis-based improvement approaches first used in the healthcare field to address large scale changes in medical practices. Research on its effectiveness in implementing large-scale transformations in education include the following: Hannan, et, al (2015); LeMahieu, et. al, (2017); Proger, et. al, (2017); Woodland (2016); Wright (2019). For additional research see: Horner, et. al (2017); George, et. al, (2018); Steinbrenner (2020).
- ⁵⁶ The Carnegie Foundation advocates for the development of "networked improvement communities" (NICS), which takes the action research of professional learning communities (PLCs) to scale through improvement science. See footnote 47 for more details.
- ⁵⁷ Action research as a practitioner-driven form of professional learning has been demonstrated as a highly effective and sustainable means to build educator capacity. For more on action research and professional development, see: Bozkus, et, al, (2019); Gujarati (2018); Khan, et. al, (2019); Kondo (2020); van Oostveen (2017).
- 58 Rock (2019)
- ⁵⁹ Ibid
- ⁶⁰ Estimated student impact calculated using a 1:20 teacher-to-student ratio.
- ⁶¹ Global Strategy Group (2020)
- 62 Kennedy (2018)
- 63 Ibid.
- ⁶⁴ User data for EngageNY, one of NYSED's large-scale professional learning initiatives, shows that the resources are accessed by approximately 14,000 users worldwide daily and more than 5 million users worldwide annually.

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* Mandatory Other Attachment Filename: | 1235-NYSED ESF-REM Appendix 1 - Letter of Support

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STATE OF NEW YORK EXECUTIVE CHAMBER

ALBANY 12224

ANDREW M. CUOMO GOVERNOR

June 29, 2020

Shannon Tahoe Interim Commissioner New York State Education Department 89 Washington Avenue Albany, New York 12234

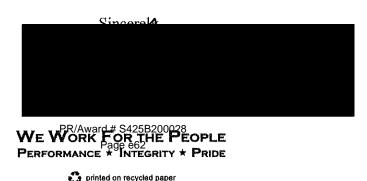
Dear Ms. Tahoe:

I am writing to express my support for the New York State Department of Education's (NYSED's) application for the United States Department of Education (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

COVID-19 has taken the lives of more than 24,800 New York State residents since January 21, 2020. The figure could have been dramatically higher had our state not taken the bold and necessary steps necessary to "flatten the curve" by staying at home during the height of the pandemic's first wave. A major part of these efforts was to close our state's school buildings and shift to remote learning. Within hours, New York State's over 250,000 teachers transitioned education for more than 2.6 million students into remote learning formats.

This grant application will enable the state to partner with educators and build their capacity to effectively implement remote and hybrid pedagogical practices. The plan addresses the urgent need of our educators, students and communities as we seek to reimagine the tools, resources, and skills needed to face an uncertain road ahead in the 2020-2021 school year and beyond, a top priority of my administration. We seek to increase student opportunity, use technology to reduce educational inequality, and help educators work with families to leverage instructional strategies that will go towards closing the digital divide.

I know that through this grant initiative, by bringing together the incredible expertise and talented stakeholders from across New York, we will be able to boldly reimagine how educators face and address the critical challenges that the COVID-19 pandemic has placed before all of us as New Yorkers. I am proud to support NYSED in its ESF-REM grant proposal.



Appendix 6

- 6A Logic Model
- 6B TRLE Approach
- 6C NYS Continuity of Learning Website Sample Pages
- 6D Map of 25 Counties Hardest Hit by COVID-19 & Regional Instructional Centers
- 6E Elements of Professional Learning Experiences (PLEs)
- 6F Learning Outcomes for PLE Provider Training
- 6G TRLE Strategies, Objectives & Performance Measures Chart
- 6H TRLE Management and Organizational Chart
- 6I TRLE Gantt Chart
- 6J TRLE Impact Graphic
- 6K Letters of Support

Appendix 6A - Logic Model

Problems/Needs	Inputs	Strategies	Outputs	Short-Term Outcomes	Long-Term Outcomes
Widespread trauma in the community due to COVID-19 Significant Budget Reductions	Educational infrastructure in NY, including Regional Information Centers, Regional Education Bilingual Resource Networks, and Special Education Partnership Centers	Rapid Deployment: Provide immediate infusion of teacher training and supports targeted at virtual teaching & learning skills into identified high need areas in the wake of COVID-19 Implement learning science through Action Research by gathering data on current practices, consulting family members, and identifying areas for future improvements	Number of teachers, students and schools served through rapid deployment Number of stakeholders consulted during action research for input in the creation of the QRT Framework	Increased familiarity with remote and hybrid modalities among NYS educators, with an increased willingness to create remote and hybrid courses postpandemic.	Robust remote and hybrid learning options for families
Lack of investment in capacity of teachers transitioning to remote learning	Staff Expertise related to developing resources used by a national audience Culturally Responsive-Sustaining Framework	Develop Quality Remote Teaching (QRT) Framework for NYS that can be scaled and adopted nationwide	QRT Framework	Increased number and types of new remote learning options provided	Engaging, accessible, and culturally responsive remote learning experiences for students
Existing inequities resulted in uneven	Boards of Cooperative Educational Services (BOCES) and other	Provide PLEs and website exemplars for inservice teachers that empower participants	List of PLEs developed		

Appendix 6A - Logic Model

Problems/Needs	Inputs	Strategies	Outputs	Short-Term Outcomes	Long-Term Outcomes
learning outcomes for SWD, ELLs, and students of color Districts and educators are at different readiness levels and have different professional learning needs, requiring multiple points of	vendors with extensive experience providing PD to NY teachers	with the tools and skills needed to create and deliver remote learning that is accessible to SWD and ELLs, is culturally responsive and traumainformed, is supportive of family partnerships, and infuses SEL competencies and	Percent of teachers who complete at least one PLE Percent of teacher participants implementing more remote or hybrid learning than they did pre-COVID	Percent of parents who report satisfaction with the remote learning options available	Virtual PLEs and exemplars available for nationwide audience
entry		High-Quality Instructional Materials	Number of students served by trained teachers	Improved teacher efficacy for teaching within a remote	
Funds for PL were reallocated to device and connectivity access for students	Title IIA Funds for principal leadership	Provide PLEs for educational leaders that prepare them as instructional leaders for virtual learning, cultivators of partnerships with families, and developers of schedules that utilize effective options for remote and hybrid learning	Percent of educational leaders who complete at least one PLE Percent of educational leader participants implementing more remote or hybrid learning in their school than they did pre-COVID	Increased student engagement in remote and hybrid learning	Improved teacher retention
Inadequate wraparound supports such as peer-to-peer support and	Guidelines for Implementing District-Based Teacher Mentoring	Deploy licensed providers to provide wraparound supports for educators (e.g., peer-to-peer support	Number of hours of wraparound supports for educators facilitated per year	Increased student academic growth for students of teachers	

Appendix 6A - Logic Model

Problems/Needs	Inputs	Strategies	Outputs	Short-Term	Long-Term Outcomes
				Outcomes	
mentorship for		networks, coaching,		who have participated	
teachers		mentoring,		in PLEs	Statewide system of
		professional learning			support and
		communities) for			professional
		sustained instructional			development on remote
		improvement			and hybrid learning for
Regulations/guidance	New York Codes,	Revise New York	Codified	Increased percent of	educators
currently silent on	Rules and	State	requirements for	NY educators with	
issue of professional	Regulations	guidance/regulation	professional learning	one or more	
learning related to	(NYCRR) and well-	related to educator	for educators related	completed PLEs	
remote and hybrid	established process	professional learning	to remote modalities		
learning	for amendments	for remote education	to remote modanties		





Appendix 6-B TRLE APPROACH

FIELD-DRIVEN | CAPACITY-BUILDING | SCALABLE | SUSTAINABLE

BEYOND THE GRANT PERIOD

WHO – Teachers and Educational Leaders (improve practices) | Students (increase learning) | Parents (become partners in remote/hybrid learning)

WHAT – Pre-service teachers trained to develop core competencies in remote/hybrid instruction; in-service teachers engage in PLEs to further develop competencies.

WHEN – Beyond the grant period.

WHERE – Statewide training integrated into existing teacher training and professional learning systems in NYS; PLEs disseminated via the web to reach beyond NYS.

WHY – To build long-term, sustainable, statewide capacity for remote/hybrid instructional practices that are integrated with traditional educational models

HOW – Integration of TRLE components into pre-service training and professional learning programs; shifts in guidance and regulations to support integration of remote/hybrid instructional practices into traditional educational models.

PHASE THREE

WHO – Teachers and Educational Leaders (improve practices) | Students (increase learning) | Parents (become partners in remote/hybrid learning)

WHAT – Continue Phase Two work; scale-up PLE training statewide; evaluation informs scale-up of TRLE.

WHEN - Months 24-36.

WHERE – Statewide training; field-tested PLEs disseminated via the web to reach beyond NYS.

WHY – To build statewide capacity for sustainable remote/hybrid instructional practices that are integrated with traditional educational models

HOW – PLE training delivered regionally by approved and trained professional learning providers; includes wrap-around, embedded support to teachers and educational leaders in the field.

PHASE TWO

WHO – Teachers and Educational Leaders (improve practices) | Students (increase learning) | Parents (become partners in remote/hybrid learning)

WHAT – Continue Phase One work; Engage in field-developed Professional Learning Experiences (PLEs) for teachers and educational leaders

WHEN - PLE development starts in month 6; PLE delivery by trained professional learning providers starts in month 12.

WHERE – RICs share regional action research to develop statewide tools and PLEs and coordinate delivery of PLE training.

WHY – To build teacher and educational leader core competencies for remote-hybrid instruction that are field-informed.

HOW – PLE training delivered regionally by approved and trained professional learning providers; includes wrap-around, embedded support to teachers and educational leaders in the field.

PHASE ONE

WHO – Teachers and Educational Leaders (improve practices) | Students (increase learning) | Parents (become partners in remote/hybrid learning)

WHAT – Receive capacity-building resources to advance remote/hybrid instruction and engage in action research to address problems of practices (PoPs).

WHEN – Rapid infusion that starts immediately and extends for first year.

WHERE – Statewide with focused resources on 25 counties hardest-hit by COVID-19.

WHY – To respond to the urgent needs of our students, particularly our most vulnerable—students with disabilities, English/multilingual Learners, and economically disadvantaged students.

HOW – Distribution through NYS's Regional Information Centers (RICs), located across the state.

Appendix 6C – NYS	S Continuity of	Learning Webs	site
Sample pages from the website dev	veloped by NYSED to s COVID-19 pandemic.	upport remote learninį	g during the

Coronavirus (COVID-19)

The Board of Regents and the New York State Education Department (NYSED) are providing information and guidance for P-12 schools, colleges and universities, licensed professionals, adult education programs, and NYSED employees in response to the Novel Coronavirus (COVID-19).

P-12 School Guidance



P-12 school guidance and resources are available from several sources, including NYSED, the U.S. Department of Education, the NYS Department of Health, the CDC, and the NYS Center for School Health.

Additional Guidance



Guidance is available for teachers, colleges & universities, licensed professionals, adult education programs, & NYSED employees.

Emergency COVID-19 Certificate →

Continuity of Learning



NYSED launched a website featuring continuity of learning resources (technology- or nontechnology-based) to provide districts and teachers with increased options to keep students engaged in learning.

Cultural Education



Learn about new projects, initiatives, and resources related to COVID-19 from the State Museum, State Library, and State Archives.

NYS COVID-19 Documentation Initiative

State Museum Online Resources

Recent News

IUNE 8, 2020

Board of Regents Acts on Third Series of Emergency. Regulations to Ease Burdens on Educators, Students and Professionals in the Wake of the COVID-19 Pandemic

The emergency regulations afford essential flexibility for educators, students and professionals to address issues due to the COVID-19 pandemic.

IUNE 8, 2020

Board of Regents and NYSED Announce Regional Reopening Task Force Meetings

Four Regional Reopening Schools Task Force meetings will be held virtually to gather input needed to develop guidance and regulatory changes that...

MAY 12, 2020

Chancellor Rosa, Interim
Commissioner Tahoe
Advocate for Critical Federal
Funding in Letters to
Education Secretary DeVos
The letters from Chancellor
Rosa and Interim
Commissioner Tahoe detail
numerous critical areas in
which federal funding is
needed.

MAY 4, 2020

6/25/2020

Guidance for Colleges &
Universities →

Guidance for Licensed
Professionals →

Guidance for Adult Education
Programs →

Guidance for NYSED Employees →

Coronavirus (COVID-19) | New York State Education Department

State Archives Research Room

Services

State Museum, Library, & Archives
Closed —

Regents Act on Second Series of Emergency Regulations to Ease Burdens on Educators, Students and Professionals

The Board of Regents adopted emergency regulations to provide important flexibility for educators, students and professionals to address issues due...

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NYSED EMPLOYEES

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Featured News



JUNE 8, 2020

Board of Regents and NYSED
Announce Regional Reopening
Task Force Meetings

Four Regional Reopening Schools Task Force meetings will be held virtually to gather input needed to develop guidance and regulatory changes that will enable New York's schools to continue safely educating their students this fall.



JUNE 8, 2020

Board of Regents Acts on Third Series of Emergency Regulations to Ease Burdens on Educators, Students and Professionals in the Wake of the COVID-19 Pandemic

The emergency regulations afford essential flexibility for educators, students and professionals to address issues due to the COVID-19 pandemic.



APRIL 7, 2020

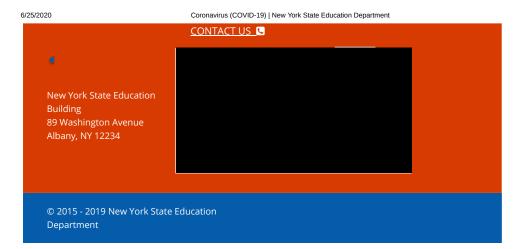
Graduation and Course Requirement Changes NYSED announced the cancellation of the June 2020 administration of Regents Exams and released updated graduation guidance.

NYSED Issues Guidance on

Get the Latest Updates!

Subscribe to receive news and updates from the New York State Education Department.

www.nysed.gov/coronavirus 1/3 www.nysed.gov/coronavirus 2/3



www.nysed.gov/coronavirus 3/3

■ Continuity of Learning

Guidance on Continuity
of Learning

<u>Digital Content</u> <u>Resources</u>

Technology Options

Non-Technological Options

Resources from NYS Organizations

Educator Resources

District Planning

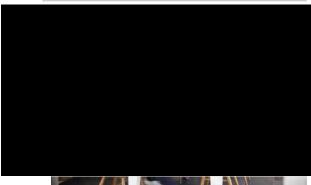
<u>Staying Connected: Your</u> ► <u>Stories</u>

Continuity of Learning

In response to the Novel Coronavirus (COVID-19), NYSED launched this website featuring continuity of learning resources to provide districts and teachers with increased options to keep students engaged in learning.

Decisions on continuity of learning, including instructional decisions, methods, tools, curriculum, and resources utilized, are a local decision. Districts/schools may wish to first consider utilizing resources that are currently available, and we encourage you to consult with local experts in curriculum, instruction, and technology, such as your local BOCES or Regional Information Center (RIC).

The resources listed here are provided as options and examples only, in an attempt to provide helpful information. NYSED does not require, recommend, endorse, or advise on any specific program or product. All instructional decisions are made at the local level.



haring Your Stories: Connections in Education during the Coronavirus Crisis

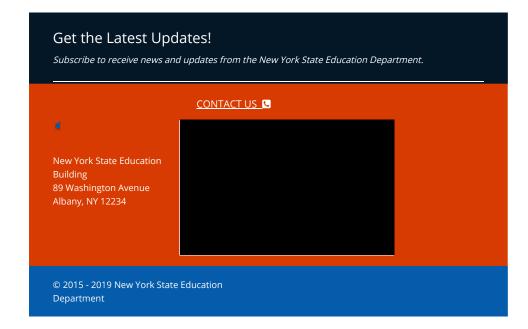
NYSED is collecting stories of the ways that schools are staying connected to students, teachers, and the school community.

We encourage you to <u>share your story</u>. Please click the <u>Staying</u> <u>Connected</u> link for more information New York State schools must consider the needs of all students and strive to ensure that any plans for continuity of learning are equitable and available to all students.

At this time, all LEAs should have submitted their continuity of education plans to the Department through the <u>online</u> <u>business portal</u>. Plans were due by 5 PM on March 19, 2020.

The links to the left will help navigate through provided resources, which may be used for ideas and inspiration as districts and schools make the best decisions for their students.

NYSED will continue to update this site as more information is made available. Suggestions are welcome and can be emailed to



6/25/2020

support must be aligned with the skill level of age groups and abilities, including students with disabilities and English Language Learners, to the greatest extent possible. For example, those serving the elementary and middle-school levels might have to consider creating instructional materials for both students and parents, while high school students are likely more capable independent learners.

- Supporting System Orientation/Preparation.
 Orientation/preparation is necessary for faculty, staff, students, and parents on the use of continuity of learning systems to ensure true continuity and accessibility.
- Ensuring Accessibility. Not all students may have access to the Internet, phone lines, TV or radio at the same time, or at all, during a prolonged school closure or student absence. Therefore, it is important to offer a variety of methods of learning. Districts considering online learning will need to ensure that the means used complies with all applicable laws, including the Family Educational Rights and Privacy Act and Education Law § 2-d, and Section 508 of the Rehabilitation Act which provides accessibility guidelines for students with disabilities.
- Preparing for Short- and Long-Term School Closures.
 Tools that might be useful during the short-term might not work for long-term closures. School emergency management and continuity planning teams must assess which sets of tools work best for their schools and/or districts based on the anticipated length of closure, current resources available, student access, and grade level.

In addition, the US Department of Education issued guidance in 2009-10 related to Continuity of Learning for Schools (K-12) during the H1N1 influenza outbreak. Districts may find this document helpful to their planning as well.

Earning Course Credit and Meeting Unit of Study Requirements

In districts where distance and online learning methods are available, or other continuity of learning strategies are utilized, the priority for the instruction should be that which best prepares students to meet the learning outcomes for the course and prepare for the culminating examination, if applicable. Any student who achieves the learning outcomes for the course should earn the applicable course/diploma

≡ Continuity of Learning

Guidance on Continuity

of Learning

√

English Language Learners/Multilingual Learners Guidance

Special Education Guidance

<u>Digital Content</u> <u>Resources</u>

Technology Options

Non-Technological Options

Resources from NYS Organizations

Educator Resources

District Planning

<u>Staying Connected: Your ▶</u> <u>Stories</u>

Guidance on Continuity of Learning

The Board of Regents and the New York State Education Department (NYSED) are providing important information to P-12 schools related to school closures, meals, childcare, continuity of learning, mental health, accountability, special education, and test administration in response to the Novel Coronavirus (COVID-19). We will continue to work with our partners at the state, local, and federal levels to keep school leaders informed as this situation continues to evolve. Please visit NYSED's dedicated Coronavirus webpage for more information and additional_guidance.

Guidance from NYSED

- Guidance #3: Statewide School Closures d March 17, 2020
- Guidance #1: Coronavirus (COVID-19) Guidance for P-12 Schools - March 9, 2020

The following is taken directly from NYSED's <u>Updated</u> <u>Guidance on Preparation for Novel Coronavirus (COVID-19)</u> <u>Outbreak in New York State</u>, posted on March 13, 2020.

Continuity of Learning

All education stakeholders should consider the effects of significant absences on student achievement and establish plans that not only ensure health and safety, but also consider continuity of learning to the extent feasible and appropriate. New York State schools must consider the needs of all students and strive to ensure that any plans for continuity of learning are equitable and available to all students. Guidance from the USDOE's Readiness and Emergency Management in Schools Technical Assistance Center of provides the continuity of learning key considerations such as:

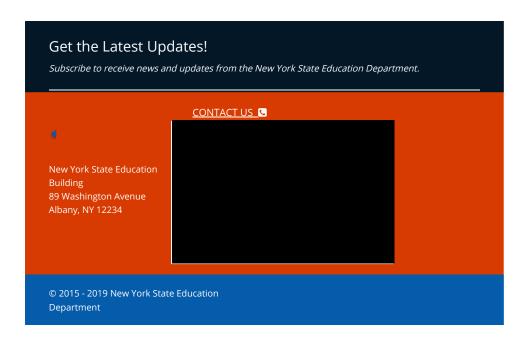
Designing for Unique Needs of All Students.
 Instructional design, course design and plans for

1/3

Guidance on Continuity of Learning | New York State Education Department

credit without regard to the 180-minute/week unit of study requirement in Commissioner's Regulations Part 100.1.

Further, in the event that extended closure interferes with a school or district's ability to provide the full unit of study by the end of the school year, either in face-to-face instruction or through other methods, as long as the student has met the standards assessed in the provided coursework, the student should be granted the diploma credit.

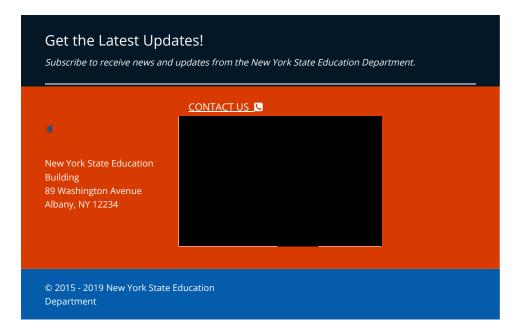




Guidance from the New York State Education Department

- Memo and Frequently Asked Questions: Provision of Services to ELL and World Languages Students During School Closures - May 15, 2020
- Resource Collection for ELLs and World Languages Students - April 29, 2020

Guidance from the U.S. Department of Education & the Federal Government



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of Learning

English Language

Learners Guidance

<u>Digital Content</u> <u>Resources</u>

Technology Options

Non-Technological

Resources from NYS

Educator Resources

Staying Connected: Your >

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Learners/Multilingual

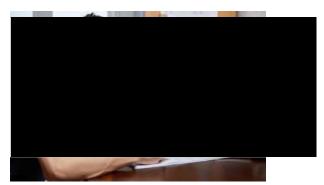


- Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus (COVID-19) Outbreak in New York State - March 27, 2020
- NYSED Guidance to Approved Special Education Schools Regarding Novel Coronavirus and Executive Order 202.4
 Amrch 20, 2020

Guidance from the U.S. Department of Education & the Federal Government

- Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities - March 21, 2020
- Webinar: Providing Services to Students with Disabilities During the 2019 Coronavirus Outbreak - March 12, 2020
- Guidance from the USDOE's Readiness and Emergency Management in Schools Technical Assistance Center or provides the continuity of learning key considerations such as:
 - Designing for Unique Needs of All Students.
 Instructional design, course design and plans for support must be aligned with the skill level of age groups and abilities, including students with disabilities, to the greatest extent possible.
 - Supporting System Orientation/Preparation.
 Orientation/preparation is necessary for faculty, staff, students, and parents on the use of continuity of learning systems to ensure true continuity and accessibility.
 - Ensuring Accessibility. Not all students may have access to the Internet, phone lines, TV or radio at the same time, or at all, during a prolonged school closure or student absence. Therefore, it is important to offer a variety of methods of learning. Districts considering online learning will need to ensure that the means used complies with all applicable laws, including the Family Educational Rights and Privacy Act and Education Law S. 2-d, and Section 508 of the Rehabilitation Act which provides accessibility guidelines for students with disabilities.

Special Education Guidance in Response to the Novel Coronavirus (COVID-19) Outbreak in New York State



New York State schools must consider the needs of all students and strive to ensure that any plans for continuity of learning are equitable and available to all students. NYSED's Office of Special Education has released guidance, including on the provision of services to students with disabilities, including English Language Learners with disabilities.

Guidance from the New York State Education Department

- Parental Right to Decline Examination Waivers May 27, 2020
- Supplement #1 Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus (COVID-19) Outbreak in New York State – Additional Questions and Answers - April 27, 2020
- Memo: Emergency Regulations for the Provision of Special Education Programs and Services and Due Process Procedures in Response to the Novel Coronavirus (COVID-19) Outbreak in New York State
 April 16, 2020
- Memo: Extension of the Subject Area Certification
 Requirement and SOCE Application Deadline for Special

Provision of education for students with disabilities is an important consideration when engaging in continuity of learning planning. Districts should plan how they will continue to meet the requirements of the Individuals with Disabilities Education Act and should be informed by the most recent USDOE Guidance: Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus disease Outbreak – March 2020 of in this regard. The Department will be as flexible as state and federal laws allow and will continue to investigate and inquire about additional flexibility for provision of services for students with disabilities during the outbreak.

Additional Resources

Featured Partner: INCLUDEnyc

INCLUDEnyc: Resources for young people with disabilities

INCLUDEnce is a leading provider of training and information for young people with any disability (age 0-26) in New York City, their families, and the professionals who support them. Additional resources are available at INCLUDEnce COVID-19 resources.

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www.nysed.gov/edtech/special-education-guidance-response-novel-coronavirus-covid-19-outbreak-new-york-state

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Special Education Guidance | New York State Education Department

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Guidance on Continuity

New York State Museum's

Online Education Portal

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Library Resources



Resources Organized by Subject Areas:



Arts: Visual and Media Arts, Dance, Theatre,











Physical Education

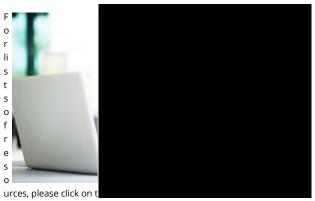
Science

Social Studies

Important note: In compliance with state law and regulation, educational agencies must take measures to protect students' personally identifiable information from unauthorized access when considering utilizing digital (distance) learning platforms. Examples of such measures include minimizing the amount of data shared to only that necessary, deidentifying data to prevent the public disclosure of students personally identifiable information, and the use of encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable or

indecipherable to unauthorized persons when transmitted

Digital Content Resources

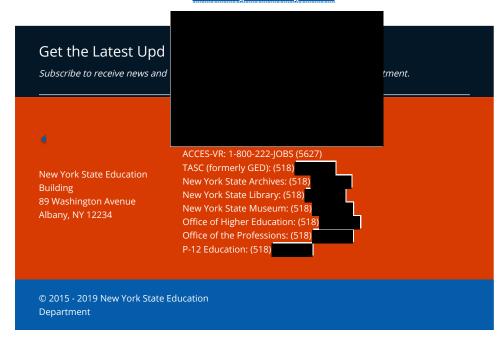


provided as options and sources for ideas and inspiration only. The lists are also not exhaustive; there are many quality resources and learning activities available online.

In addition, many local, national, and international educational organizations are actively working to gather resources for educators, and are publishing the information online in attempts to be of service to schools and districts. ISTE, CCSSO, SETDA, CoSN, and others have begun working together towards this effort. Their website, Learning Keeps Going, provides a comprehensive and ever-growing list of technology resources available for schools.



Digital Content Resources | New York State Education Department electronically. For more information, please refer to NYSED's Data Privacy and Security website.



Digital Content

Digital Tools

<u>Organizations</u>

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Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including

- hours, check-ins, peer collaboration)
- instructional materials, synchronous distance learning, asynchronous online courses)
- learning activities)

Districts and schools are encouraged to consult with local curriculum and educational technology experts in their school, district, or BOCES/RIC for information on technology options that are available and supported.

Important note: In compliance with state law and regulation, educational agencies must take measures to protect students' personally identifiable information from unauthorized access when considering utilizing digital (distance) learning platforms. Examples of such measures include minimizing the amount of data shared to only that necessary, deidentifying data to prevent the public disclosure of students personally identifiable information, and the use of encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable or indecipherable to unauthorized persons when transmitted electronically. For more information, please refer to NYSED's Data Privacy and Security website.

Please use the links to the left to explore optional resources for digital content and digital tools.



but not limited to

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office
- Instruction (video/audio recordings of instruction,
- Learning Materials and Content (digital content, online

Get the Latest Updates!

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Department

Learning and Content Management Systems

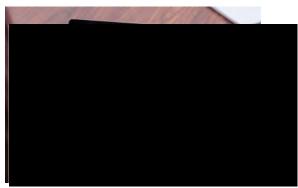


Important note: In compliance with state law and regulation, educational agencies must take measures to protect students' personally identifiable information from unauthorized access when considering utilizing digital (distance) learning platforms. Examples of such measures include minimizing the amount of data shared to only that necessary, deidentifying data to prevent the public disclosure of students personally identifiable information, and the use of encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable or indecipherable to unauthorized persons when transmitted electronically. For more information, please refer to NYSED's Data Privacy and Security website.









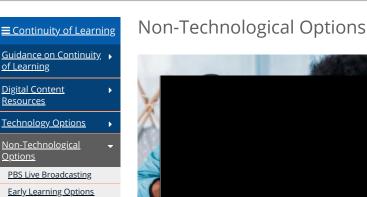
Digital tools are available to assist educators in communicating with students and families, facilitating distance or online learning, and creating engaging instructional and learning opportunities for students. The lists below include options districts/schools may want to investigate or utilize in continuity of learning plans.

Education Law 2-d and Part 121 of the Commissioner's Regulations outline requirements for school districts and BOCES related to the protection of the personally identifiable information of students, as well as some teacher and principal information. As districts develop and refine continuity of education plans related to school closures they should be mindful of privacy and security laws and regulations.

Decisions on continuity of learning, including instructional decisions, methods, tools, curriculum, and resources utilized, are a local decision. The resources listed here are provided as options and examples only, in an attempt to provide helpful information. NYSED does not require, recommend, endorse, or advise on any specific program or product. All instructional decisions are made at the local level.



- Moving (exercising, taking a walk, dancing, playing, practicing yoga)
- Writing (academic, creative, technical)
- Counting, measuring, telling time, determining area and volume, factoring, calculating, etc. utilizing real-world objects and scenarios
- Noticing, sorting, classifying, comparing
- o Drawing a map (physical or other type of geography map; or concept map)
- Performing a demonstration
- Writing and/or performing a play, puppet show, or dramatic retelling
- o Learning about family, heritage and culture
- Learning a new skill



Resources from NYS **Organizations**

Educator Resources

District Planning

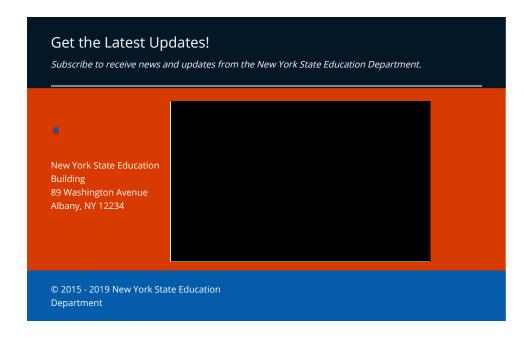
Staying Connected: Your > Stories

While schools, there are many ways students can continue learning that do not require access to a computing device.

Districts and schools, including those that have established a technology-based continuity of learning plan, may wish to utilize "non-technological" options for learning outside of the school building. An example would be providing photocopied packets that include both instructional materials and learning materials/resources for students to take home.

Below are options for instruction and learning without the use of technology.

- Textbooks, trade books and magazines
- Photocopies of text, pictures, and other media
- Printed transcripts of guided lessons
- Photocopies of activity pages, graphic organizers, and skill-building sheets
- Lists of hands-on activities students can engage in at home (Teachers should tailored to developmental level), such as
 - o Conducting and documenting an experiment and analyzing results
 - Collecting, analyzing, interpreting, and visually representing data, and using data to make a prediction or create a model
 - Creating art



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<u>Digital Content Resources</u> Technology Options Non-Technological Options

Educator Resources District Planning

Staying Connected: Your Stories

Organization	Resource
West Genesee CSD	<u>Learning Never Stops!</u>
WNYRIC	Online Learning Toolkit
WSWHE BOCES	Emergency Online Classroom Tool
Yonkers Public Schools	Yonkers Welcome to Electronic Lea

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Resources from NYS Organizations Guidance on Continuity of Learning

Organization	Recourse				
Organization	Resource				
BOCES Distance Learning Consortium	<u>Distance Learning Resources</u>				
Broome-Tioga BOCES	BT BOCES School Closure Toolkit				
Buffalo Public Schools	BPS Learning Resources for Home				
Capital Region BOCES and Districts	Essential Ed: K-12 Curriculum and				
Cattaraugus-Allegany BOCES	Online and Digital Solutions				
Cayuga-Onondaga BOCES	Online Resources				
Champlain Valley Educational Services	Online Learning & Educational Res				
CNYRIC	COVID-19 Planning Resources				
Eastern Suffolk BOCES	Resources for Teaching Children A				
Erie #1 BOCES	Resources for Teachers and Studer Contracts				
Lower Hudson RIC	COVID-19 Response: Supporting St				
Monroe 1 BOCES	Emergency Online Classroom Resc				
Monroe 2 BOCES	Resources from BOCES 2 Instruction Learning & Library Services				
Nassau BOCES	Instructional Resources				
New York City Department of Education	NYC DOE Learn at Home				
New York Public Library	Library Resources You Can Access				
New York State Association for Health, Physical Education, Recreation and Dance (NYSAHPERD)	#HPEatHome Resources				
New York State Council on the Arts (NYSCA)	NYS Arts Go Online: Virtual Events				
New York State Curriculum for Advanced Technological Education (NYSCATE)	NYSCATE Online Educational Resou				
New York State Reading Association (NYSRA)	NYSRA Distance Learning Resource				
New York State Museum (NYSM)	NYSM Portal to Online Educational				
New York State School Counselor Association (NYSSCA)	NYSSCA School Counseling Covid-1				
New York State Teachers of English to Speakers of Other Languages (NYS TESOL)	NYS TESOL Webinars				
North Colonie CSD	Online Resources for Students				
Northeastern Regional Information Center (NERIC)	NERIC Virtual Learning Resources				
NYS Teacher Centers	NYS Teacher Center Remote Learn				
Onondaga-Cortland-Madison BOCES	Instructional Support				
Otsego Northern Catskills BOCES	Continuity of Instruction				
Questar III	Resources for Online Learning				
Rochester City School District	RCSD Updates and Resources abou				
Saint Lawrence Lewis BOCES	Educating at a Distance				
School Library System Association of NYS	Coronavirus Information and Reso				
South Glens Falls CSD	Home Learning Support				
Success Academy Charter Schools	Ready, Set, Remote! K-2 Remote L				
Syracuse City School District	SCSD: Learn at Home				
Ulster BOCES	Online Classroom Toolkit				
Western Suffolk BOCES	Online Tool Kit				
					



of Learning
Digital Content

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Technology Options

Resources

Non-Technological Options

Resources from NYS Organizations

Educator Resources

CTE Teacher Resources
Charter School Resources

District Planning

<u>Staying Connected: Your ▶</u> <u>Stories</u>

Educator Resources



wing resources are specifically intended for teachers and administrators, to provide ideas and inspiration as they plan and implement remote and/or online learning during extended closures.

NYSED applauds and thanks the thousands of teachers and administrators in New York State who continue, even in these unprecedented times, to focus on doing everything possible to ensure the health, safety, well-being, and education of their students.

Teaching Online / Remotely



- 1. <u>Professional Learning for Teaching</u>
 <u>Online, SETDA</u>
 - From the State Ed Tech Directors
 Association, free resources for
 educators and administrators to
 better understand how to teach
 online.
- 2. <u>Remote Education Resource Center,</u> <u>SUNY Albany</u>
 - Resources for teaching online, from "Where to Start," to content resources and suggested tools.

3. <u>Tips for Distance Learning with PBS</u> LearningMedia

 In this one-hour virtual learning seminar, PBS master trainers and educators share tips and techniques to support engaging, effective distance learning.
 Educators of children of all ages are introduced to virtual learning technologies, tools, and hacks to set up a digital classroom with confidence.

4. <u>Learning Keeps Going - Resources for</u> Teachers and Leaders

Resources fro, the COVID-19
 Education Coalition, a diverse group of education organizations brought together by the ISTE/EdSurge team to curate, create and deliver high-quality tools, resources and support for educators and parents as they keep the learning going during extended school closures.

5. OpenSciEd (Grades 6-8)

- Science materials are open educational resources (OER) and are free for anyone to use, share, redistribute, adapt, transform, and build upon for any purpose.
- A scope and sequence is also available aligned to science standards, as well as other resources.
- Note: Users register and agree to terms of use science units and unit maps

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this online PLC, educators are coming together to help meet those challenges. Educators can ask questions, get advice, and learn what other educators are doing around the world.

3. <u>Champlain Valley Educational Services</u> BOCES

- CVES BOCES is offering online webinars for teachers on various aspects of online learning and educational resources. Several webinars will include insights or be run entirely by CVES and area educators on how they are adapting & utilizing specific items/resources for online delivery. The sessions are open to all.
- 4. Cattaraugus-Allegany-Erie-Wyoming BOCES
 - CA BOCES is hosting regional meetings for teachers through online conferencing software at multiple times throughout the next few weeks. Organized into job-alike, grade-alike, and subjectalike sessions, they will lead teachers in conversations to brainstorm, share resources, and collaborate on ideas for continuing instruction for students while schools are closed. Teachers can sign up through online tools, and will receive CTLE credit for attending the sessions. Open to component districts only.

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6. University of Rochester-Life Sciences

<u>Learning Resources for</u>

<u>Teachers</u> (Middle School/High School)

- These free resources provide a wide variety of ready-to-use lessons that have been field tested with teachers and students from throughout the US with funding from the National Institutes of Health. The lesson collections include topics in Neuroscience, Cancer Biology, Environmental Health, Kidney Crisis, Stem Cells and many more.
- o Animations are also available.

Professional Learning and Support



1. The Ed Tech Doctor is in!

NYSCATE, the New York State
 Association for Computing and
 Technology in Education (an ISTE
 Affiliate organization) is offering
 free online office hours to answer
 educators' questions on
 technologies for teaching and
 learning. They are offering 2-3
 sessions per day on a variety of
 topics.

2. <u>ISTE Connect's COVID-19 Educator Help</u> Desk

 ISTE, the International Society for Technology in Education, understand that COVID-19 is posing unprecedented challenges to schools around the globe. In

- 5. <u>Long Island Regional Bilingual</u>
 <u>Education Regional Network (L.I.</u>
 <u>RBERN) Videos</u>
 - A collection of professional development videos on how to support distance learning for ELLs

Instructional Planning Resources



1. Essential Ed

 Produced by Capital Region BOCES in partnership with its 24 component school districts. Essential Ed houses a host of high-quality curriculum planning resources aligned with priority learning standards. Material on the site is optimized for educators and focuses specifically on K-8 math and ELA, middle school science and social studies, and Regents courses. The site is not intended to be used directly by students or parents but is intended to help educators plan standard-specific lessons and units for students. Content also includes resources pertaining to curriculum, instruction and engaging students.

Supporting ELLs with Remote Teaching



1. <u>Ten Strategies for Teaching English-</u> <u>Language Learners Online</u>

 Nick Fotopoulos, an ELL teacher from an Illinois High School, Helen Vassilio, an ESL specialist from Ohio serving elementary students, and Cornelia Okraski, an ESL teacher from a South Carolina High School, discuss what works and what doesn't work - when teaching English-language learners online during school closures.

2. Distance Learning for ELLs

 This resource section includes numerous articles, blog posts, and links to online networks with tips for planning distance learning for English language learners.

3. <u>6 Key Considerations for Supporting</u> <u>English Learners with Distance</u> <u>Learning</u>

- With the question of equity at the heart, this site discusses what research tell us about teaching ELLs and how can we use this information in distance learning.
- Resources for students who have access to technology and ideas for for your families who don't have access to a computer and internet.
- 4. <u>Supporting multilingual learners</u>
 (<u>MLLs</u>)/<u>English language learners (ELLs</u>)
 during the COVID-19 Shutdown

 ✓

Students and teachers transitioning to online learning and practicing social distancing are experiencing a major, and likely disconcerting, change in daily activities and interactions, and with that, are under a great deal of stress. During this period in which our ability to check in on one another in person is limited, it is even more critical that we find ways to reach out and check in with each other virtually, supporting everyone's social emotional learning (SEL) and mental health. Consider offering explicit online SEL or mental health education lessons or incorporate opportunities to practice SEL competencies within academic subject areas. Using community circles in virtual staff meetings and online classes could offer all adults and students an opportunity to be heard, and to voice their experience and concerns. These circles might also offer insights as to adults or students who might benefit from an additional check-in. Consider offering adults, students, and families tools for coping with the stresses of isolation and anxiety in this difficult time. Clearly communicate to families how and where they can reach out with any concerns including by phone and email.

Technical Assistance Centers

 NYS Community Schools Technical Assistance Centers - These regional centers provide technical assistance, professional learning, and communities of practice around family and community engagement, collaborative leadership, expanded learning, and integrated student supports.

o For MLLs/ELLs, especially those who are at the beginning proficiency levels, it is crucial that they have continued access to materials in their home language(s) to continue their literacy and language development. The recommendations in this document offer general guidance on what to consider as you determine how to best continue your students' language and literacy development.

- 5. COVID-19 School Closures: Supporting
 English Learners During the COVID-19
 Pandemic (American Federation of
 Teachers)
 - The equitable education of ELLs is safeguarded by various civil rights laws and policies, as well as by the Every Student Succeeds Act. They ensure support for the language and academic development of ELLs. This document provides a brief summary of each.
- 6. English Learner Family Engagement
 During Coronavirus
 - Resources (video clips, articles, etc.) here are for non-English speaking parents - to help them think through how they might support their child's learning at home over the coming weeks.

Social Emotional Learning Resources



- National Child Traumatic Stress Network
- Addressing Grief and Addressing Grief: <u>Tips for Teachers and Administrators</u>-National Association of School Psychologists
- Coalition to Support Grieving Students provides resources to school communities in the ongoing support of their grieving students
- When School Starts Back: Supporting Grieving Students During a Pandemic – webinar series with Dr. David Schonfeld presented by the Georgia Department of Education

Self-Care

- CDC Guidance for Managing Stress and Anxiety – Tips for supporting adults during a crisis
- SAMHSA: Coping With Stress During Infectious Disease Outbreaks – Fact sheet on the signs of stress in yourself or others
- CDC Guidance for Emergency.
 Responders Tips for taking care of yourself as an "emergency responder" during this time

Supporting Adults

• <u>SEL Signature Practices Playbook</u> — CASEL offers protocols for use during

- NYS Mental Health Education Resource & Training Center - Offers support to schools around mental health instruction, including assistance to identify resources and develop lesson plans/curriculum, develop and implement plans for professional development, establish community partnerships and services, and engage and support families
- NYS Safe and Supportive Schools
 Technical Assistance Centers Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

Supporting Young People and Families

- New York State Parent Portal The
 Parent Portal includes tips for staying
 safe and healthy as well as ways to
 have fun during self-isolation. Other
 resources include parenting in a
 pandemic, activities to do inside and
 outside, such as participating in daily
 video chats with families, recording
 yourself reading a favorite book or
 message, and more.
- Talking to Children About COVID-19
 (Coronavirus): A Parent Resource National Association of School
 Psychologists
- A Trauma-Informed Approach to Teaching Through Coronavirus -

- team meetings to "check-in" on emotions and set the stage for shared learning and work
- National Child Traumatic Stress
 Network: Coping with Stress For use in supporting your team to support field-based teams
- Advancing Adult Compassion
 Resilience: A Toolkit for Schools from
 WISE Wisconsin and Rogers InHealth This toolkit offers information,
 activities, and resources for school
 leadership and staff to understand,
 recognize, and minimize the experience
 of compassion fatigue and to increase
 compassion resilience perspectives and
 skills.

Online Learning

- A New Realm: IFSEL's Tips for Distance
 Learning The Institute for Social and
 Emotional Learning has a number of
 ideas and practices specifically
 designed to help teachers navigate
 online teaching, but can easily help
 parents encourage SEL with their
 students.
- Taking School Online with a Student-Centered Approach - Facing History and Ourselves provides resources for navigating new technologies and ways of teaching during an immensely challenging and uncertain time in our communities, when students' (and teachers' own) social-emotional needs are just as critical as academic goals.

Supporting School Transitions

 Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community - In response to COVID-19, school leaders can take action now using CASEL's guide to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.

District Resources

- CASEL's District Resource Center The District Resource Center helps school districts make social and emotional learning (SEL) an integral part of every student's education. Find research, knowledge, and resources curated from school systems across the U.S. to support high-quality, systemic implementation of SEL.
- The CASEL Guide to Schoolwide Social and Emotional Learning - Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

Additional Resources

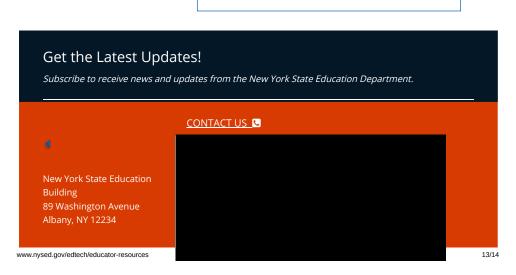
- Social Emotional Learning Benchmarks, Guidance, and Resources from the New York State Education Department
- <u>Teaching Tolerance</u> Speaking Up Against Racism Around the New Coronavirus
- America's Promise A compilation of resources from America's Promise

Educator Resources | New York State Education Department

Alliance

- The Collaborative for Academic, Social, and Emotional Learning - CASEL has curated a helpful list of guidelines and resources for parents, caregivers, and teachers to promote SEL while schools are closed.
- The National Association of School

 Psychiatrists health crisis resources
- Resources for Schools and Districts
 Responding to the COVID-19 Crisis REL Northeast & Islands
- <u>Children's Institute</u> The Children's Institute offers a list of resources to help parents alleviate children's stress over school closures and another set of resources with activities for children, both on and offline.
- New York State Network for Youth Success - resources the Network has been curating regarding the COVID-19 pandemic



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confusion, prevent panic — and continue teaching and learning.

2. SETDA Coalition for eLearning

 SETDA, the State Educational Technology Directors Association, has assembled vetted examples, resources and thinking from their trusted state members, affiliates and partners to assist states, districts, and school leaders get started with remote learning during this challenging time of COVID-19. Please note, while these are reliable examples and tools, they have not been implemented for large-scale, extended emergency digital learning. Here are some initial considerations and starting documents.

3. 10 Strategies for Online Learning <u>During a Coronavirus Outbreak, ISTE</u>

 Members of ISTE's professional learning networks have identified key practices for successful online learning programs.

4. COVID-19 Response: Preparing to Take School Online, CoSN 4

• The Consortium for School Networking (COSN) has released a document that includes key considerations for districts contemplating moving classrooms online. Includes key considerations on topics including teacher and student readiness and preparation, systems, devices, network access and

District Planning

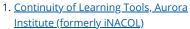


refine their continuity of learning plans, and are intended to be sources of ideas and options only.

It is understood that decisions made by one district or school may not be feasible or ideal for another district or school.

Decisions on instruction and learning, including any technology tools used to facilitate, support, or enhance learning, are made at the local level.

Planning Tools and Points for Consideration: Online Learning



o Resources for educators, school leaders, and education policymakers at all levels with helpful resources to navigate the challenges presented by the coronavirus outbreak. [Resources] are intended to help school communities prepare for change and to focus on the facts to protect public health, mitigate

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our ability to check in on one another in person is limited, it is even more critical that we find ways to reach out and check in with each other virtually, supporting everyone's social emotional learning (SEL) and mental health. Consider offering explicit online SEL or mental health education lessons or incorporate opportunities to practice SEL competencies within academic subject areas. Using community circles in virtual staff meetings and online classes could offer all adults and students an opportunity to be heard, and to voice their experience and concerns. These circles might also offer insights as to adults or students who might benefit from an additional check-in. Consider offering adults, students, and families tools for coping with the stresses of isolation and anxiety in this difficult time. Clearly communicate to families how and where they can reach out with any concerns including by phone and email.

Technical Assistance Centers

- NYS Community Schools Technical
 Assistance Centers These regional
 centers provide technical assistance,
 professional learning, and communities
 of practice around family and
 community engagement, collaborative
 leadership, expanded learning, and
 integrated student supports.
- NYS Mental Health Education Resource & Training Center - Offers support to schools around mental health instruction, including assistance to identify resources and develop lesson plans/curriculum, develop and implement plans for professional

Sample Plans



1. Chappaqua Central School District

internet connectivity, cybersecurity, and Technical

support.

- Essential Aspects for iLearning d
- 2. Southampton Public Schools
 - Remote Learning Plan for
 Students and Parents: Grades
 PreK-12 (English Version)
 - Remote Learning Plan for Students and Parents: Grades PreK-12 (Spanish Version)
 - Remote Learning Plan for Faculty:
 Grades PreK-12
- 3. West Irondequoit Central School District
 - o Continuity of Instruction Plan: Grades 7-12 d
 - Health and PE Recommendations

Social Emotional Learning Resources



Students and teachers transitioning to online learning and practicing social distancing are experiencing a major, and likely disconcerting, change in daily activities and interactions, and with that, are under a great deal of stress. During this period in which

- development, establish community partnerships and services, and engage and support families
- NYS Safe and Supportive Schools
 <u>Technical Assistance Centers</u> Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

Supporting Young People and Families

- Memo RE: Resources for Mental Health and Talking to Young People About COVID-19 - NYSED
- New York State Parent Portal The Parent Portal includes tips for staying safe and healthy as well as ways to have fun during self-isolation. Other resources include parenting in a pandemic, activities to do inside and outside, such as participating in daily video chats with families, recording yourself reading a favorite book or message, and more.
- Talking to Children About COVID-19 (Coronavirus): A Parent Resource -National Association of School Psychologists
- A Trauma-Informed Approach to Teaching Through Coronavirus -National Child Traumatic Stress Network
- Addressing Grief and Addressing Grief: <u>Tips for Teachers and Administrators</u>-National Association of School Psychologists

- <u>Coalition to Support Grieving Students</u> provides resources to school communities in the ongoing support of their grieving students
- When School Starts Back: Supporting
 Grieving Students During a Pandemic –
 webinar series with Dr. David Schonfeld
 presented by the Georgia Department
 of Education

Self-Care

- CDC Guidance for Managing Stress and <u>Anxiety</u> – Tips for supporting adults during a crisis
- SAMHSA: Coping With Stress During Infectious Disease Outbreaks – Fact sheet on the signs of stress in yourself or others
- CDC Guidance for Emergency
 Responders Tips for taking care of yourself as an "emergency responder" during this time

Supporting Adults

- SEL Signature Practices Playbook CASEL offers protocols for use during team meetings to "check-in" on emotions and set the stage for shared learning and work
- National Child Traumatic Stress
 Network: Coping with Stress For use in supporting your team to support field-based teams

where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.

District Resources

- CASEL's District Resource Center The District Resource Center helps school districts make social and emotional learning (SEL) an integral part of every student's education. Find research, knowledge, and resources curated from school systems across the U.S. to support high-quality, systemic implementation of SEL.
- The CASEL Guide to Schoolwide Social and Emotional Learning - Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

Additional Resources

- Social Emotional Learning Benchmarks, Guidance, and Resources from the New York State Education Department
- <u>Teaching Tolerance</u> Speaking Up Against Racism Around the New Coronavirus
- America's Promise A compilation of resources from America's Promise Alliance
- The Collaborative for Academic, Social, and Emotional Learning - CASEL has curated a helpful list of guidelines and resources for parents, caregivers, and teachers to promote SEL while schools are closed.

Advancing Adult Compassion
 Resilience: A Toolkit for Schools from
 WISE Wisconsin and Rogers InHealth This toolkit offers information,
 activities, and resources for school
 leadership and staff to understand,
 recognize, and minimize the experience
 of compassion fatigue and to increase
 compassion resilience perspectives and
 skills.

Online Learning

- A New Realm: IFSEL's Tips for Distance
 Learning The Institute for Social and
 Emotional Learning has a number of
 ideas and practices specifically
 designed to help teachers navigate
 online teaching, but can easily help
 parents encourage SEL with their
 students.
- Taking School Online with a Student-Centered Approach - Facing History and Ourselves provides resources for navigating new technologies and ways of teaching during an immensely challenging and uncertain time in our communities, when students' (and teachers' own) social-emotional needs are just as critical as academic goals.

Supporting School Transitions

 Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community - In response to COVID-19, school leaders can take action now using CASEL's guide to co-create supportive learning environments District Planning | New York State Education Department

- The National Association of School

 Psychiatrists health crisis resources
- Resources for Schools and Districts
 Responding to the COVID-19 Crisis REL Northeast & Islands
- <u>Children's Institute</u> The Children's Institute offers a list of resources to help parents alleviate children's stress over school closures and another set of resources with activities for children, both on and offline.
- New York State Network for Youth Success - resources the Network has been curating regarding the COVID-19 pandemic

Engaging Families of English Language Learners

- <u>Distance Learning for ELLs</u> A collection of resources from Colorín Colorado, which includes distance learning resources and also resources on how to engage families
- English Learner Family Engagement
 <u>During Coronavirus</u> Resources from
 Immigrant Connection on how to
 engage families with ELL students

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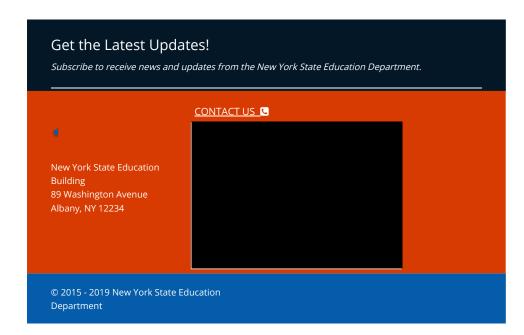
www.nysed.gov/ledtech/district-planning 9/10 www.nysed.gov/ledtech/district-planning 10/10

Department

The New York State Education Department will feature the work of individual teachers, districts and BOCES', shared via email and on our website to encourage district-to-district support and collaboration across New York State, enabling educators and administrators to benefit from the collective knowledge and experience of colleagues. These features will be written by current NYS educators, administrators, and/or educational leaders in NYS P-12 schools, districts, or BOCES. With Superintendent's approval, educators are encouraged to summarize and highlight their district's efforts to stay connected.

Submit Your Own Stories

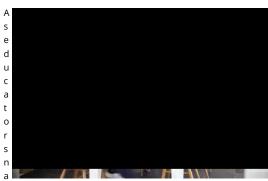
We encourage you to share your story. Your story might be a one-page account, a video, or even pictures showing us how your school, your students, and your community are staying connected. Please visit our Submit Your Story page for additional information.



Staying Connected: Your

Sharing Your Stories

Connections in Education during the Coronavirus Crisis



vigate unprecedented obstacles with limited resources and guaranteed uncertainty, New York State educators lead the nation in their acceptance of this challenge. Throughout our state, administrators, teachers, and school personnel have demonstrated their extraordinary dedication, support, and commitment to their students and our children. From teacher parades for students to food and technology deliveries for families, New York's educators have risen to this challenge! The New York State Education Department wishes to highlight the exceptional dedication of our educators with examples of emotional support, equitable solutions, and instructional practices utilized to stay connected with the students of New York State during this period of building closures.

We encourage you to share your story. Your story might be a one-page account, a video, or even pictures showing us how your school, your students, and your community are staying connected.

www.nysed.gov/edtech/staying-connected-your-stories

How to Submit Your Story

www.nysed.gov/edtech/staying-connected-your-stories

2/2



≡ Continuity of Learning

Guidance on Continuity of Learning

<u>Digital Content</u> <u>Resources</u>

Technology Options

Non-Technological Options

Resources from NYS
Organizations

Educator Resources

District Planning

<u>Staying Connected: Your</u> ▼ <u>Stories</u>

Staying Connected: Your Stories - April 23, 2020

Staying Connected: Your Stories - May 8, 2020

Staying Connected: Your Stories - May 14, 2020

Staying Connected: Your Stories - May 21, 2020

Staying Connected: Your Stories - May 28, 2020

Staying Connected: Your Stories - June 4, 2020

Staying Connected: Your Stories - June 11, 2020

<u>Staying Connected: Your</u> Stories - June 18, 2020

How to Submit Your Story

Additional Resources

Computer-Based Testing

EngageNY

Staying Connected: Your Stories - June 18, 2020

Connections in Education during the Coronavirus Crisis

As educators navigate unprecedented obstacles with limited resources and guaranteed uncertainty. New York State educators lead the nation in their acceptance of this challenge. Throughout our state, administrators, teachers, and school personnel have demonstrated their extraordinary dedication, support, and commitment to their students and our children. From teacher parades for students to food and technology deliveries for families, New York's educators have risen to this challenge! The New York State Education Department wishes to highlight the exceptional dedication of our educators with examples of emotional support, equitable solutions, and instructional practices utilized to stay connected with the students of New York State during this period of building closures. Read more below for stories that have been shared with us recently, or, if you have your own stories to share, please visit our **Submit Your Stories** page for additional information.

Moving-Up Day, Cheektowaga Middle School

Cheektowaga Central School District







My name is Brenda Christopher and I am a Special Education Teacher at Cheektowaga Middle School. I co-teach several 8th grade ELA classes with my partner, Jill Orlowski. One HUGE event for our 8th graders is their "Moving Up Day," a ceremony during which we recognize their accomplishments and celebrate their moving up to 9th grade. Due to the pandemic, that too has been canceled. Some students had already bought their suits and dresses and would not get to wear them, and had been been voicing their disappointment. In an effort to still celebrate them and give them the opportunity to wear their new outfits, we organized a "Drive Up Moving Up Day." Parents and their families drove up to the parking lot where they were greeted with balloons and music. Principal Handford announced the students' names as they exited their vehicles to take a quick picture in front of our main entrance. Some students decorated their cars too! The one picture of the balloon with the "5 B's" is the character traits we teach at our school: Be on time and ready, be kind, be safe, be

Tecumseh Elementary School and Eastern Suffolk **BOCES**





mseh Elementary Sc

her Loriann Christian

collaborated with colleagues in the Art Department across Eastern Suffolk BOCES to create a lesson to get students involved in the Getty Museum's Art Challenge. This activity soared to instant popularity on the internet where quarantined folks recreated masterpieces featured in the famous museum's online collection using ordinary household items. Tecumseh is an Eastern Suffolk BOCES school that provides services to students with special education needs.

Christian and a colleague co-authored the lesson, which she shared with her students using an online student engagement platform suited for distance learning. She provided information about the museum, instructed students to visit it online, choose their favorite piece of art, and then recreate it using anything at their disposal from home. To provide an example, Christian recreated King Tut's Golden Mask by dressing up as the pharaoh himself.

Christian was thrilled at how well all the students incorporated everyday objects into the task. However, what surprised her most was the positive responses she received from parents. "So many of them emailed me to say that the challenge was a wonderful family activity," she said. "Students and family members took it upon themselves to recreate multiple images, which went beyond the scope of the assignment."

Pictures, clockwise from top left:

- Isabella, Longwood CSD, sixth grade, recreated The Mona Lisa by Leonardo da Vinci.
- Matheo, Bay Shore UFSD, second grade, recreated Homage to Bonnard by Fernando Botero with the help

responsible, and be respectful. After their picture was taken, students received a certificate of completion along with a "swag bag" complete with a "2020, the year I was QUARANTAUGHT" t-shirt, candy, and bags of chips.

While this has been difficult, my partner and I work tirelessly to provide the best education to our students that we can. We look forward to returning to school when it's safe, and seeing the faces that depend on us.

Lean On Me

Nyack Public Schools

Staying connected during a global pandemic has become an extra-challenging task, but also a work of love, in our close-knit community. One way that the faculty has responded to this challenge has been to create outreach videos that provide positive messages, encouraging tips, reminders and resources for students and their families. These initiatives build community, show support, promote social-emotional learning, and remind students how much we care. We are Nyack-Strong.

Staying Connected - Lean on Me - Nyack High School

04:10

Tecumseh Elementary Teacher Organizes Getty Museum Art Challenge

together to "figure it out" and deliver counseling services to their students with the support of the following network, established to help the helpers.



onis (Program Coordinator, Guidance Technology & School Counselor Support Services, Nassau BOCES) began collaboration with Gina Christel (President, Nassau County Counselors' Association) and Mary Harrison (Nassau County Directors of Guidance), offering the "Open Forum for School Counselors." By popular demand it is being offered weekly.

The Forum offers school counselors the opportunity to share ideas, best practices, and challenges during this pandemic. It has also been requested that the meetings continue once schools re-open and for the 2020-2021 school year.



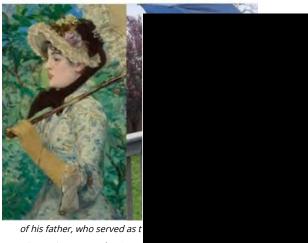
The Open Forum for School Counselors offers school counselors the opportunity to share ideas, best practices, and challenges during this pandemic.

Guest speakers have participated, offering 'chair yoga', a segment on mindfulness, as well as a panel from local and out-of-state colleges to address current issues senior students are facing, and insights on the current state of college admission testing, social emotional learning, and summer school. Upcoming topics include financial aid and future college admission testing.

For additional information please contact Anastasia Kokonis







- Giovanni, Longwood CSD, sec Royalty Dog by Romero Britto.
- · Aiden, Comsewogue UFSD, third grade, recreated Jeanne (Spring) by Édouard Manet.

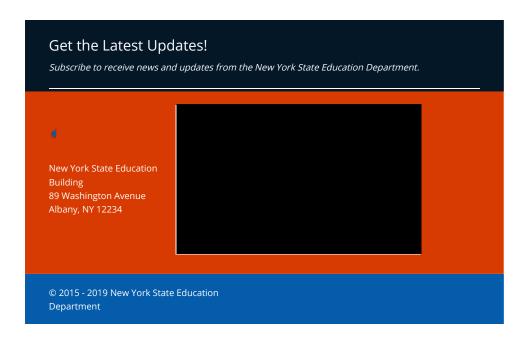
High School and College Counselors **Unite During Unsettling Times**

Nassau County

A turn of events took place as the wake of the COVID-19 Pandemic hit Long Island, New York. School counselors and administrators formerly unfamiliar with online communication became savvy out of necessity. School counselors worked

Submit Your Own Stories

We encourage you to share your story. Your story might be a one-page account, a video, or even pictures showing us how your school, your students, and your community are staying connected. Please visit our <u>Submit Your Story</u> page for additional information.



≡ Computer-Based <u>Testing</u>

3 – 8 English Language → Arts and Mathematics Tests

<u>Grades 3-8 CBT Video</u> <u>Tutorials</u>

Question Sampler

New York State Alternate
Assessment (NYSAA)

3 – 8 English Language Arts and Mathematics Tests

Beginning with the 2016–17 school year, schools had the option of administering the operational tests and the standalone field tests either by computer or on paper.

Question Sampler

- Information on the New York State Question Sampler
- <u>Documentation: Equation Editor Drawing Tool, Quick</u> Reference Guide 2018-19
- New Resource: ELA Response Box Sampler
- New Resource: Equation Editor Sampler

Resources

- Getting Started Tips: I am new to CBT, where do I begin?
 A list of administration steps, helpful articles, and resources on CBT Support to help a school organize a successful CBT administration in the spring.
- Nextera Setup and Installation Guide (Updated for the 2018-19 School Year)
- Questar System Requirements (Desktop/Laptop and Mobile/Tablet)
- <u>Device System Scan Tool</u> Determine if testing devices meet system requirements
- <u>Testing Readiness Check Tool</u> Determine if your classrooms and schools have the right resources to test online

CBT Support

For information on, or help with implementing Computer-Based Testing, please visit <u>CBTSupport.nysed.gov</u> or email

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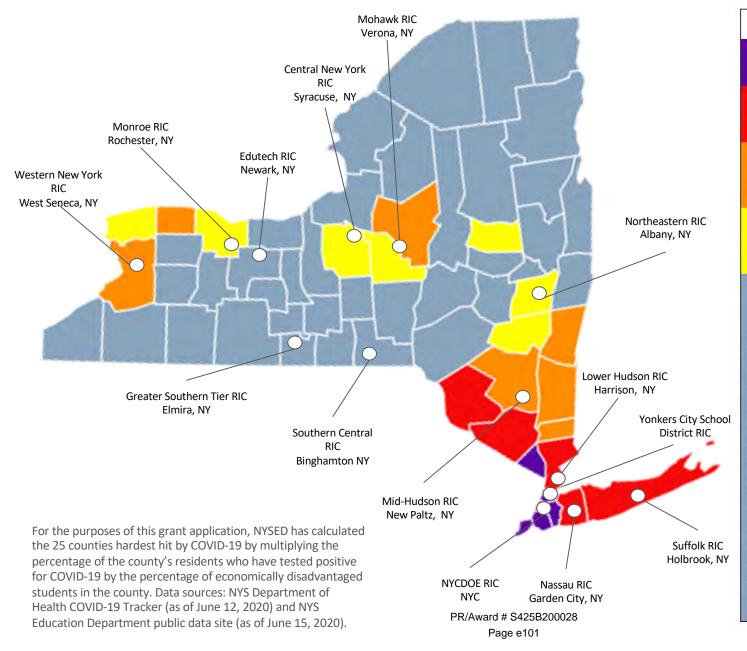
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Appendix 6-D

25 Counties Hardest Hit by COVID-19

& Regional Information Centers



	County	Total Tested	% Population Positive	% Economically Disadvantaged	COVID Impact (%Pop Positive) x (%ED)
	Bronx	244,703	3.23%	86%	0.02781
2	Kings	376,443	2.23%	76%	0.02781
3	Queens	349,547	2.77%	72%	0.01996
	Rockland	64,343	4.14%	44%	0.01823
5	Richmond	77,874	2.91%	60%	0.01749
				47%	
		245,194		42%	
11					
12	Dutchess	44,501	1.38%	38%	0.00524
13	Ulster	27,330	0.97%	49%	0.00475
14	Erie	97,761	0.73%	51%	0.00374
15	Columbia	7,390	0.71%	52%	0.00368
16	Putnam	12,850	1.30%	28%	0.00363
17	Orleans	3,795	0.63%	57%	0.00361
18	Oneida	32,515	0.54%	59%	0.00320
19	Albany	35,995	0.66%	44%	0.00289
20	Niagara	22,190	0.55%	52%	0.00283
21	Onondaga	60,404	0.54%	51%	0.00274
22	Greene	4,394	0.53%	49%	0.00257
23	Fulton	5,997	0.43%	57%	0.00246
24	Monroe	92,714	0.45%	51%	0.00229
25	Madison	7,303	0.47%	46%	0.00215
26	Washington	6,766	0.39%	48%	0.00188
27	Broome	27,080	0.33%	55%	0.00183
28	Genesee	6,404	0.36%	49%	0.00179
29	Warren	7,498	0.40%	44%	0.00175
30	Chenango	7,385	0,29%	59%	0.00168
31	Rensselaer	14,893	0.32%	48%	0.00154
32	Tioga	5,091	0.28%	55%	0.00154
33	Steuben	8,469	0.26%	51%	0.00134
34	Montgomery	6,382	0.21%	64%	0.00133
35	Saratogo	20,213	0.23%	56%	0.00127
36	Schenectady	19,440	0.47%	27%	0.00126
37	Herkimer	8,651	0.20%	58%	0.00119
38	St. Lawrence	13,642	0.20%	56%	0.00109
39	Wyoming	3,900	0.22%	45%	0.00101
40	Delaware	5,000	0.19%	52%	0.00101
41	Seneca	3,832	0.18%	54%	0.00098
42	Yates	2,412	0.16%	61%	0.00095
43	Schoharie	2,190	0.17%	50%	0.00086
44	Livingston	6,162	0.19%	45%	0.00086
45	Chemung	10,477	0.16%	53%	0.00085
46	Ontario	11,000	0.21%	40%	0.00084
47	Wayne	10,301	0.14%	52%	0.00075
48	Tomkins	14,566	0.17%	43%	0.00072
49	Cattaraugus	8,305	0.13%	55%	0.00072
50	Cayuga	8,305	0.13%	50%	0.00065
51	Allegany	3,909	0.11%	55%	0.00063
52	Clinton	7,834	0.12%	50%	0.00061
53	Otsego	6,038	0.13%	45%	0.00060
54	Oswego	10,927	0.10%	57%	0.00058
55	Essex	4,465	0.11%	52%	0.00055
56	Hamilton	622	0.11%	46%	0.00050
57	Cortland	6,317	0.09%	56%	0.00049
58	Chautauqua	11,219	0.08%	59%	0.00048
59	Jefferson	9,919	0.07%	56%	0.00040
60	Lewis	3,291	0.07%	52%	0.00039
61	Schuyler	2,186	0.07%	52%	0.00035
62	Franklin	5,463	0.05%	60%	0.00035
UE	1.150/1/001	0,400	0.0076	0.370	0.00000

APPENDIX 6E Elements of the

Field-informed Professional Learning Experiences

As a result of the action research in Phase One of TRLE, we will develop a Quality Remote/Hybrid Teaching (QRT) Framework. As we develop the QRT Framework, we will simultaneously contract with one or more vendors to develop approximately 60 competency-based professional learning experiences (PLEs) for teachers and educational leaders (10 PLEs for each of the 6 areas of focus described under Phase One work). These PLEs will be designed to help teachers build core competencies for remote/hybrid learning and use those competencies to improve their own practices. The PLEs will be directly informed by the field-developed action research, aligned with the NYS Professional Learning Standards² to ensure integration of evidence-based practices in adult learning and professional development, and--of critical importance--include guidance for tailoring the PLEs for specific content, pedagogy and assessments. Elements of the PLEs will include:

- explanation of the teaching competency addressed;
- for cohort-based PLE training, development of a common understanding of participating educators' needs; for self-paced PLEs, statement of typical educator needs related to the competency being addressed.
- examples from the field that illustrate the competency in action;
- social-emotional learning strategies;
- strategies to engage <u>all</u> students, particularly vulnerable students, based on social-emotional learning principles;
- strategies to support and engage parents based on social-emotional learning principles;
- chunked learning activities that teachers can complete asynchronously;
- applied learning activities that teachers can complete in actual learning environments that are remote or hybrid;
- applied learning activities for integrating remote/hybrid teaching strategies into traditional learning environments;
- opportunities for teachers to share outcomes and experiences from the applied learning activities with peers and/or experts in order to receive feedback and refine their work;
- opportunities for teachers to provide feedback on the PLE design, content and delivery;
- opportunities for teachers to provide input on how to further build capacity and sustainable practices for remote/hybrid learning.

-

¹ We will begin the procurement process to secure these vendors immediately upon being awarded a grant. The vendors will be experienced education researchers and curriculum designers with demonstrated effectiveness in developing professional learning experiences for multiple modes of implementation (face-to-face, remote, hybrid).

² See http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf

APPENDIX 6F Learning Outcomes for Training of PLE Providers

The professional learning experiences (PLEs) described in our proposal will be designed for field-based implementation led by trained professional learning providers. Such implementation requires wraparound support, such as facilitating professional learning communities (PLCs), peer-to-peer networks, coaching, individualized support for teachers as they engage in the applied learning portions of the PLEs, and differentiation based on teachers' specific teaching environments. NYSED will contract with multiple vendors to deliver the PLEs and wraparound support. Prior to the vendors starting this work, NYSED will lead a training program on PLE implementation. Through this training, vendors will learn how to:

- customize PLEs for the teachers they are training while maintaining alignment with the competency being addressed and the overall QRT Framework;
- review common understandings and capacity among educators;
- monitor teacher progress through the PLE, including development of checks-for-understanding and summative assessments;
- facilitate peer-to-peer support during and after the training;
- guide teachers through the applied learning activities and help them use iterative cycles of implementation to refine their practices;
- review end-of-PLE assessment data and determine teacher completion and mastery of the competency;
- deliver multimodal training and support, including face-to-face, remote, and hybrid;
- apply to NYSED to become a Continuing Teacher and Leader Education (CTLE) approved sponsor so they can award CTLE clock hours to teachers who complete a PLE; and
- guide teachers to the next appropriate PLE.

At the close of the training program, NYSED will approve qualified vendors to deliver PLE training and wraparound services out in the field.

¹ See footnote #8. We will couple these two procurement processes in order to ensure that we have vendors in place and prepared to meet the project timeline.

Appendix 6G - Strategies, Objectives and Performance Measures for TRLE

GOAL: Increase Student Access to Remote and/or Hybrid Learning Opportunities										
Objectives	Performance	Data	Instruments/	Completion Dates:						
	Measures	Sources:	Methodology:							
STRATEGY 1: Enact rapid deployment of resources within existing infrastructure to provide virtual learning PL and supports										
for teachers in the hardest-hit communities										
Objective 1.1: Impact 25,000 educators through	Y1: 25,000	PLE Provider	Descriptive Analysis	Y1: July						
rapid deployment	Y2: N/A	Records		Y2: N/A						
	Y3: N/A			Y3: N/A						
Objective 1.2: Impact 500,000 students through	Y1: 500,000	NYSED School	Descriptive Analysis	Y1: July						
rapid deployment	Y2: N/A	Data		Y2: N/A						
	Y3: N/A			Y3: N/A						
Objective 1.3: Consult with 250 stakeholders	Y1: 250	Evaluator	Descriptive Analysis	Y1: July						
for input into QRT Framework Development	Y2: N/A	Records of		Y2: N/A						
	Y3: N/A	surveys, focus		Y3: N/A						
		groups, etc.								
STRATEGY 2: Provide PLEs to teachers stat	ewide to increase	creation and im	plementation of high-	quality remote learning						
Objective 2.1: 75% of teachers, statewide, will	Y1: N/A	Module	Descriptive Analysis	Y1: N/A						
complete at least one PLE on remote learning	Y2: 40%	Completion		Y2: July						
	Y3: 75%	Data		Y3: July						
Objective 2.2: 85% of teacher PLE participants	Y1: N/A	Teacher Survey	Descriptive Analysis,	Y1: July						
report that they are "prepared or well-prepared"	Y2: 75%		Content Analysis for	Y2: July						
to promote student learning through the	Y3: 85%		open-ended responses	Y3: July						
competency addressed in the PLE										
Objective 2.3: 60% of teacher PLE participants	Y1: N/A	Teacher Survey	Descriptive Analysis	Y1: July						
implement more remote or hybrid learning than	Y2: 40%			Y2: July						

%		Y3: July
	ol Descriptive Analysis	Y1: July
0,000 Data		Y2: July
million		Y3: July
fically focused training t	o meet the needs of vul	nerable populations and
A NY State	Inferential Statistics	Y1: July
nificant at Assessments		Y2: July
0.05 level in ELA and		Y3: July
nificant at math (grades		
0.05 level 3-8); # of		
Regents		
exams passed		
in HS		
A Teacher	Descriptive Analysis	Y1: July
ppt increase Survey		Y2: July
ppt increase		Y3: July
% Parent Survey	Descriptive Analysis,	Y1: July
%	Content Analysis for	Y2: July
%	open-ended responses	Y3: July
A PLE Provider	Descriptive Analysis	Y1: July
% Records		Y2: July
%		Y3: July
	Data I million Ifically focused training to the provided process of the process	Data Data

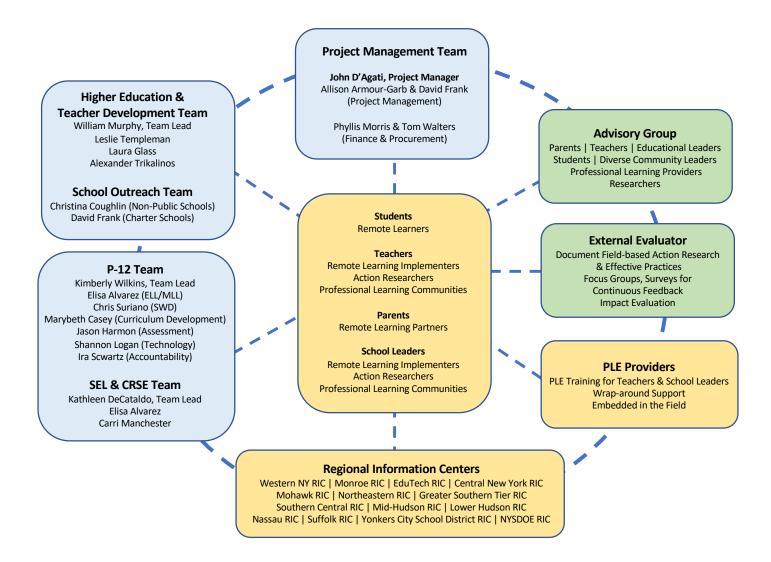
Objective 4.2: 60% of educational leader participants implement more remote or hybrid learning in their school than they did prepandemic	Y1: N/A Y2: 40% Y3: 60%	School Leader Survey	Descriptive Analysis	Y1: July Y2: July Y3: July
Objective 4.3: The number and types of	Y1: Baseline (B)		Descriptive Analysis	Y1: July
remote learning options offered statewide	Y2: B + 10 ppt	Survey		Y2: July
increase, year over year	Y3: B + 25 ppt			Y3: July
STRATEGY 5: Implement wraparound supp	orts for teachers	(e.g., peer-to-pe	eer support networks,	, coaching, mentoring,
professional learning communities)				
Objective 5.1: 450,000 hours of wraparound	Y1: N/A	PLE Provider	Descriptive Analysis	Y1: July
supports are facilitated for educators in	Y2: 225,000	Records		Y2: July
conjunction with the PLEs by the end of the	Y3: 225,000			Y3: July
grant period				
Objective 5.2: 75% of participating educators	1: N/A	School Leader	Descriptive Analysis	Y1: July
report that they have engaged in wraparound	Y2: 65%	Survey		Y2: July
supports such as coaching, professional learning	Y3: 80%			Y3: July
communities or peer to peer networks in		Teacher Survey		
conjunction with PLEs				

Please note that no performance measures have been set related to the regulatory changes that will be pursued due to the timing of the grant. The regulatory change process in New York takes considerable time, and we do not expect to see measurable results of these changes during the grant period. In addition, no performance measures have been set related to the exemplar website that will be developed, due to the fact that content of the exemplars will be embedded within PLEs and measured under Strategies 2-4.

The performance measures outlined above are consistent with the required performance measures established for the ESF-REM program.



Appendix 6-H TRLE Organization & Management Chart



The TRLE Organization and Management structure puts our students, teachers, parents and educational leaders at the center of our approach (yellow). NYSED project members (blue) will work together to align state resources, policies and practices in support of TRLE. The state's 14 Regional Information Centers (RICs – yellow) will serve as the field-based implementation infrastructure in order to ensure statewide alignment while meeting the unique needs of students, parents and educators in our different regions. NYSED will train, approve and contract with PLE Providers in Phases 2 and 3 to provide embedded PLE training and wraparound support in the field. NYSED will contract with an External Evaluator (green) at the start of the grant period to document field-based action research and effective practices in Phase 1, conduct an implementation evaluation that provides continuous feedback (Phases 1-3) as well as an impact evaluation that measures the effectiveness of TRLE (Phases 1-3). An Advisory Group will will include include key stakeholders and provide guidance and direction throughout the project.

Appendix 6-I - Gantt Chart (blue diamonds indicate milestones)

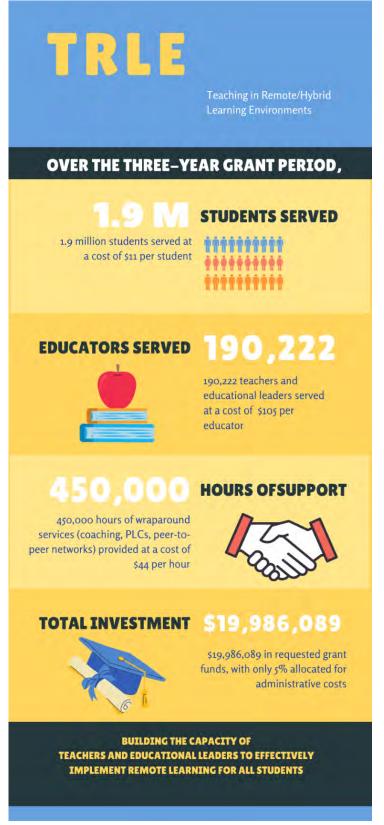
	Owner	Grant Period July 31, 2020 - July 30, 2023								
		Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
		20	21	21	21	22	22	22	23	23
Launch Rapid Early-Phase Implementation	& Field -Based Ad	ction R	esearch	l		1	T	1	T	
Oversee implementation of rapid response teacher training and support for remote learning in communities hardest-hit by COVID-19	Frank/ Coughlin/ DeCataldo	•	•	1	1					
Gather field-specific information/feedback and parent input through action research	Evaluator/ Frank/ Armour-Garb	√	✓							
Analyze results of action research to inform design of QRT Framework and scope/sequence for PLEs	Frank/ Coughlin/ DeCataldo	✓	•							
PLE Design & Development										
Design QRT Framework, scope/sequence for PLEs	Murphy/ Wilkins/ DeCataldo		•							
Contract with vendor(s) to develop modules	Morris		~							
Design PLEs	Vendor/Wilkins		•							
Pilot PLEs	Vendor/Wilkins			✓						
Collect data from pilot	Evaluator/ Frank			✓						
Refine PLEs	Vendor/Wilkins			✓						
License modules to PL providers	Morris			•			✓			✓
Conduct Train the Trainer Sessions	Wilkins			✓			✓			✓
PLE Rollout to Teachers/Educational Leader	rs									
Initial rollout and implementation	Vendor/ Wilkins				•	✓	✓	✓	✓	✓

	Owner	Grant Period July 31, 2020 - July 30, 2023								
		Fall 20	Spr 21	Sum 21	Fall 21	Spr 22	Sum 22	Fall 22	Spr 23	Sum 23
Refine initial PLEs	Vendor/Wilkins						✓			
Design advanced PLEs	Vendor, Wilkins						✓			
Advanced PLE rollout and implementation	Vendor/Wilkins							•	✓	✓
Parent Feedback					'		1		•	
Design/implement system for parent feedback	Frank	1	•							
Conduct parent surveys	Evaluator/ Frank		1			✓			✓	
Utilize parent feedback to design the QRT Framework, initial scope and sequence for PLEs, redesign of PLEs and to inform changes to State guidance/regulations	Frank		•	•	1		•			•
Exemplar Library					'		1		•	
Design exemplar library on State website	Wilkins	✓								
Publish exemplars on state website	Wilkins		•			✓			✓	
Changes to State Guidance/Regulation										
Identify areas of State guidance/regulation for revision/amendment, including potentially the opportunity to make educator professional learning competency-based and the opportunity to infuse topics of remote/hybrid teaching and learning into preservice preparation	D'Agati/Frank/ Armour-Garb/ Coughlin		√	✓	•					
Prepare regulatory amendments and work through approval process	D'Agati/Frank/ Armour-Garb/ Coughlin			1	1	√	✓	•		

	Owner	Grant Period July 31, 2020 - July 30, 2023								
		Fall 20	Spr 21	Sum 21	Fall 21	Spr 22	Sum 22	Fall 22	Spr 23	Sum 23
Grant Management		20	21	<u> </u>	21			22	23	23
Assemble project Advisory Board	D'Agati	✓	•							
Hold Project Management Team Meetings	D'Agati	✓	✓	✓	✓	✓	✓	✓	✓	✓
Attend ESF-REM trainings and meetings	Frank	✓	✓		✓	✓		✓	✓	
Collect quantitative data; Conduct surveys and focus groups	Frank		•	1	✓	*	✓	✓	•	√
Submit Quarterly & Annual Reports	Frank	✓	✓	•	✓	✓	•	✓	✓	•
Submit Final Report	Frank									•
Finalize sustainability plan	D'Agati								✓	✓



Appendix 6J



Appendix 6K – Letters of Support

New York State United Teachers - Jolene DiBrango, Executive Vice President

School Administrators Association of New York State - Kevin Casey, Executive Director

The Council of School Superintendents - Dr. Charles Dedrick, Executive Director

New York State PTA - Kyle Belokopitsky, Executive Director

Conference of Big 5 School Districts - Jennifer Pyle, Executive Director

Advocates for Children of New York - Kim Sweet, Executive Director

Staff/Curriculum Development Network - Dr. Marijo Pearson, Chair

New York State Council of Educational Associations - Robert Melia, President

The Education Trust - New York - Ian Rosenblum, Executive Director

Urban League of Westchester County - Sorraya Sampson, President and CEO

Urban League of Rochester - Dr. Seanelle Hawkins, President and CEO

New York State Charter Schools Association - Anna Hall, Chief Executive Officer

EPIC National Center for Parenting & Character Education - Tara Burgess, Executive Director

New York State Association of Foreign Language Teachers - John Carlino, Executive Director

Long Island Association of Special Education Administrators - Dr. Alice Kane, President

NYS School Counselor Association - Dr. Robert Rotunda, Executive Director

Educators For Excellence - Paula White, Executive Director

NYSED Commissioner's Advisory Council for Religious and Independent Schools - Sara Seligson, Chairperson



June 24, 2020

Andrew Pallotta
President
Jolene T. DiBrango
Executive Vice President
Ronald Gross
Second Vice President
J. Philippe Abraham
Secretary-Treasurer

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

Dear Interim Commissioner Tahoe:

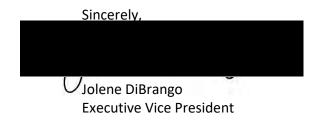
Since 1970, New York State United Teachers (NYSUT) has been working to ensure our members receive the professional learning opportunities needed to improve student performance. The need for professional development has increased as the pandemic forced schools throughout the state to shift to remote learning.

Since January 21, 2020, the COVID-19 pandemic has taken the lives of more than 24,600 New York State residents. While facing this tragic loss of life, over 2.65 million New Yorkers have also lost their jobs. And through all of this, our State's 250,000+ teachers have worked tirelessly to provide educational continuity to our state's 2.6 million students.

NYSUT has been working to support our educators during this unprecedented time. Since the pandemic hit, we have worked to develop new professional development opportunities for our members. We developed four new seminars and offered these opportunities to members at no charge. We are currently in the process of developing a one credit graduate course on remote learning and a shorter seminar to help our members be prepared for all possibilities as we head into the next school year.

It is within the context of this experience that NYSUT reviewed the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition. As such, we offer our full support for the proposed plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices. The plan addresses the urgent need of our educators, students and communities as we look forward to the 2020-2021 school year and likely continued need for remote and/or hybrid instruction.

On behalf of NYSUT, I encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.





Phone: (518)
Fax: (518)
www.saanys.org

KEVIN S. CASEY Executive Director

June 24, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 12334

Dear Interim Commissioner Tahoe:

I am writing on behalf of the School Administrators Association of New York State (SAANYS) to express our support for the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

COVID-19 has taken the lives of more than 24,600 New York State residents since January 21, 2020, giving our state the unfortunate rank of #1 in terms of health impacts from the pandemic. The figure could have been dramatically higher had our state not taken the bold and necessary steps necessary to "flatten the curve" by staying at home during the height of the pandemic's first wave. A major part of these efforts was to close our state's school buildings and shift to remote learning. Within hours, New York State's 250,000+teachers transitioned education for more than 2.6 million students into remote learning formats.

The scale and weight of this transition cannot be overstated. SAANYS has witnessed these heroic efforts of our educators firsthand by providing support and targeted professional learning opportunities during the mandated school closures. Building administrators and program leaders were indeed first responders, providing aid and support to others. The need to provide building administrators with timely information, resources and discussions with peers was also immediately realized. SAANYS began efforts to provide daily updates on critical guidance and news from the governor's office and state education department. While focused news briefs filled one level of need, more in-depth discussions with peers was needed. At this juncture, SAANYS began conducting a series of ZOOM sessions on relevant issues such as communication outreach, remote learning, special education and most recently the reopening of schools. These sessions have been received well and have had audiences of over 300 participants. Additionally, building administrators and program leaders have participated in several statewide task forces that are examining the reopening of schools and how schools may be reimagined as we move forward. SAANYS also formulated a Reopen Focus Group to examine all facets of reopening. The work of this group will result in

recommendations that will be useful in the work of the above-mentioned statewide task forces, as well, as building administrators and program leaders.

As we look forward to an uncertain fall, only one thing is clear - we must provide our teachers every support available to help them implement effective remote teaching practices. While some of our school buildings may be open in the fall, the required social distancing measures as well as likelihood of another wave of COVID-19 infections makes it imperative that we plan for periodic returns to remote learning and/or hybrid formats of instruction.

NYSED's plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices is the best way to use these valuable funds. We encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,	
Kevin Casey	
Executive Director	

cc: John D'Agati, Senior Deputy Commissioner for Education Policy
Via Email



LEADERS - EDUCATORS - ADVOCATES

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Robert N. Lowry, Jr. Deputy Director for Advocacy, Research and Communications

Jacinda H. Conboy, Esq. General Counsel

> Vreneli G. Banks Associate Director

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> Roberto Padilla Newburgh City (2020)

June 23, 2020

Shannon L. Tahoe
Interim Commissioner
New York State Education Department
89 Washington Avenue
Room 111, Education Building
Albany, New York 122334

Dear Interim Commissioner Tahoe:

I am writing on behalf of The New York State Council of School Superintendents (NYSCOSS) to express our support for the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

COVID-19 has taken the lives of more than 24,600 New York State residents since January 21, 2020, giving our State the unfortunate rank of #1 in terms of health impacts from the pandemic. The figure could have been dramatically higher had our State not taken the bold and necessary steps necessary to "flatten the curve" by staying at home during the height of the pandemic's first wave. A major part of these efforts was to close our State's school buildings and shift to remote learning. Within hours, New York State's 250,000+ teachers transitioned education for more than 2.6 million students into remote learning formats.

The scale and weight of this transition cannot be overstated. NYSCOSS has witnessed these heroic efforts of our educators firsthand by not only seeing a switch to remote instruction but also a change to using school busses to deliver meals, positioning vehicles with Wi-Fi capability in remote areas to allow access to the internet for all students and providing safe sites for child care for our first responders and essential employees.

As we look forward to an uncertain fall, only one thing is clear - we must provide our teachers every support available to help them implement effective remote teaching practices. While some of our school buildings may be open in the fall, the required social distancing measures as well as likelihood of another wave of COVID-19 infections makes it imperative that we plan for periodic returns to remote learning and/or hybrid formats of instruction.

NYSED's plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices is the best way to use these valuable funds. We encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,

Charles S. Dedrick, Ed. D. **Executive Director**



Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

June 28, 2020

Dear Interim Commissioner Tahoe:

On behalf of the parents and families of New York's 2.6 million school children, and our 250,000 members, we write in strong support of the grant application submitted by the New York State Education Department (NYSED) to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

NYS PTA is the state's largest and oldest child advocacy organization, founded in 1897 and serves the parents, families, and educators of our 2.6 million school children. We are affiliated with National PTA, and proudly work together with the State Education Department and other leading statewide educational stakeholder groups to support our children.

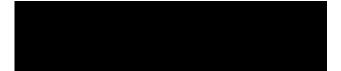
NYS PTA strongly supports full in-classroom, in-school building return to school in September for our children. Remote and distance learning can never be an adequate or equitable substitution for in-classroom learning and instruction. However, we do support new and continued professional development for, planning of, and implementation of distance learning that supplements in-classroom teaching and learning.

We also realize that many school districts and educators in New York State may not have been adequately prepared to serve students outside of the typical classroom setting. Equity differences and gaps in both technology access and technology understanding were quickly discovered when our districts had to immediately move to remote learning due to COVID19. During these past three months of remote learning, our students with disabilities especially faced unique and heighted difficulties with remote instruction.

Working together with NYSED and other stakeholders, we look forward to being a collaborative partner to see that each school building, and every student and family, has access to curriculum and instruction that meets the technology needs of today's ever-evolving world. Further, online and distance learning can be used in a variety of positive and meaningful ways to supplement classroom teaching, while continuing the excellence of New York's in-classroom teaching and learning.

Sincerely,





Kyle Belokopitsky, Esq., Executive Director



Buffalo * New York City * Rochester * Syracuse * Yonkers * Albany * Mount Vernon * Utica

17 Elk Street, 4th Floor Albany, New York 12207 www.big5schools.org



June 24, 2020

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JENNIFER K. PYLE

Shannon L. Tahoe, Interim Commissioner New York State Education Department

89 Washington Avenue

Room 111, Education Building

Albany, New York 12334

Dear Interim Commissioner Tahoe:

I am writing on behalf of the Conference of Big 5 School Districts to express our strong support for the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

COVID-19 has had a tremendous and devastating effect on New York State with close to 25,000 lives lost. Extraordinary and impactful efforts have been undertaken to control the spread including closing our State's school buildings and shifting to remote learning for the State's 2.6 million students.

The transition to a remote instruction delivery model was an enormous undertaking. School districts have worked tirelessly to engage students and provide continuity of instruction during this unprecedented crisis. The Conference of Big 5 School Districts has partnered with our member school districts throughout the pandemic to assist them in navigating the changing landscape, to coordinate efforts and to facilitate communication with NYSED and other governmental entities.

As we prepare for the fall and the possibility of the continued necessity to utilize a remote learning platform, it is critical that we provide our teachers every support available to help them implement effective remote teaching practices. While some of our school buildings may be open in the fall, the required social distancing measures as well as the possibility of another wave of COVID-19 infections makes it imperative that we prepare for periodic returns to remote learning and/or hybrid formats of instruction.

NYSED's plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices is the best way to use these valuable funds. We urge the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,

Jennifer K. Pyle Executive Director



Advocates for Children of New York

Protecting every child's right to learn

June 24, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

Dear Interim Commissioner Tahoe:

I am writing on behalf of Advocates for Children of New York (AFC) to express our support for the New York State Education Department's (NYSEDs) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

For nearly 50 years, AFC has worked to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from lowincome backgrounds. We speak out for students whose needs are often overlooked, such as students with disabilities, English Language Learners, students who are homeless, students in foster care, and students with mental health needs. Each year, AFC helps thousands of individual families navigate the education system and conducts workshops for thousands of additional parents, professionals, and students. Using the information we learn on the ground, we collaborate with policymakers to advance reforms that improve the quality of education for all students.

COVID-19 has taken the lives of more than 24,600 New York State residents since January 21, 2020. At the same time, 2.65 million New Yorkers have lost their jobs and over 2.6 million students suddenly had to leave their schools. In the midst of trauma, our students had to transition to remote learning in homes that, in many cases, did not have the technology or adult support required to help them make that transition.

These problems are just the tip of the iceberg when it comes to the emotional and psychological impact that COVID-19 is having on the young people of New York State. One of the key supports for children and youth when they face life challenges is their school, and the people they turn to are their teachers. As SY 2019-2020 ends and we immediately begin to prepare for SY 2020-2021, we must provide our 260,000+

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> **Executive Director** Kim Sweet

Deputy Director Matthew Lenaghan



teachers with the training and support they need to address their students' socialemotional needs as well as their increased academic needs. Recognizing that teachers will likely have to continue to work in remote or hybrid modes next school year, it is critical to help them build their capacity to deliver these kinds of supports to our students in these alternative formats.

It is for these reasons that Advocates for Children of New York supports NYSED's proposal to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices, including social-emotional learning. We encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,

Kim Sweet



June 23, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 12234

Dear Interim Commissioner Tahoe:

Since 1986, The Staff/Curriculum Development Network (S/CDN) has been working to strengthen the capacity of school districts to promote successful attainment of the New York State Standards by all students. There is no time in recent history when our mission has been more urgent than now.

Since January 21, 2020, the COVID-19 pandemic has taken the lives of more than 24,600 New York State residents. While facing this tragic loss of life, over 2.65 million New Yorkers have also lost their jobs. And through all of this, our State's 250,000+ teachers have worked tirelessly to provide educational continuity to our State's 2.6 million students.

S/CDN has been working to support our educators during this unprecedented time. We have provided ongoing virtual professional development for teachers across NYS to build their capacity to develop and deliver high quality remote lessons. S/CDN also supported leaders during the COVID-19 pandemic to develop Continuity of Learning and Reopening Plans.

It is within the context of this experience that S/CDN reviewed the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition. As such, we offer our full support for the proposed plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices. The plan addresses the urgent need of our educators, students and communities as we look forward to the 2020-2021 school year and likely continued need for remote and/or hybrid instruction.

On behalf of S/CDN I encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,

Dr. Marijo Pearson
Chair S/CDN



June 22, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

Dear Interim Commissioner Tahoe:

Since 1971, the New York State Council of Educational Associations (NYSCEA) has been working to <u>Provide a Quality Education for All Students</u>. There is no time in recent history when our mission has been more urgent than now.

Since January 21, 2020, the COVID-19 pandemic has taken the lives of more than 24,600 New York State residents. While facing this tragic loss of life, over 2.65 million New Yorkers have also lost their jobs. And through all of this, our State's 250,000+ teachers have worked tirelessly to provide educational continuity to our State's 2.6 million students.

NYSCEA has been working to support our educators during this unprecedented time. By providing accurate, and frequent information and virtual professional development to assist all members with coping with the pandemic. We are part of an over-arching group providing useful information and updates to educators.

It is within the context of this experience that NYSCEA reviewed the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition. As such, we offer our full support for the proposed plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices. The plan addresses the urgent need of our educators, students, and communities as we look forward to the 2020-2021 school year and likely continued need for remote and/or hybrid instruction.

On behalf of NYSCEA, I encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,

Robert W. Melia, President 2019-2021



June 24, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, NY 12234

Dear Commissioner Tahoe:

Since 2016, The Education Trust–New York has been working to advance educational equity so that all New York students receive the high-quality education they deserve. There is no time in recent history when our mission has been more urgent than now.

The COVID-19 pandemic has taken the lives of more than 24,600 New York State residents. While facing this tragic loss of life, over 2.65 million New Yorkers have also lost their jobs. Through all of this, our state's teachers, school and district leaders, and other school personnel have made extraordinary efforts to support students and their families.

The Education Trust–New York has focused our policy and advocacy efforts since the pandemic on promoting an equity-driven response to COVID-19. As New York prepares for the next academic year and beyond, we believe the state has a unique opportunity to prioritize educational equity in school reopening planning. To do this, state and district leaders must also address the persistent historical inequities in our education system which have been made worse by school closures – including by improving access to high-quality instruction for vulnerable students.

It is within the context of this experience that The Education Trust–New York reviewed the overview of the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition. Based on the information we have reviewed, we offer our full support for the proposed plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices. The plan takes important steps to address the urgent need of our educators, students, and communities as we look forward to the 2020-21 school year and likely continued need for remote and/or hybrid instruction.

On behalf of The Education Trust–New York, I encourage the USDOE to award NYSED the grant so the state can conduct this urgent and critical work.

Sincerely,

Executive Director

61 MITCHELL PLACE • WHITE PLAINS, NEW YORK 10601 • (914)428-6300 • FAX (914)428-6358

SORRAYA E. SAMPSON President & CEO

June 19, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

Dear Interim Commissioner Tahoe:

I am writing on behalf of the Urban League of Westchester to express our support for the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

COVID-19 has taken the lives of more than 24,600 New York State residents since January 21, 2020, giving our State the unfortunate rank of #1 in terms of health impacts from the pandemic. The figure could have been dramatically higher had our State not taken the bold and necessary steps necessary to "flatten the curve" by staying at home during the height of the pandemic's first wave. A major part of these efforts was to close our State's school buildings and shift to remote learning. Within hours, New York State's 250,000+ teachers transitioned education for more than 2.6 million students into remote learning formats.

The scale and weight of this transition cannot be overstated. The Urban League of Westchester has witnessed these heroic efforts of our educators firsthand to serve our homeless students. The Urban League staff assisted by working aggressively to ensure that our homeless students had access to the resources necessary to complete their assignments while home from school during the COVID-19 pandemic.

In addition to supporting their academic preparedness, ULW was able to link families with a variety of community resources, including where and when to pick up the Grab-N-Go breakfast/lunch meals from their local schools, nearby facilities which offer free meals to families in need, as well as mental health and other informational resources.

As we look forward to an uncertain fall, only one thing is clear - we must provide our teachers every support available to help them implement effective remote teaching practices. While some of our school buildings may be open in the fall, the required social distancing measures as well as likelihood of another wave of COVID-19 infections makes it imperative that we plan for periodic returns to remote learning and/or hybrid formats of instruction.

NYSED's plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices is the best way to use these valuable funds. We encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Cinconstr

President & CEO



June 24, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

Dear Interim Commissioner Tahoe:

I am writing on behalf of the Urban League of Rochester, NY, Inc. to express our support for the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

COVID-19 has taken the lives of more than 24,600 New York State residents since January 21, 2020, giving our state the unfortunate rank of #1 in terms of health impacts from the pandemic. The figure could have been dramatically higher had our state not taken the bold and necessary steps necessary to "flatten the curve" by staying at home during the height of the pandemic's first wave. A major part of these efforts was to close our state's school buildings and shift to remote learning. Within hours, New York State's 250,000+ teachers transitioned education for more than 2.6 million students into remote learning formats.

The scale and weight of this transition cannot be overstated. The Urban League of Rochester has observed this first hand as we work with the students in our educational enrichment programs. These youth are comprised of students who live in the City of Rochester with an overall poverty rate of 33%, extreme poverty rate of 16.8% and a childhood poverty rate of 51%. Eighty-five percent (85%) of youth in the Rochester City School District have experienced traumatic life events and 33% have reported having experienced three of more of these events. The COVID-19 pandemic is exacerbating the inequities that youth, particularly low-income and minority youth, were already facing. It is critically important that youth in Rochester receive high quality educational services, whether it be at school, through remote learning or a hybrid model so that they have more equitable outcomes. Providing teachers with the training and resources to implement alternative methods of teaching is one crucial step in addressing the needs of the youth that we serve.

As we look forward to an uncertain fall, only one thing is clear - we must provide our teachers every support available to help them implement effective remote teaching practices. While some of our school buildings may be open in the fall, the required social distancing measures as well as the likelihood of another wave of COVID-19 infections makes it imperative that we prepare and plan for periodic returns to remote learning and/or hybrid formats of instruction.

NYSED's plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices is the best way to use these valuable funds. We encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,



Dr. Seanelle Hawkins President and CEO

Empowering Communities. Changing Lives.

265 North Clinton Avenue Rochester, N.Y. 14605-1857



President & Chief Executive Officer
DR. SEANELLE HAWKINS

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June 19, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

Dear Interim Commissioner Tahoe:

I am writing on behalf of New York Charter Schools Association to express our support for the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

COVID-19 has taken the lives of more than 24,600 New York State residents since January 21, 2020, giving our State the unfortunate rank of #1 in terms of health impacts from the pandemic, and has disproportionately impacted the low-income and minority communities that charter schools serve. The figure could have been dramatically higher had our State not taken the bold and necessary steps necessary to "flatten the curve" by staying at home during the height of the pandemic's first wave. A major part of these efforts was to close our State's school buildings and shift to remote learning, which charter schools have done with the support of the team at NYSED.

The scale and weight of this transition cannot be overstated. As the statewide association representing the over 300 charter schools serving over 150,000 students across the state, the New York Charter Schools Association has witnessed these heroic efforts of our educators firsthand through our partnership with schools and the NYSED Charter Schools office to ensure that schools and students had everything they needed to ensure continuity of learning during these unprecedented times.

As we look forward to an uncertain fall, only one thing is clear - we must provide our teachers every support available to help them implement effective remote teaching practices. While some of our school buildings may be open in the fall, the required social distancing measures as well as likelihood of another wave of COVID-19 infections makes it imperative that we plan for periodic returns to remote learning and/or hybrid formats of instruction.

NYSED's plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices is the best way to use these valuable funds. We encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.







EPIC National Center for Parenting & Character Education

1000 Main Street Buffalo, NY 14202



Central Hudson

40 Grandview Avenue Spring Valley, NY 10977



June 19, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

Dear Interim Commissioner Tahoe:

I am writing on behalf of the 13,000 parents represented by EPIC – Every Person Influences Children to encourage the United States Department of Education (USDOE) to award an Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant to the New York State Education Department (NYSED). Since the start of the COVID-19 pandemic, parents have been working around the clock to help their children continue to learn despite necessary closures of school buildings. We recognize now, more than ever, just how valuable our teachers are for our children's education and well-being. It is for this reason that we believe NYSED's proposal to focus the grant on supporting teachers to implement remote or hybrid instruction is the best use of the funds.

The school year has only just ended, but our parents are already looking forward to the 2020-2021 school year with concern. It is highly likely that some or all of their children's education will be remote or hybrid until a COVID-19 vaccine is developed and implemented widely. It is not as clear what the working situations will be for parents. Some may continue to work from home while many will have to return to their workplaces and struggle to figure out home care for their children - care that includes support for remote learning. Our parents who are "essential workers" have been faced with this enormous challenge already and will continue to have to find ways to balance work and a dramatically more challenging "home" life. With more than 14.5% of our community unemployed, more parents will be faced with economic insecurity as they attempt to help their children through this unprecedented time.

Parents depend on their children's schools and teachers in ways that extend far beyond academic instruction. Now, more than ever, it is critical that we provide teachers with the resources and support they need to help students and families survive and thrive beyond COVID-19.

On behalf of EPIC, I encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,

Tara N. Burgess
Executive Director

Helping families, schools and communities raise children to become responsible and successful adults.



New York State Association of Foreign Language Teachers, Inc.

2400 Main Street Buffalo, NY 14214

www.nysaflt.org

President Leslie Kudlack Greenville Central School President-Elect Sally Barnes Croton-Harmon UFSD

First Vice President Jenny-Lynn Delfini New Paltz Central School District

Second Vice President Marissa Coulehan Dobbs Ferry School District

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Western NY

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Executive Director John Carlino

Buffalo State College Administrative Assistant

Haley Shanahan Consultants

Editor, Language Association Journal Mary Caitlin Wight, Ph.D.

Editor, NYSAFLT News Diane Tyminski West Genesee Central School District June 19, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 12234

Dear Interim Commissioner Tahoe:

Since 1917, NYSAFLT has been working to promote language teaching and learning in New York State and to support world language teachers with high quality professional development. There is no time in recent history when our mission has been more urgent than now.

Since January 21, 2020, the COVID-19 pandemic has taken the lives of more than 24,600 New York State residents. While facing this tragic loss of life, over 2.65 million New Yorkers have also lost their jobs. And through all of this, our State's 250,000+ teachers have worked tirelessly to provide educational continuity to our State's 2.6 million students.

NYSAFLT has been working to support our educators during this unprecedented time. We developed a webinar series on distance learning and also compiled an open-access resource bank with materials, tools, plans, ideas and more to help teachers in planning and implementing online instrcution.

It is within the context of this experience that NYSAFLT reviewed the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition. As such, we offer our full support for the proposed plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices. The plan addresses the urgent need of our educators, students and communities as we look forward to the 2020-2021 school year and likely continued need for remote and/or hybrid instruction.

On behalf of NYSAFLT, I encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,



John Carlino, Executive Director, NYSAFLT



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Debra Winter

June 22, 2020

Shannon L. Tahoe, Interim Commissioner

New York State Education Department

89 Washington Avenue

Room 111, Education Building

Albany, New York 122334

Dear Interim Commissioner Tahoe:

I am writing on behalf of the Long Island Association of Special Education Administrators (LIASEA) to express our support for the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

LIASEA is a group of over 600 special education administrators who are responsible for programs and services in public, private schools or agencies. LIASEA provides invaluable opportunities to dialogue with others who possess experience and have knowledge of the issues that challenge special education administrators and the constituencies which they serve.

During the COVID-19 shutdown of New York State's school buildings, teachers worked tirelessly to provide students with quality remote instruction. Unfortunately, even under the best circumstances, remote learning is a distinct challenge for students with disabilities. In New York State, more than 467,000 of our students have disabilities that our educators help address every day. During the school building shutdown, teachers struggled to meet the needs of these students as face-to-face strategies such as collaborative team teaching did not fully transfer to remote learning environments. What is more is many digital learning platforms do not meet the needs of diverse learners and students' disabilities may impede their ability to learn through technology typically used for remote learning.

As the coming school year will likely continue to require remote and/or hybrid forms of instruction, it is imperative to help teachers build their capacity to meet the needs of students with disabilities in remote or hybrid learning environments. It is for this reason that LIASEA offers our full support for NYSED's plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices. We encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,

Alice Kane, Ed.D. LIASEA President

PR/Award # S425B200028



June 22, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

Dear Interim Commissioner Tahoe:

I am writing on behalf of the New York State School Counselor Association to express our support for the New York State Education Department's (NYSEDs) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition.

COVID-19 has taken the lives of more than 24,600 New York State residents since January 21, 2020. At the same time, 2.65 million New Yorkers have lost their jobs and over 2.6 million students suddenly had to leave their schools. In the midst of trauma, our students had to transition to remote learning in homes that, in many cases, did not have the technology or adult support required to help them make that transition.

These problems are just the tip of the iceberg when it comes to the emotional and psychological impact that COVID-19 is having on the young people of New York State. One of the key supports for children and youth when they face life challenges is their school, and the people they turn to are their teachers and school counselors. As SY 2019-2020 ends and we immediately begin to prepare for SY 2020-2021, we must provide our 260,000+ teachers with the training and support they need to address their students' social-emotional needs as well as their increased academic needs. Recognizing that teachers and school counselors will likely have to continue to work in remote or hybrid modes next school year, it is critical to help them build their capacity to deliver these kinds of supports to our students in these alternative formats.

It is for these reasons that the New York State School Counselor Association supports NYSED's proposal to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices, including social-emotional learning. We encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,

Carol Miller, NYSSCA President

Dr. Robert Rotunda, NYSSCA Executive Director





80 Pine St., 28th Floor New York, NY 10005 212-279-8510 June 23, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 122334

Dear Interim Commissioner Tahoe:

Since 2010, Educators for Excellence – New York has been working to ensure that teachers have a leading voice in the policies that impact their students and profession. There is no time in recent history when our mission has been more urgent than now.

Since January 21, 2020, the COVID-19 pandemic has taken the lives of more than 24,600 New York State residents. While facing this tragic loss of life, over 2.65 million New Yorkers have also lost their jobs. And through all of this, our State's 250,000+ teachers have worked tirelessly to provide educational continuity to our State's 2.6 million students.

Educators for Excellence – New York has been working to support our educators during this unprecedented time. Over the last few months, we have had conversations with hundreds of teachers about the needs of their students and colleagues. There is clear consensus that teachers want more support to better serve their students in this critical time, in particular through excellent and relevant professional development.

It is within the context of this experience that Educators for Excellence — New York reviewed the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition. As such, we offer our full support for the proposed plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices. The plan addresses the urgent need of our educators, students and communities as we look forward to the 2020-2021 school year and likely continued need for remote and/or hybrid instruction.

On behalf of Educators for Excellence – New York, I encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.

Sincerely,
Paula White
Executive Director of Educators for Excellence – New York

June 28, 2020

Shannon L. Tahoe, Interim Commissioner New York State Education Department 89 Washington Avenue Room 111, Education Building Albany, New York 12234

Dear Interim Commissioner Tahoe:

Since January 21, 2020, the COVID-19 pandemic has taken the lives of more than 24,600 New York State residents. While facing this tragic loss of life, over 2.65 million New Yorkers have also lost their jobs. And through all of this, our State's 250,000+ teachers, in public, religious and independent schools, have worked tirelessly to provide educational continuity to our State's 2.6 million students. The NYSED Commissioner's Advisory Council for Religious and Independent Schools (CACRIS) has been working to support our educators during this unprecedented time.

It is within the context of this experience that CACRIS reviewed the New York State Education Department's (NYSED) application to the United States Department of Education's (USDOE) Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant competition. With the understanding that NYS's Religious and Independent Schools will have full participation in the development of and participation in the ESF-REM, we offer our full support for the proposed plan to focus the grant on building the capacity of teachers to implement effective remote and hybrid teaching practices. The plan addresses the urgent need of our educators, students and communities as we look forward to the 2020-2021 school year and likely continued need for remote and/or hybrid instruction.

On behalf of CACRIS, I encourage the USDOE to award NYSED the grant so that we can begin this urgent and critical work.



Sara Seligson, Chairperson
On behalf of the
NYSED Commissioner's Advisory Council for Religious and Independent Schools

Appendix 2 Resumes for Project Director & Key Personnel

Following are resumes for:

- John D'Agati Project Director
- Allison Armour-Garb
- Christina Coughlin
- Kathleen DeCataldo
- David Frank
- Phyllis Morris
- William Murphy



Employment:

Senior Deputy Commissioner for Education Policy, New York State Education Department

- Appointed by the Board of Regents to oversee and support all department operations regarding elementary, secondary and post secondary.
- Major responsibilities include the development and review of policy recommendations for Board of Regent consideration, including student support services, school building facilities, charter schools, non-public/private schools, teacher/leader certification, higher education accreditation (NYS is a USDE approved regional Accreditor)
- Coordination and review of policy changes to address stakeholder challenges and changing demographics of New York State
- Work with the State Legislature and Governor's office to advance critical statutory and funding needs

Deputy Commissioner for Higher Education, New York State Education Department

- Appointed by the Board of Regents and the Commissioner of Education to manage all aspects of the Office of Higher Education. Responsible for major portions of the Regents Reform Agenda and the of the State's \$700 million Race-To-The-Top Grant award.
- The office employs over 300 professionals and support staff in six significant program offices: Office of Teaching Initiatives; Office of K-16 Scholarships and Opportunity Programs; Office of College and University Evaluation and Accreditation; Office of Professional Responsibility and Accountability and Test Security; Office for Facilities Management; Office for New York State Charter Schools.
- Major responsibilities include: Develop long term strategic plans; Direct and implement policies and practices and initiatives in order to achieve strategic plan objectives; Provide on going guidance and support for 250 degree granting New York based colleges and universities; coordination with other state agencies and many stakeholder groups; Coordinate various office programs to maximize services and support the higher education field; Oversee all regulations for the implementation of New York's Tuition Assistance Program (TAP) in accordance financial aid laws.

• Major accomplishments: Developed new set of teacher and school leader assessments aligned with Learning Standards; Developed a new approval process and electronic application system for college program registration; Established a new Test Security Unit; Negotiated and implemented Memorandum of Understanding with SUNY and CUNY and cIcu as part of New York State's \$700 million Race-to-the-top grant. Worked to adopt new School Building Leader Education Standards for college programs; advanced changes to TAP regulations, obtained \$1.5 million Wallace Grant to improve the preparation of school principals in New York. (7/11 - 8/19)

Director, Government Relations, Empire State College, State University of New York

Established a governmental relations program, including long term strategies and communications necessary to achieve the College's academic and financial goals.

Key accomplishments included: Distinguished Empire State College from nationally based for-profit institutions; Created a broader recognition of Empire State College as a unique higher educational resources for New York State and its potential to provide education without regards time and geographic boundaries; Developed interstate working group of sister public colleges from Connecticut, Maryland and New Jersey to advance policies that promote and expand access to educational programs at the national and international levels. (5/09 - 7/11)

Associate Vice President for Economic Development and Outreach College of Nanoscale Science and Engineering, University at Albany, State University of New York

- Developed strategies for the identification, formulation, and implementation of university
 wide economic development initiatives that are based on collaborative and financial partnerships between CNSE and other academic units, research centers and private sector
 businesses to improve the overall financial strength of the university.
- Established working relationships with state and federal policymakers, agency officials and corporate managers to leverage CNSE capital resources and advance the University at Albany's long and short term plans and the region's economic growth. (8/07 5/09)

Director, New York State Senate Higher Education Committee

- Developed policies regarding the financing for SUNY and CUNY operating and capital budgets.
- Reviewed and evaluated SUNY and CUNY financial plans, mission statements and university-wide operating and capital funding distribution models.

- Developed initiatives regarding the State's tuition policy, financial aid, the development and funding of business incubators and scholarship programs and community college funding allocations.
- Negotiated complex issues related to technology development and technology transfer and other economic development incentives for higher education in New York State.
- Worked with State Education Department on several legislative initiatives related to state professional licensure and proprietary school (degree and non-degree granting) scope-of-practice and oversight issues.

 (2/97 to 8/07)

Co-Director, New York State Legislative Commission on Science and Technology

• Researched and formulated policies on various legislative initiatives including improving industry -higher education partnerships, enhanced telecommunications policies, genetic testing protections. (2/93 to 2/97).

Senior Coordinator – New York State Senate Office of Communications

- Worked to develop targeted marketing plans.
- Organized special events, including: Senior Citizen Day, Water Week, The Children's Summer Reading Program and Healthy Heart Day.
- Organized several fundraisers using a variety of formats.(10/89 to 2/93)

Legislative Aide – New York State Assembly

- Legal research and bill drafting.
- Extensive constituent services and interaction with agencies.
- (1/88 to 10/89)

General Mills Inc.

- General Manager for staff of 80+ employees and several Assistant Managers at various units.
- Responsible for overall business operations and profitability. (8/83 to 1/88)

Education:

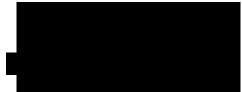
Doctor of Philosophy State University of New York at Albany Public Policy and Higher Education: 2007

Masters in Public Administration State University of New York at Albany Public Finance: 1996 Bachelor of Science Rochester Institute of Technology School of Business: 1983

Associates on Applied Sciences Sullivan County Community College Management: 1981

References available upon request.

ALLISON ARMOUR-GARB



EXPERIENCE

NEW YORK STATE EDUCATION DEPARTMENT, Albany, NY

SENIOR DEPUTY'S CHIEF OF STAFF

December 2019 – present

Aid Senior Deputy Commissioner in all aspects of managing the Office of Education Policy (OEP), which spans P-12 and higher education.

- Advise Senior Deputy on policy, legal matters, and operational processes.
- Manage development and implementation of special projects and research initiatives. Liaison with Regional Educational Laboratories and Rockefeller Institute of Government. (Since Fall 2017)
- Oversee Principal Preparation Project (since Spring 2018) and Charter Schools Office (since May 2019).
- Primary author of Department's Educator Diversity Report (Dec. 2019).
 http://www.nysed.gov/educator-quality/ensuring-equitable-access-high-quality-teachers-and-leaders

SENIOR ADVISOR, P-20 POLICY COORDINATION

September 2017 – December 2019

Aided Deputy Commissioner in all aspects of managing the Office of Higher Education (OHE).

- Advised Deputy and OHE managers on policy, legal matters, and operational processes. Established and maintained processes for teamwork and communication.
- Assumed leadership of OHE offices on an interim basis as needed, including Office of College and University Evaluation, Office of School Personnel Review and Accountability, and Office of Early Learning. Served as Interim Director of Operations (DOO) for over a year, concurrent with other duties, and onboarded incoming DOO.
- Provided support to the Office of Access, Equity, and Community Engagement Services on My Brother's Keeper symposium, requests for proposals, Foster Youth College Success Initiative, and Tuition Assistance Program Task Force.
- Managed development and implementation of new programs, such as the Teacher Diversity Pipeline Pilot. Represented OHE on Civic Readiness Task Force.

EXECUTIVE DIRECTOR, EDUCATOR EFFECTIVENESS

October 2010 – August 2012

Managed implementation of teaching and school leadership policy.

- Oversaw approximately \$100 million of Race to the Top budget and federal Teacher Incentive Fund grant. Managed procurement and oversaw RFPs for competitive grants to school districts and higher education institutions.
- Collaborated with counsel and managed team to develop policy and guidance, including regulations implementing teacher and principal evaluation law. Worked with senior team to design and launch online process for approving school districts' Annual Professional Performance Review plans. Hired and managed educator effectiveness staff. Coordinated training and supervised review teams of senior educators and legal specialists.
- Led development of NYSED's new educator certification exams to align with new learning standards, incorporate performance assessment, and focus on instructional leadership. Served as liaison to Pearson Evaluation Systems and Stanford Center for Assessment, Learning, and Equity (edTPA vendor).

Page 2 of 7

- Presented and led trainings for stakeholders and the public. Coordinated and facilitated stakeholder input processes, including the Regents Task Force on Teacher and Principal Effectiveness; the Professional Standards and Practices Board; and the Linking Schools and Stakeholders subgroup of the School and District Accountability Think Tank.
- Decided Part 87 appeals of individuals denied certification or clearance to work in schools on the basis of criminal history. (June 2011 August 2012)
- Oversaw educator certification operations. Supervised approximately 50 staff. Proposed using performance tracking system to manage staff productivity. Initiated updating regulations and publicizing policies to improve transparency. (June 2011 February 2012)

COMMISSIONER'S CHIEF OF STAFF

January 2010 – October 2010

Collaborated with senior management team on policy development, including re-thinking graduation pathways and re-setting cut scores on grades 3-8 English language arts and math assessments. Assisted in overseeing meetings of NYSED Technical Advisory Group (independent psychometricians who provide advice on student assessment program).

Oversaw management processes and projects:

- Managed preparation and follow-up for major events involving Commissioner's participation, including state legislative budget hearings for P-12 and higher education.
- Coordinated screening and hiring of deputy commissioners. Held check-in meetings with each deputy commissioner and ensured key decision points were elevated to the Commissioner.

EDUCATION POLICY CONSULTANT

January 2014 – September 2017

PUBLIC POLICY INSTITUTE OF NEW YORK STATE, Albany, NY

Represented New York's business community to advocate for accountability policies under ESSA. Produced events and materials on the link between education and the economy. Developed and managed programs on P-16 and higher education policy and workforce development. Developed policies to ensure equity, community engagement, and postsecondary readiness under ESSA. Developed research, reports, and presentations on college-readiness standards and college-district-employer partnerships that improve postsecondary access and success, particularly P-TECH.

COUNCIL FOR A STRONG AMERICA, Washington, D.C. (Remote)

Conceived and oversaw development of program to publicize the role of remedial education in postsecondary access and success. Secured support from SUNY Chancellor and participation of SUNY Cobleskill, Erie Community College, and Schenectady County Community College.

NELSON A. ROCKEFELLER INSTITUTE OF GOVERNMENT of SUNY, Albany, NY DIRECTOR, EDUCATION STUDIES March 2007 – January 2010

SENIOR RESEARCH SCIENTIST

March 2007 – January 2010 October 2004 – March 2007

Oversaw and managed teams to develop research and inform policy and decision-making on higher education and P-16 issues and programs, for federal and New York State government agencies and SUNY.

- Led program on development of policies for common K-12 standards and assessments.
- Provided research-based input to managerial decision-making and policy development for federal programs providing service learning and college tuition assistance. Oversaw budget, timeline, in-house team, and university professors in 10 states.

Page 3 of 7

• Other policy issues included SUNY tuition and financial aid, special education, community colleges' workforce preparation programs, and teacher preparation. Participated in confidential briefings of state and federal officials.

PUBLIC POLICY CONSULTANT

2000 - 2002

DEPARTMENT FOR INTERNATIONAL DEVELOPMENT, United Kingdom

Conducted research interviews and co-authored program evaluation report, *Strengthening Democratic Governance in Conflict-Torn Societies*.

HIGHER EDUCATION FUNDING COUNCIL OF ENGLAND, United Kingdom

Provided research-based input to managerial decision-making and policies promoting efficient management of UK higher education programs and institutions.

BROOKLYN COLLEGE, CITY UNIVERSITY OF NEW YORK, New York, NY

Managed college strategic planning process. Advised college president in decision-making and development of policies aimed at improving educational outcomes.

MAYOR'S ADVISORY TASK FORCE ON THE CITY UNIVERSITY OF NEW YORK, New York, NY ASSOCIATE DIRECTOR OF RESEARCH June 1998 – January 2000

Managed project on admissions and remedial education policies and opportunity programs in nation's largest urban public university. Directed development of research. Managed and coordinated financial consultants, psychometricians, attorneys, and education policy experts. Prepared reports to Task Force and Mayor to inform policy development and decision-making, including major findings on effects of TAP and federal financial aid laws and CUNY policies on student access and graduation rates.

NEW YORK CITY DEPARTMENT OF EMPLOYMENT, New York, NY

Assistant General Counsel, Legal & Intergovernmental Affairs July 1997 – June 1998 Managed diverse policy matters for agency responsible for oversight of education and workforce preparation programs for economically disadvantaged adults and at-risk youth. Administered contracts with community-based and nonprofit organizations. Developed and implemented policies to improve program effectiveness and increase successful completion.

NEW YORK CITY HOUSING AUTHORITY. New York, NY

HONORS ASSOCIATE, LAW DEPARTMENT

September 1995 – July 1997

Managed caseload and worked with legal teams on complex civil rights cases. Wrote brief advocating plan to admit working families to public housing. Analyzed constitutional issues raised by proposed drug testing and e-mail monitoring, made recommendations, and drafted policy. Investigated and responded to discrimination complaints.

THE FAMILY CENTER OF WESTPORT-WESTON, Westport, CT

ASSISTANT DIRECTOR

December 1989 – August 1991

Management of agency providing parent and community education and counseling.

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PROFESSIONAL ACTIVITIES

ADMITTED TO THE BAR IN UNITED STATES FEDERAL AND NEW YORK STATE COURTS

Recent continuing legal education courses taken include NYS Freedom of Information Law, implicit bias, and NYS procurement law.

U.S. CHAMBER OF COMMERCE FOUNDATION, CENTER FOR EDUCATION AND WORKFORCE

Invited participant, ESSA Institutes

July and December 2016

Invited participant, K-12 Business Engagement Strategy Session

March 2016

"STATES' IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS AND THE AUSTRALIAN CURRICULUM" PROJECT March 2014 – June 2015

Led development of case studies for project assessing the strength of the initial strategies that two countries are using to implement major reforms in higher education programs and P-16 education policies. http://eric.ed.gov/?q=ED557593&id=ED557593

HARVARD GRADUATE SCHOOL OF EDUCATION

October 2010

Invited participant, Delivering World-Class Results for Students

NEW YORK STATE BAR ASSOCIATION COMMITTEE

June 2009 – June 2012

Law, Youth, and Citizenship Committee member. Oversaw social studies education programs and provision of related professional development and resources to P-12 teachers.

NATIONAL RESEARCH COUNCIL

2008

Invited participant, Workshop Series on State Education Standards

SCHOOL PERFORMANCE NEW YORK, BOARD TREASURER

2007 - 2009

Board Treasurer of program to improve instructional effectiveness and student success rates in local charter schools serving economically disadvantaged students.

EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW – Juris Doctor, May 1995

Internships: Brown & Wood, Summer Associate (New York, NY)

NYU Family Law Clinic, Research Assistant

Activities: Environmental Law Journal, Articles Editor

Battered Women's Project, Steering Committee

PRINCETON UNIVERSITY, Woodrow Wilson School of Public and International

AFFAIRS - Master in Public Affairs (Domestic Policy), June 1994

Honors: Robertson Prize for past achievements and extraordinary potential

Jay Bleiman Fellowship

Internship: Office of Sen. Frank Lautenberg (D-NJ), Congressional Fellow (Wash. DC)

HARVARD AND RADCLIFFE COLLEGES - A.B., magna cum laude, June 1989

SELECTED PUBLICATIONS

- Armour-Garb, A. *Bridging the STEM Skills Gap: Employer/Educator Collaboration in New York*. Public Policy Institute of New York State. Report and blog series, 2017. http://www.ppinys.org/reports/2017/PPI-Skills-Gap-Report.pdf
- —— "7 Reasons Why Common Core is Here to Stay in New York." U.S. Chamber of Commerce Foundation. 2016. https://www.uschamberfoundation.org/blog/post/7-reasons-why-common-core-here-stay-new-york
- —— *Common Core: Here to Stay?* Public Policy Institute of New York State. Report and blog series, 2016. http://www.ppinys.org/reports/2016/PPI-Common-Core-Here-to-Stay.pdf
- Gais, T., A. Wagner, H. Lawson, A. Armour-Garb, R. Sun, and K. Zuber. *Policies, Practices, and Systems for the Improvement of Teaching and Learning: A Policy Paper for the TeachNY Advisory Council, State University of New York.* Rockefeller Institute of Government. Draft submitted 2015.
- Armour-Garb, A. (editor). Common Core Standards: What Every New Yorker Needs to Know. Public Policy Institute of New York State. 2014. http://www.ppinys.org/reports/2014/Common-Core-Employee-Guide.pdf
- Armour-Garb, A. (editor). Partnering with Schools for College and Career Readiness:

 Resources for the New York State Business Community. Public Policy Institute of New York State. 2014. http://www.ppinys.org/reports/2014/Common-Core-Employer-Guide.pdf
- Armour-Garb, A. (series editor). Spotlight on Business Support for College and Career Readiness in ... the Capital Region, Finger Lakes, Hudson Valley, Mohawk Valley, Southern Tier. Public Policy Institute of New York State. 2014. http://www.ppinys.org/index.html
- Buckley, J. and A. Armour-Garb. "Education." In *Oxford Handbook of New York State Government, Politics, and Policy*. G. Benjamin (ed.). Oxford: Oxford Univ. Press. 2012.
- Abbey, C. W. and A. Armour-Garb. *Nonresident Tuition and Fees at SUNY: Rates, Policies, and Consequences*. Rockefeller Institute Report. 2010. https://eric.ed.gov/?q=armour-garb&id=ED508536
- Armour-Garb, A., L. Dadayan, and T. Gais. *Spending Is Up, and So Are Interstate Disparities in States'K-12 Education*. Rockefeller Institute Fiscal Report. 2009.
- Armour-Garb, A. (guest editor). "Point-Counterpoint: Should 'Value-Added' Models Be Used to Evaluate Teachers?" *Journal of Policy Analysis and Management* vol. 28, no. 3. https://onlinelibrary.wilev.com/doi/abs/10.1002/pam.20462
- Armour-Garb, A. "Three Sticking Points Could Stunt Stimulus Education Reform." Stateline.org. 2009. https://www.eschoolnews.com/2009/05/05/three-sticking-points-could-stunt-stimulus-education-reform/
- Armour-Garb, A. and T. Gais. *Stimulus Could Boost School Construction*. Rockefeller Institute Observation. 2009. https://rockinst.org/blog/stimulus-boost-school-construction/
- Armour-Garb, A. *Barack Obama's Education R&D Plan*. Rockefeller Institute Observation. 2008. https://rockinst.org/blog/barack-obamas-education-rd-plan/
- —— Structural Problems in Educational Accountability. Rockefeller Inst. Policy Brief. 2008.

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- ---- Accountability in K-12 Education. Rockefeller Institute Policy Brief. 2008.

 https://eric.ed.gov/?q=source%3a%22Nelson+A.+Rockefeller+Institute+of+Governmentwace+State+University+of+New+York%22&id=ED502651
- Armour-Garb, A. *Intergovernmental Approaches for Strengthening K-12 Accountability Systems: Framework Paper*. Rockefeller Institute. 2007. https://eric.ed.gov/?q=source%3a%22Nelson+A.+Rockefeller+Institute+of+Governmentw2c+State+University+of+New+York%22&id=ED502140
- Renfro, S. and A. Armour-Garb. *Open Admissions and Remedial Education at the City University of New York*. 1999. http://www.nyc.gov/html/records/rwg/cuny/html/admissions.html
- —— Beyond Graduation Rates: Assessing the Outcomes of CUNY's Open Admissions and Remedial Education Policies. 1999. http://www.nyc.gov/html/records/rwg/cuny/html/gradrates.html

SELECTED PRESENTATIONS

- The Every Student Succeeds Act: Analysis of the Draft State Plan & What We Can Do. Co-presenter at regional convenings in Buffalo and Rochester in spring 2017.
- *Equity, ESSA, and the Future of New York State.* Co-presenter at regional convenings in Buffalo and Rochester in November 2016.
- *Jobs, Education, and the Skills Gap.* Panel presentation at Manhattan Chamber of Commerce. New York City, September 8, 2016.
- Investing in Rochester: Early Education Is Economic Development. Organized event at Greater Rochester Chamber and moderated Q&A. Rochester, NY, September 7, 2016.
- The Case for Common Core. Television interview on Capital Tonight. Albany, NY, April 13, 2016. http://www.twcnews.com/nys/capital-region/capital-tonight-interviews/2016/04/13/heather-briccetti-allison-amour-garb-041316.html
- *Understanding the Common Core Standards*. Bethlehem Central School District Lab School Press Club. Delmar, NY, May 1, 2015.
- *Understanding the Common Core Standards*. Presented at chambers of commerce throughout New York State in 2014. http://www.ppinys.org/reports/2015/understanding-the-common-core-standards-12-14.pdf
- Simulation Exercise: Implementing New York's Teacher Evaluation System. Rockefeller Institute Seminar for Empire State Fellows. Albany, NY, May 7 and 21, 2013.
- New York State's Teacher and Principal Evaluation System. Co-presenter at NYSED APPR Conference. Albany, NY, April 30 and May 1, 2012.
- Teacher Evaluation Models and New York's New Ed Law §3012. Continuing Legal Education panel presentation at Association of Labor Relations Agencies 60th Anniversary Conference. Jersey City, NJ, July 25, 2011.
- New York State Teacher and Principal Evaluation: Overview and Implementation. New York State Education Dept. panel presentation to superintendents. Webinar, June 13, 2011.
- Regents Agenda for Improving Teacher and Principal Effectiveness. NYU Steinhardt School colloquium presentation. New York City, March 29, 2011.

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- Teacher and Principal Evaluations New Rules, New Challenges: A View From the Top.

 Continuing Legal Education presentation at New York State School Boards Association
 Winter Law Conference. Rochester, NY, December 16, 2010.
- Intergovernmental Approaches to Strengthening K-12 Accountability Systems. Panel presentation at Council of Chief State School Officers National Conference on Student Assessment. Orlando, FL, June 16, 2008.
- Charter Schools in Albany: The Brighter Choice Experience. Panel presentation at Rockefeller Institute Public Policy Forum. Albany, NY, February 13, 2008.
- The No Child Left Behind Act and the Children of Immigrants. Presentation to Finnish diplomats and members of parliament at Consulate General of Finland. New York City, October 15, 2007.
- Performance Measurement and the No Child Left Behind Act. Presentation to Finnish diplomats and members of parliament at Consulate General of Finland. New York City, April 21, 2006.

VOLUNTEERING

CAPITAL HARMONY

April 2014 – present

Coach of high school *a cappella* singing ensemble that performs at charity fund-raisers and community and sporting events around the Capital Region.

SUSAN ODELL TAYLOR SCHOOL BOARD OF TRUSTEES

August 2015 – June 2019

Vice President (2 years) and Governance Committee Co-Chair. Oversaw school serving preschool through grade 8. Led policy development and decision-making on strategic issues. Worked with head of school and trustees towards achievement of the school's mission and goals.

CAPITAL REGION CODERDOJO

April 2015 – May 2017

Co-founder of program focusing on computer programming for students ages 7-17. Oversaw lesson planning and recruitment of instructors.

AWAKE FOR A CURE/CHEERS FOR A CURE

May 2015 - May 2017

Steering Committee member and Entertainment/Activities Chair for fund-raisers that brought in over \$90,000 for medical research at the University of Pennsylvania.

JUNIOR ACHIEVEMENT

2012 - 2015

Instructor, 'Our Community' and 'Economics for Success', local school districts.

CONGREGATION BETH EMETH

2013 - 2014

Member, Education Committee

SLINGERLANDS ELEMENTARY SCHOOL GOING GREEN COMMITTEE

2009, 2012 - 2013

Co-founder and member

HARVARD COLLEGE

2008 - 2019

Alumni admissions interviewer

Updated June 2020



Policymaking, Budgeting, Research and Communications Expertise:

Assistant Commissioner, School Governance, Policy and Religious and Independent Schools (2017present)

- Office of Facilities Planning: Review and code approval of over 2000 school building projects annually (leading to over \$3 billion in annual state building aid). Redesigned Office functions to reduce wait times for reviews, update building standards for schools and standardize building aid assignment practices.
- Office of Native American Education: Used the opportunity provided NYSED's implementation responsibility for the state's obligation to provide educational services for Native American children who reside on the 11 Nations within the state boundaries to improve outcomes for those children.
- Continued policy-level responsibility for the roles below.

Coordinator, Educational Management Services. State Education Department. (State Grade 29/M3):

2013-2017

- Regents State Aid Proposal: Provide policy advice to the New York State Board of Regents in their development of their annual recommendations for the allocation of \$25 billion in State Aid to public schools.
- Smart Schools Bond Act: Charged with implementing the State's \$2 billion educational technology program.
- Office of Pupil Transportation: Ensure and improve the efficiency of pupil transportation operations that transport 2.5 million children to school daily.
- Office of Nonpublic Schools: Communicate with and support a diverse community of over 1800 schools.
- School Finance and Governance: Provide oversight and guidance to school districts to improve the efficiency of their operations, as well as focused assistance to fiscally distressed school districts. Development of State aid policy and guidance.
- BOCES (provide regional services): Encouraging innovative approaches to shared services including technology services and Career and Technical Education programming.
- P-TECH Implementation Team: Finance representative on a team implementing the state's innovative Pathways to Technology Early College Program.
- Building excellent working relationships with a diverse group of clients in New York's BOCES, school finance community and with the state's nonpublic schools.

Associate Budget Examiner. NYS Division of Budget – Education Unit. In progressively responsible positions (State Grade 18 to 27/M2):

2001-2013

• Acted as staff to the Governor's New NY Education Commission

PR/Award # S425B200028

- Analyzed policy, data, fiscal and program issues related to education in New York
- Analyzed of fiscal impact of education-related legislation
- Managed team of professionals in analytical projects
- School district financial performance and audits
- Innovative approaches to education (including Early College High Schools)
- Pupil transportation
- Universal PreKindergarten

Education:

University of Chicago. PhD. Sociology. (enrolled 1997)

Awarded 2013

Middlebury Language Schools. Advanced Japanese (Level 5).

Summer 2001

University of Chicago. Master of Arts (with honors). Educational Administration and Policy Studies 1995 - 1997

Williams College. Bachelor of Arts (with honors) in Economics.

1987 - 1991

Teaching Experience:

Adjunct Instructor. Berkshire Community College (Pittsfield, MA).

2000 - 2001

Teaching Assistant. Department of Sociology University of Chicago

1997

Teacher of English. Yokohama Eiwa Jogakuin, Yokohama, Japan.

1992 - 1995

(Yokohama Eiwa is a K-12 private, college-preparatory school, founded in 1880. Taught English conversation and composition to students in grades PreK-12.)

Other work experience:

Graduate Intern. NYS Education Department. Fiscal Analysis and Research Unit

June 2000 – March 2001

Graduate Intern. NYS Assembly Committee on Education.

January – June 2000

Graduate Research Assistant. University of Chicago.

1996 - 1997

Awards:

Century Scholarship: Full tuition and stipend grant for outstanding candidates for Ph.D. studies in the Department of Sociology, University of Chicago. 1997

PR/Award # S425B200028

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of Chicago.			1996
entury Scholarship: Full tuition and Department of Education, Univer	I stipend grant for outstandin sity of Chicago.	g candidates for Ph.D. stud	ies in the 1995

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KATHLEEN R. DeCATALDO, ESQ.

PROFESSIONAL EXPERIENCE

Assistant Commissioner, Office of Student Support Services

New York State Education Department, Albany New York

- Responsible for the Office of Student Support Services which promotes school improvement by
 focusing on social and emotional development and learning through programs, services and activities
 related to the Dignity For All Students Act, Pupil Personnel Services, Student Health and Wellness,
 Expanded Learning Opportunities, Social Emotional Learning (SEL) and Mental Health, School Climate
 and Safety, & Alternative and Incarcerated Education,
- Responsible for the Office of Child Nutrition which provides oversight of the federal National School Lunch and School Breakfast Program, Summer Food Service Program and numerous state level child nutrition programs for School Food Authorities throughout the state.

Executive Director

New York State Permanent Judicial Commission on Justice for Children, Albany, NY January 2007 – Present

- Develop and implement the Commission's agenda
- Direct the study of critical issues impacting at-risk and court-involved children and their outcomes in court and
 - o Recommend and advocate for legislative, administrative and other reforms to improve judicial, child welfare, juvenile and criminal justice and education systems response to at-risk children
 - Develop and present materials, training aids and trainings to enhance judicial and other professionals' knowledge and understanding of issues regarding children involved with the court system
- Represent the Commission and advocate for the Commission agenda at speaking engagements, trainings and national and state forums
- Design, organize and convene multisystem conferences and trainings of state and national judges and justice system stakeholders, including school officials, advocates and community members
- Seek and obtain grant funding from private philanthropic and government entities to support Commission activities
- 2016 recipient of the New York State Bar Association Howard A. Levine Award for excellence in child welfare and juvenile justice
- 2016, recipient of the New York City Police Department School Safety Partnership Award for her work on the Mayor's Leadership Team on School Climate and Discipline
- Member of:
 - o New York State Governor's Children's Cabinet (2008-2010)
 - o New York State Child Welfare Improvement Project Collaborative Team
 - o New York State Education Department's School Safety Task Force
 - o New York Initiative for Children with Incarcerated Parents Steering Committee
 - o New York State Coordinating Council on Children with Incarcerated Parents
 - New York City Task Force on School-Justice Partnerships
 - New York City Mayor's Leadership Team on School Climate and Discipline, School Safety Working Group Co-Chair
 - o New York City Family Court Administrative Judge's Advisory Council
 - o Appellate Division 3rd Dept. Attorney for the Child Training Advisory Committee
 - o National Governor's Association Learning Network on Youth Transitioning Out of Foster Care

Assistant Deputy Counsel - Director of Legislation and Special Projects

New York State Office of Children and Family Services, Rensselaer, NY

March 2001 – January 2007

- Responsible for drafting, passage or approval and developing implementation strategies for Agency legislative
 and regulatory agenda for all activities within the areas of responsibility of OCFS, including chief author of the
 2005 PINS Diversion and Permanency Laws as well as other child welfare, PINS and juvenile justice initiatives
- Prepared legal opinions and developed implementation strategies in support of special projects and new initiatives
- Conferred and consulted with the Governor's Office, state and federal representatives, stakeholders and advocates to advance the State agenda and Agency mission
- Served as Agency FOIL Records Access Appeals Officer.
- Appointed by U.S. District Court for the Eastern District of NY as the State representative to the Nicholson Review Committee arising from the *Nicholson v. Scoppetta* litigation 2001-2004
- Co-chair of the Adoption Now! Multidisciplinary Workgroup from 2001-2007
- Chair of the Statewide Multidisciplinary Termination Barriers Project
- Developed and presented statewide video and in-person training programs on various topics regarding child welfare and juvenile justice, including designing website access to new laws and training materials
- Designed and convened Statewide Sharing Success Conferences for Judicial and Child Welfare practitioners
- 2006 recipient of the Office of Children and Family Services Commissioner's Award for Merit

Family Court Judge

Schenectady County Family Court, Schenectady, NY

May 2000 – December 2000

- Presided over daily calendar of both pending cases and intake in all proceedings including termination of parental
 rights, neglect, abuse, PINS, juvenile delinquency, adoption, custody and visitation, Article 8 family offenses, and
 ex parte applications for orders of protection and support
- Presided at trials in all proceedings
- Served as a member of the Schenectady County Permanency Planning Board

Partner

DeCataldo and DeCataldo, Schenectady, NY

October 1994 - May 2000

- Partner and co-founded law firm
- Practiced in Family Court, matrimonial and public sector labor relations
- Served as Law Guardian in Schenectady and Saratoga Family Courts
- Family Court litigation experience included termination of parental rights, neglect/abuse, PINS, JD, custody, visitation, adoption and support matters
- Experience in Family Court domestic violence related proceedings representing children and victims in failure to protect proceedings, family offense and support and custody matters; alleged batterers in neglect and abuse and family offense proceedings
- Trial, motion and appellate practice experience
- Represented police and firefighter unions in all phases of labor relations, including grievances, PERB, disciplinary and interest arbitrations, negotiations and litigation
- Pro bono attorney Domestic Violence Legal Connection; participant in training regarding representation of victims of domestic violence and failure to protect proceedings
- Niskayuna Zoning Board of Appeals member

Town Supervisor, Elected

Town of Niskayuna, Niskayuna, NY

1998 - 1999

- Chief administrative and financial officer of Town with \$8 million dollar operating budget
- Presided over town meetings; represented town at local, county and state functions

Associate

Grasso and Grasso, Schenectady, NY

1989 - 1994

- General practice of law with emphasis in public sector labor relations representing police and firefighter unions and Family Court practice
- Litigated before courts, administrative tribunals, arbitrators and hearing officers
- Successfully litigated multi-million dollar indemnification claim

Associate

Law Offices of John T. Hamilton, Jr., Delhi, NY PR/Award # S425E

General practice of law with emphasis in Family Court Practice

ADMITTED

New York State - January 1989 United States District Court – Northern District of NY, June 1989

EDUCATION

Albany Law School of Union University, Albany, NY Juris Doctor State University of New York – Stony Brook, Stony Brook, NY Bachelor of Science in Medical Technology May 1988

June 1978

PUBLICATIONS

Special Feature: To Whom It May Concern: Why We Do What We Do—A Family Court Reflection. 50 Fam. Ct. Rev. 8. January, 2012.

Educational Stability: A Strategy to Improve the Well-Being of Children in Foster Care. Schuyler Center for Advocacy & Analysis Newsletter. 2009.

Keeping Kids in School and Out of Court. New York State Bar Journal, January, 2011. (Co-Author with Toni Lang, PhD)

PRESENTATIONS

Ms. DeCataldo has been an invited speaker at numerous forums, conferences and trainings at the national, state and local level on variety of topics throughout her career.

Professional Summary:

Highly dedicated, innovative, and resourceful Executive Director with significant experience in supporting educational organizations to create high-quality educational opportunities in partnership with marginalized communities for all students, writing and managing large grants, turning-around underperforming schools, program evaluation, managing complex organizations, school innovation, and oversight, accountability, non-profit governance, grant management, policy creation, and educational intervention strategies. Proven record of fostering equity and agency in vulnerable populations, organizational growth, strong management of large multi-disciplinary teams, and collaboration across multi-disciplinary teams.

Combining my background in early childhood with strong leadership and communication skills. The ability to plan and execute strategic initiatives and evaluate policies for effectiveness has supported my goal of creating educational opportunities for communities and children to break the vicious cycle of poverty. The foundation, and constant theme, of this work has been developing, researching, and implementing effective operational, financial, and pedagogical practices from across the country in the service of all children.

Professional Experience:

Executive Director, Charter School Office

New York State Education Department (NYSED)

May 2016 – Present

- Authorizes 101 charter schools on behalf of the 17 member NYS Board of Regents that includes replication, network, and independent charter schools with a focus on community-based schools that utilize innovative models to best serve vulnerable communities
- Leads a dynamic team of 17 full time staff and over 25 consultants to carry out the mission and vision of the NYSED Charter Schools Office to foster strong academic and operational/fiscal outcomes for all schools
- Manages the relationship between the Board of Regents and the New York State Education Department to achieve successful outcomes for Department initiatives
- Manages an accountability process that fosters high quality student outcomes, identifies schools in need of improvement, and closes schools not meeting rigorous performance standards
- Has built strong collaborative relationships to works effectively across the myriad of NYSED program areas that results in the realization of key goals
- Increased the Board of Regents charter school portfolio by over 25% to add over 15,000 new high-quality seats for students from marginalized communities while improving academic outcomes in the entire portfolio through additional monitoring, oversight, transparency, and technical assistance
- Obtained the largest grant award in the United States, of over \$95.5 million in multi-year grant funding from
 the federal government and developed the process and criteria for the distribution of awards to fund
 innovative planning, implementation, and technical assistance support to new and expanding schools with
 over 50 sub-grantees receiving \$1.25 million in funding each
- Facilitates the creation of a special education effective practice collaborative in Western New York and obtained \$500,000 in seed funding from national and local philanthropies to improve outcomes for students with disabilities in charter, parochial, and independent schools in collaboration with local colleges, universities, related service providers, parents, and other stakeholders
- Develop and disbursed a fund of over \$7 million to improve board governance and fiscal capacity of schools statewide
- Develops, revises, and implements the policy and regulatory framework for the operation, governance, and oversight of all 361 charter schools in New York State
- Collaborates with key policy makers, advocacy organizations, and schools to develop legislative priorities and secure and expend over \$2 billion in public funding per year through the state budget process
- Participates in the NYS regulatory, communications, and teacher certification working groups to draft and roll
 out the state's ESSA plan and other state policies
- Partners with local, statewide, and national philanthropic organizations to obtain over \$500,000 in funding to
 provide technical assistance to charter schools to best serve at-risk students, foster board governance
 capacity building, and promote strong fiscal health at little to no cost to charter schools
- Collaborates with our shared community

Director of Charter Policy and Analytics

New York City Department of Education December 2014 – April 2016

- Authorized a large portfolio of charter schools
- Developed charter specific DOE policies, identified their impact on the DOE portfolio and charter sector, and made recommendations to senior organizational leadership regarding charter issues
- Collaborated with governmental agencies to deliver and interpret regulatory guidance to schools
- Managed internal cross-functional policy issue teams and working groups related to district and charter initiatives regarding special education, enrollment, facilities, accountability and evaluation, and others as the need arose
- Responsible for evaluation of more than 20 new school applications through collaboration with other NYS authorizers to align the new school pipeline to district needs
- Directed a large interdisciplinary team to achieve departmental priorities such as the disbursement of over \$5 million dollars per year in charter school rental assistance
- Featured speaker for a variety of operational, financial, regulatory, and advocacy events
- Supervised 10 members of the charter authorizing and operations teams on a variety of projects

Director of School Supports

New York City Charter School Center October 2011 – December 2014

- Supported the academic, operational, and financial development of 197 charter schools
- Assisted in the development and implementation of a national program funded through the Michael and Susan Dell Foundation to support Replicating Quality Schools
- Utilized sector-wide data to develop multi-year strategic plans and programs giving schools the information needed to succeed
- Collected national and local best-practice exemplars to improve school best practices
- Ensured that pre-authorized and new schools had the tools necessary for success through programs, resource development, and 1:1 consultations
- Managed a program assisting over 5,000 teachers in 120 participating schools to meet state and federal teacher certification requirements
- Supervised a city-wide test scoring consortium of 150+ schools scoring over 50,000 exams
- Organized an annual job fair with 60+ schools, 800+ job seekers, and 25 volunteers
- Assisted schools in using data-driven decision making and promoting data transparency to improve educational and operational outcomes

Department of Epidemiology Project Director - Consultant

Research Foundation for Mental Hygiene May 2011 – October 2011

- Assisted in field trials to determine the impact of new DSM-V classification on students with disabilities
- Developed resources to educate team members on project priorities
- Created project specific instruments for querying mental health issues

Learning Science and Policy, Child Development, and Psychology Project Coordinator/Data Coordinator and Analyst

University of Pittsburgh/UPMC April 2003 – April 2011

- Oversaw and evaluated academic programs and the implementation of whole school reform initiatives in Texas, Pennsylvania, and Michigan
- Developed inquiry-based science curriculum for at-risk youth
- Engaged in quantitative and qualitative data analysis and publication of peer-review reports
- Created public relations materials and campaigns to promote the interests of our work group

Data Analysis Consultant

Governor Edward G. Rendell Re-election Campaign (PA)

May 2006 - November 2006

- Analyzed polling and voter data to facilitate the creation of re-election field plans
- Supported a fast-paced organization achieve its goals with data-driven decision making

Education:

Master of Science, Applied Developmental Psychology in Education

University of Pittsburgh Graduated April 2006

- Thesis title: The Effects of School Quality on Positive Social Skills Among Low-income Boys
- Specialization: Policy, Learning Science, and Quantitative Methods and Evaluation

Bachelor of Science in Psychology, Minors in Sociology and Political Science Program in Comparative Politics - Sydney, Australia University of Pittsburgh Graduated April, 2003

Selected Grants

- 2018 2023: USDOE Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities (CFDA Number: 84.282A) - \$95.5 Million - https://innovation.ed.gov/files/2018/10/New-York-State-Education-Departmentapp.pdf
- 2018 2021: USDOE National Dissemination Grant, Strengthening Charter School Authorizing Nationally (CFDA Number: 84.282T with the National Association of Charter School Authorizers) - \$2.39 Million https://innovation.ed.gov/files/2018/10/NACSA-narr.pdf
- 2018 2021: USDOE National Dissemination Grant, Advancing Great Authorizing & Modeling Excellence The "A-Game" (CFDA Number: 84.282T with the Institute for Excellence in Education) - \$2.20 Million https://innovation.ed.gov/files/2018/10/IEE-narr.pdf
- 2019: Tower Foundation and the Children's Guild of Western NY, Seed Funding for the Opportunities Collaborative for Differently Abled Students in Erie and Niagara Counties - \$500,000

Leadership

- United States Department of Education Charter School Program Authorizer Advisory Group
- Invited Participant in Charter School COVID-19 National Advisory Group by the National Association of Charter School Authorizers and COVID 19 Working Group: School Quality & Accountability
- Selected as a "40 Under 40 Albany Rising Stars"
- Invited participant in \$2.2 million federal "A-Game" Advancing Great Authorizing & Modeling Excellence grant coordinated by the National Charter Schools Institute
- One of fewer than 100 authorizers nation-wide to be invited to participate in the National Association of Charter School Authorizers Leadership Program
- Member, National Charter School Resource Center (NCSRC) Technical Working Group
- Invited speaker at the NYS Data Analysis Technical Assistance Group Conference, the Alternative Accountability Policy Forum, the National Association of Charter School Authorizers Conference, the National Charter School Alliance Conference, the Diverse Charter School's Collation Symposium, and the NYS Charter Schools Conference.
- Featured speaker at new charter school authorizer boot-camps
- Former Junior Board Member, Advocates for Children of New York
- Volunteer, YAI Network for Children and Adults with Developmental Disabilities

Selected Publications

- Authorizer Conversations: David Frank on the Sprints, Strolls, and Marathon of Authorizing Through a Pandemic: https://soundcloud.com/user-959610162/authorizer-conversations-david-frank
- Conversations with school leaders on responding to the COVID-19 Pandemic: http://www.p12.nysed.gov/psc/aboutcharterschools/COVID-19ForEducators.html
- Supporting High Quality Education Options for At-Risk Students By Replicating Success: https://vimeo.com/398947911 and https://vimeo.com/398947918
- Forbes Magazine: Using alternative measures of accountability to promote socio-emotional development in at-risk youth: https://www.forbes.com/sites/tomvanderark/2019/01/28/now-that-schools-are-promoting-broader-definitions-of-success-how-do-we-measure-progress/#4405adb0f153
- Forbes Magazine: Good Governance: The Foundation For Good Schools: https://www.forbes.com/sites/tomvanderark/2019/02/27/good-governance-the-foundation-for-good-schools/#493dfe85f11b

PHYLLIS D. MORRIS



EXPERIENCE

2018-Present New York State Education Department

Albany, NY

Chief Financial Officer

- Responsible for planning, implementing, managing and controlling all financial and contract-related activities of the Department.
- Lead the Department's administration of all fiscal operations and policies through oversight of the Office of Education Finance; the Bureaus of Budget Coordination, Financial Administration and Grants Finance; the Contract Administration Unit; and the Rate-Setting and Medicaid Claiming Units.
- Oversee the Department's strategic financial management activities, including annual budget development, financial planning and financial reporting.
- Develop project-level financial and procurement management policies and procedures, manage roll-out and oversight compliance, reporting and periodic review.

2017-2018 New York State Office for People with Developmental Disabilities Albany, NY *Associate Commissioner, Division of Enterprise Solutions*

- As OPWDD's Chief Procurement Office, directed staff responsible for executing and managing contracts that
 provide both direct and supportive services to intellectually and developmentally disabled individuals.
- Directed 14 statewide Business Offices in providing fiscal and administrative support to local State operated programs serving intellectually and developmentally disabled individuals.
- Provided oversight to nine statewide Revenue Support Field Operations responsible for ensuring that individuals
 in OPWDD programs receive critical benefits such as Medicaid, Supplemental Nutrition Assistance Program,
 Social Security and Supplemental Security Income.
- Managed the review and approval of requests by OPWDD's network of providers for financial support to acquire
 and renovate property.

2016-2017 New York State Office of Temporary and Disability Assistance Albany, NY Assistant Director, Bureau of Audit and Quality Improvement (A&QI)

- Directed regional office staff responsible for conducting audits and reviews of OTDA programs to ensure proper use of funds and compliance with statutory and regulatory requirements.
- Managed special projects, including targeted data analyses to identify and combat fraud, waste and abuse.
- Served as A&QI's liaison to the Integrated Eligibility System (IES) initiative to modernize human service eligibility systems and provide streamlined customer service.

2011-2016 New York State Office of Temporary and Disability Assistance Albany, NY Deputy Commissioner, Center for Employment and Economic Supports (CEES) (2013-2016) Acting Deputy Commissioner, Center for Employment and Economic Supports (CEES) (2011-2013)

- Directed over 250 staff responsible for the development, implementation and monitoring of policies and
 procedures for programs that provide over \$8 billion annually in temporary assistance and work supports to lowincome families and individuals.
- Provided policy and programmatic guidance to the Center's bureaus that oversee local social services district
 administration of the Temporary Assistance for Needy Families (TANF), Safety Net Assistance, Food
 Stamps/Supplemental Nutrition Assistance (SNAP), Home Energy Assistance (HEAP) and Supplemental
 Security Income (SSI) programs, and which develop federally-required State Plans and related legislation, State
 regulations and administrative directives for these programs.
- Directed the Center's bureaus responsible for the development, implementation and monitoring of employment policies for public assistance and food assistance programs, and for the preparation of Requests for Proposals and negotiation of contracts with selected organizations for employment and other initiatives, including oversight of out-stationed regional staff providing direct warps 184268200028 ces.

• Directed the implementation of new programmatic and cost savings initiatives, including Governor Cuomo's Spending and Government Efficiency Commission (SAGE) recommendation to assume administrative responsibility for the Supplemental Security Income (SSI) State Supplementation Program, which is now saving the State \$90 million annually, and the successful conversion to a less expensive Electronic Benefit Transfer (EBT) vendor, which is now saving the State \$12 million annually.

2010-2011 New York State Department of Health

Albany, NY

Associate Director, Division of Nutrition

- Directed 220 employees responsible for managing the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), the Child and Adult Care Food Program (CACFP) and numerous other obesity prevention initiatives, as well as staff involved in conducting research and evaluation initiatives.
- Developed staffing plans, resolved challenging human resources issues and prepared complex budgets and expenditure plans for over \$800 million in federal and state funds.
- Guided the effort to meet the federal requirement to develop a management information system to implement Electronic Benefit Transfer (EBT) for WIC by 2020.

2004-2010 New York State Office of Temporary and Disability Assistance Albany, NY

Director of Home Energy Assistance, Supplemental Security Income and Electronic Benefit Transfer Policy

- Directed the bureau responsible for supervising local district administration of the New York State Home Energy
 Assistance Program (HEAP) through which over one million energy assistance benefits totaling hundreds of
 millions of dollars are issued annually, including overseeing the development and execution of vendor agreements
 with a network of 3,200 vendors and the Public Service Commission regulated utility companies that deliver
 HEAP-funded fuel and utility service to low-income households.
- Supervised the bureau responsible for interacting with the Federal Social Security Administration and other State agencies on issues involving the Supplemental Security Income (SSI) State Supplementation Program, through which over \$650 million in State-funded SSI benefits are issued annually to over 690,000 recipients.
- Oversaw the bureau responsible for managing the New York State contract for the provision of Electronic Benefit Transfer Services (EBT), which ensures the seamless delivery of cash and food assistance benefits to low-income households via debit cards that electronically transfer over 20 million payments annually through the commercial banking and Automated Clearing House (ACH) networks.

1992-2004 New York State Division of the Budget

Albany, NY

Principal Budget Examiner (2002-2004) *Associate Budget Examiner* (1999-2002)

Senior Budget Examiner (1992-1999)

- Managed a team of professionals in developing and presenting Executive Budget recommendations, drafting appropriation language and Article VII legislation, negotiating final budget resolution with legislative staff and monitoring budget implementation for over \$3 billion in Federal and State funding for New York State's welfare programs and school-age and preschool special education programs.
- Developed statutory and policy initiatives to improve the provision and funding of special education services in New York State in collaboration with legislative staff, the State Education Department, counties, school districts and the provider community, and established tuition rate-setting policies for preschool and private school-age special education providers.
- Developed innovative TANF-funded program models to move welfare recipients to work and self-sufficiency in
 collaboration with numerous New York State agencies, and supervised the development and implementation of a
 regression model to forecast New York State's welfare caseload.

1991-1992 Booz, Allen & Hamilton, Inc.

Bethesda, MD

Environmental Consultant

- Managed a team of professionals in designing and administering a survey instrument to obtain information from regional U.S. Environmental Protection Agency staff on procuring innovative treatment technologies in the "Superfund" hazardous waste site clean-up program.
- Produced a report describing regional experiences and recommending process improvements.

1988-1991 U.S. Department of Agriculture

Washington, D.C.

Presidential Management Fellow

- Prepared issue papers and briefings for the Deputy Secretary of Agriculture and other Departmental policy officials on budget and program issues in the areas of marketing, inspection and food assistance.
- Prepared briefing documents analyzing Presidential budget proposals for natural resources and environmental programs during a short-term assignment with the U.S. Senate Committee on the Budget.
- Developed the President's Fiscal Year 1991 budget and program proposals for the Department of the Interior's Office of Territorial and International Affairs and Office of Surface Mining Reclamation and Enforcement during a short-term assignment with the U.S. Office of Management and Budget.
- Produced a report on statistical trends in eligibility for the Special Supplemental Nutrition Program for Women,
 Infants and Children during a short-term assignment with USDA's Food and Nutrition Service.

1984-1986 Arnold & Porter LLP

Washington, D.C.

Legal Assistant

• Assisted attorneys with analyses of the impact of the Employee Retirement Income Security Act (ERISA) on the employee benefit plans of the law firm's clients.

EDUCATION

1988	Master of Public Administration	George Washington University	Washington, D.C.
1984	Bachelor of Arts	University of Notre Dame	South Bend, IN
ONORS			

HONORS

2007	Commissioner's Award for Outstanding Achievement	NYS OTDA
2005	Commissioner's Award for Outstanding Achievement	NYS OTDA
2002	Director's Outstanding Employee Award	NYS Division of the Budget

WILLIAM P MURPHY

PROFILE

As the Deputy Commissioner for Higher Education in the NYS Education Department, I am part of the senior leadership team for policy and programmatic oversight of NYS Colleges and Universities. I have over 20 years experience managing public and private education and evaluation initiatives, and a unique combination of assessment, accreditation and higher education specialties in both government and higher education settings. My experience includes state, national, and international education, evaluation, and accreditation.

EXPERIENCE

Deputy Commissioner for Higher Education NYS Education Department

Albany, New York December 2019 to present

Oversee the Office of Higher Education (OHE), which includes policy, regulatory and programmatic oversight for college and universities in NYS. Ensures that OHE administers programs and provides services to higher education institutions, professional educators, students, elected officials, and federal, State and local educational agencies. OHE coordinates New York State's higher education system, encompassing 250+ colleges and universities and serving over one million undergraduate and 235,000 graduate students. Oversee OHE's organizational units, including the Office of Teaching Initiatives, Office of School Personnel Review and Accountability, Office of College and University Evaluation, Office of Access, Equity and Community Engagement Services and the Office of Educator Quality and Professional Development. OHE certifies teachers and school leaders and conducts background checks on prospective school employees; coordinates the State's efforts to ensure academic excellence and performance in higher education, including approving all degree-granting programs and reviewing applications for new colleges; makes policy recommendations and assists the Board of Regents in carrying out its statutory master planning function; implements statutory requirements protecting the education and financial interests of students attending State institutions; promotes access to higher education for all New Yorkers, including administering State grant programs that provide access for under-represented and under-served individuals; and collects and publishes accurate and timely educational information to help shape public policy and increase institutional accountability.

Director, Professional Education NYS Education Department

Albany, New York February 2012 to December 2019

Oversee both the Professional Education Program Review (PEPR) Unit and the Comparative Education office. These offices are responsible for evaluating and approving all professional licensure related higher education programs in NYS, in addition to reviewing individual education credentials associated with licensure in the 54 Title VIII professions in NYS. Ensure that the professional education review unit properly registers and manages the nearly 2,000 professional education programs at the public and private colleges and institutions across the state. Duties include representing the Department at regional, federal and international forums related to professional education and accreditation responsibilities. Duties also include ensuring that nearly 12,000 annual individual education credential reviews are processed according to professional licensure regulations. Maintain relationships with a wide array of academic accrediting bodies, foreign credential organizations, federal and state education and oversight agencies, and all sectors of higher education. Participate in writing

and revising education law and regulations as it relates to the NYS licensed professions. Present education and licensing petition cases for relevant state and federal committees, and before the NYS Board of Regents. Coordinate accreditation visits of International Medical Schools in Europe, Middle East, Caribbean Islands, Southeast Asia, and Mexico.

Supervisor, Professional Education Program Review NYS Education Department

Albany, New York March 2010 to February 2012

Oversee the office that evaluates and approves all professional licensure related higher education programs in NYS. Ensure that private and public college programs, curricula, and sites meet NYS Commissioner's and Regents regulations and standards. Create comprehensive reports and make determinations concerning new colleges, programs, Master Plan Amendments, and any related legislative actions. Perform campus site visits, and accompany accrediting bodies during comprehensive reviews. Ensure that department meets all criteria and standards related to its role as a recognized federal accreditation agency for nursing programs. Testify in front of state and federal panels and bodies associated with program accreditation and compliance standards. Maintain internal and external communication channels related to consistent interpretation of education laws and regulations, such as Comparative Education, Professional Boards, SUNY, and related higher education offices and agencies.

Associate, Professional Education Program Review NYS Education Department

Albany, New York July 2007 to March 2010

Review professional education programs at public and private colleges to ensure that they meet NYS Commissioner's and Regents regulations and standards. Review faculty, curricula, resources, and professional accreditation information to ensure that undergraduate and graduate programs meet standards and serve students. Ensure that programs meet all necessary standards to prepare students for professional licensure.

Assistant in Educational Testing, NYS Education Department

Albany, New York September 2004 to June 2007

Coordinated NYS high school Regents examinations in the sciences and mathematics. Assembled and led a team of consultants, teachers, content experts, and curriculum personnel to construct field and operational exams. Ensured that semi-annual exams are constructed and meet all validity, reliability, and equity standards, and reflect the most current NYS Math, Science, and Technology (MST) learning standards. Served as one of the test team leaders for the recent transition from the Mathematics A & B exams to the new Algebra/Geometry/Algebra II-Trigonometry. Participated in all of the related exam specification, standard-setting, faculty scoring, range-finding, and exam creation activities. Served as liaison between NYSED and standardized testing contractors.

Assistant Director,

Center for Continuing Education, Borough of Manhattan Community College (CUNY)

New York, New York May 2000 to September 2004

Directed the college's workforce-related assessment, training, and testing services. Developed customized training programs for employees and adults seeking re-training. Selected and administered wide-scale standardized exams for social workers (ASWB), foreign service officers (FSWE), attorneys (MBE, MPRE), automotive service workers (ASE), and US Transportation Screeners (TSA). Served as Master Test Administrator for ACT and CLEP testing. Supervised Lead Proctor and a team of proctors and testing staff. Served as lead liaison between the college and licensing boards. Created

customized monthly testing reports, and guided the department on any assessment and training initiatives. Represented the college on workforce assessment and development panels, boards, and conference committees, and managed all assessment initiatives for the department.

Director, Workforce Development Institute

Bronx, New York July 1995 – May 2000

Directed and coordinated every aspect of a NYS licensed business school. Created assessments, curricula, schedules, and evaluation criteria for staff to follow throughout semester. Established and maintained linkages with city and state schools, agencies, and private businesses. Supervised staff and teachers. Responsible for setting Eligibilty to Benefit assessment criteria, selecting and administering standardized entry/exit exams, and ensuring that students meet and exceed outcomes goals.

EDUCATION

SUNY Albany, 2016 PhD, Educational Psychology

Baruch College, **MsEd** Higher Education Administration, 2001 4.0 GPA, **2001 Alumni Association Graduate Student of the Year Award** for graduating top of class

LeMoyne College, BA English 1988 Cordon Jesuit Scholarship Award

RELATED EXPERIENCE/BOARD APPOINTMENTS

School Board Member, St. Mary's Institute, Amsterdam, NY, 2010-Present Manager, Amsterdam Eastern NY Travel Baseball Club, 2016-Present Legislative Committee Member, NYC Employment & Training Coalition, 2003-2004 Member, World Trade Center Disaster Small Business Advisory Council, 2002 Treasurer-elect, Fleetwood Neighborhood Association, 2002-2004 Designated Fast Track Curriculum Specialist, BPSS, NYS Education Department, 1999 Member, Montgomery County Youth Bureau Board of Directors, 1991-1996

PRESENTATIONS/COMMITTEES/REPORTS

NYS International Medical School Clerkship Approval Coordinator, January 2014-present

Lead a team within the Office of Professions to coordinate site visit reviews of international medical schools seeking to place students in long term clinical clerkships in NYS. Create and coordinate processes, documents, and site visit reviews related to new regulations governing international medical school approval for clinical clerkship placement. Coordinate and facilitate site visits to offshore medical schools, and ensure that a comprehensive recommendation is presented to the Advisory Committee for Clinical Clerkships, and to the NYS Board of Regents.

Empirical Study of Program Outcomes and Quality Indicators Between Accredited and Non-accredited Clinical Mental Health Counseling Degree Programs, May 2016

Research study compared standards areas for a specialized counseling accreditation agency versus institutional and regulatory accrediting agencies. Quantitative analysis of examination scores and annual program reports related to New York State graduates of Mental Health Counseling degree programs were then analyzed to compare accredited and non-accredited programs. Findings

revealed exam performance comparisons, and unique approaches to certain standards between the specialized and regional accreditation agencies, as well as overlap in a number of areas.

NYS Regents Task Force on Distance and Competency Based Education, February 2014

Appointed member of a special advisory task force to review current NYS education laws, policies, and regulations related to educational models and trends that are challenging current education standards, formats, and credit hour definitions. Contributed expertise and policy suggestions related to distance education and competency-based models effect on professional licensure related programs, schools, and collaborative partnerships.

NYS Committee on the Professions Coordinator, February 2012- present

Coordinate special petitions from applicants who seek a waiver or special consideration of education, experience, or examination requirements for professional licensure. Ensure that each case is written and presented objectively to the Committee on the Professions, and then forwarded to the NYS Board of Regents for approval or denial.

Federal NACIQI Accreditation Panel, December 2011

Represented the New York State Education Department in its successful bid to gain continued USDE recognition as a federally approved specialized Nursing accrediting agency. Presented and testified in front of the federally commissioned NACIQI panel in Washington, DC to gain continued recognition as one of the few states recognized as a specialized Nursing education accreditation agency for professional nurse licensure preparation programs.

Assessing and Addressing the IT Skills Gap, December 2002

Authored and presented this three hour workshop at the 2002 Continuing Education Association of New York (CEANY) conference in New York City. Detailed every aspect of the present skills gap in the Information Technology industry, beginning with the SCANS 2000 standards taxonomy, and highlighting the most widely used tools to measure both core and technical skills required in computer-related, high-tech positions.

The Non-Technical Skills Gap in New York City's Networking Sector, July 2002

Researched and authored this report which was funded by a US Department of Labor Demonstration Grant. Using ACT's WorkKeys assessment system, this research project created a comprehensive Skills Profile of a Networking Specialist, and then tested Networking students to document the current size of the skills gap in this industry.

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NEW YORK STATE EDUCATION DEPARTMENT

TEACHING IN REMOTE LEARNING ENVIRONMENTS

BUDGET NARRATIVE

Teaching in Remote Learning Environments (TRLE) is being implemented by the New York State Education Department (NYSED) to address the immediate and urgent needs of New York's students and educators during the COVID-19 pandemic by providing educators with the tools, resources and training to facilitate remote instruction. Additionally, TRLE will establish a foundation for rethinking the long-term role of remote learning in our K-12 educational system by providing educators with additional professional development opportunities and expanding the accessibility to remote learning opportunities for students, especially those with disabilities and English language learners.

The total budget request for TRLE over the three years is support from the U.S. Education Department (ED) through the ESF-REM grant. A grant from the Department would provide the essential funding necessary to specifically support the following elements of our plan: Rapid Deployment of resources to support remote learning though existing pipelines, Field Based Action Research, Development of a Statewide Quality Remote Teaching (QRT) Framework, development and implementation of Competency-based Professional Learning Experiences (PLEs) for teachers and principals aligned with the QRT Framework, supports for teachers specific to remote instruction, and actions to change regulations and requirements for all teachers to gain skills in remote instruction as described in the enclosed proposal.

The narrative that follows is organized by budget category and explains the use of requested funds over the three-year grant period.

Personnel

Funds for personnel are requested in the amount of \$503,817. This includes funding for two full-time salaries.

Full-time personnel costs reflect the costs of NYSED personnel focused exclusively on coordination of the TRLE activities, including project management and operations associated with ESF-REM. Full-time salaries include a 3% annual raise.

Description	Salary	FTE	Year 1	FTE	Year 2	FTE	Year 3	Total
Assistant Project Director	\$							



A description of each line item appears below:

Assistant Project Director. This position will be filled during the grant period. The Assistant Project Director will help the Project Director with oversight of project activities and monitoring of milestones and project deadlines for TRLE. The Assistant Project Director will oversee project recordkeeping and communication with internal and external stakeholders. Additionally, the Assistant Project Director can step in to fulfill the responsibilities of the Project Director, should the Project Director become unable to do so.

<u>Project Coordinator</u>. The position of Project Coordinator will be filled during the grant period. The Project Coordinator will report to the Assistant Project Director and will also work to ensure all aspects of the project run smoothly and efficiently. Responsibilities of the Project Coordinator may include creating a schedule; tracking budgets, dates and other information; organizing contracts, financial files, reports, and invoices; and other administrative duties.

Fringe Benefits

NYSED's total request to ED for fringe benefits amounts to \$307,127.

Fringe on Full-Time positions is calculated as at 60.96%.

Description	Salary FTE	Year 1	FTE	Year 2	FTE	Year 3	Total
Fringe							

Travel

NYSED's total request to the Department for travel amounts to \$45,000. The requested funds cover mileage reimbursement for grant staff to travel locally by car to attend meetings and coordinate TRLE activities in person as needed. Mileage is calculated using the IRS negotiated rate of \$0.575/mile.

Description	Year1	Year 2	Year 3	Total
Travel (Mileage				
Reimbursement)	\$15,000	\$15,000	\$15,000	\$45,000
Total Travel	\$15,000	\$15,000	\$15,000	\$45,000

Equipment – No funds are requested for Equipment.

Supplies

NYSED requests a total of \$45,000 of ESF-REM funding for supplies. Supplies are needed for marketing, printing costs, and communications via print media. In addition, funds are requested for office management supplies and meeting materials associated with project activities.

Description	Year 1	Year 2	Year 3	Total
Supplies	\$15,000	\$15,000	\$15,000	\$45,000
Total Supplies	\$15,000	\$15,000	\$15,000	\$45,000

Contractual

NYSED requests a total of **Section** for contractual expenses during the grant period. All employees, officers and agents participating in the selection, award, or administration of a contract related to ESF-REM are free of real or apparent conflicts of interest, and NYSED has taken steps to avoid organizational and other conflicts of interest. Vendors have not been named to allow for required procurement processes.

Description	Year 1	Year 2	Year 3	Total
Rapid Deployment	\$5,100,000	\$200,000	\$0	\$5,300,000
PLE Development,				
Deployment &				
Wraparound Services	\$0	\$8,000,000	\$4,500,000	\$12,500,000
Evaluator				O
Subject-Matter Experts				O

Total Contractual

A description of each line item appears below:

Rapid Deployment. TRLE will provide an infusion of resources into existing infrastructures for teacher training and support, including existing systems that support marginalized communities such as students with disabilities and English language learners, with the mandate of rapidly building current teacher and leader capacity in three areas: core competencies required for effective remote teaching; supporting social emotional learning in remote learning environments; and using culturally responsive pedagogies in remote learning environments. Resource allocations will be differentiated across the state, with a focus on communities that have been the hardest-hit by COVID-19 in terms of region as well as unmet student needs (e.g., students with disabilities and English language learners).

<u>PLE Development, Deployment & Wraparound Services.</u> TRLE will work with contractors to develop competency-based PLEs. Elements of the professional learning experiences will include:

- explanation of the teaching competency addressed;
- for cohort-based PLE training, development of a common understanding of participating educators' needs; for self-paced PLEs, statement of typical educator needs related to the competency being addressed.
- examples from the field that illustrate the competency in action;
- social-emotional learning strategies;
- strategies to engage <u>all</u> students, particularly vulnerable students, based on social-emotional learning principles;
- strategies to support and engage parents based on social-emotional learning principles;
- chunked learning activities that teachers can complete asynchronously;
- applied learning activities that teachers can complete in actual learning environments that are remote or hybrid;
- applied learning activities for integrating remote/hybrid teaching strategies into traditional learning environments;
- opportunities for teachers to share outcomes and experiences from the applied learning activities with peers and/or experts in order to receive feedback and refine their work;
- opportunities for teachers to provide feedback on the PLE design, content and delivery;
- opportunities for teachers to provide input on how to further build capacity and sustainable practices for remote/hybrid learning.

NYSED will also invest in training professional developers to deliver the training, provide "wraparound" support for teachers during the training and implementation, as well as customize the learning activities to meet the specific needs of the teachers served. Training providers will also collect implementation data and feedback to drive further PLE improvement and development.

While the final allocation of funds will be determined through the procurement process, we anticipate approximately half of the funds will support PLE development and half will support deployment and wraparound services.

<u>Evaluator</u>. The evaluator (TBD) will conduct an external evaluation of the TRLE program. In year 1, the evaluator will conduct a formative assessment monitoring the Rapid Early Phase Implementation, collecting professional development artifacts, conducting surveys of participants, and documenting fidelity to the plan. Additionally, the evaluator will engage experts in field-based action research to identify the following:

- a. forms of training and support for teachers that are proving most effective in terms of translation from training to implementation;
- b. tools, resources and strategies that are proving effective in helping to engage parents and build strong home-to-school connections in remote learning environments, particularly for vulnerable students;.
- c. additional core competencies that are required for teachers to implement effective remote learning practices;
- d. how to best design statewide training resources based on lessons learned during Early-Phase Implementation; and
- e. Existing remote learning exemplars to be shared with the field through a dedicated resource sharing website by NYSED.

In years 2-3, the evaluator will continue to conduct an implementation evaluation, and will also collect the data necessary to track progress on the project performance measures, including by utilizing quasi-experimental design methodology to compare the academic outcomes of students of teachers who completed PLEs with matched pair teachers who did not complete the PLEs. Throughout the project, the evaluator will collect parent feedback and report to the Project Leadership Team on a quarterly basis. The Evaluator will contribute to the annual project reports to the U.S. Education Department.

<u>Subject-Matter Experts.</u> Funds are allotted to support 10 consultants per year hired at a rate of \$15,000/year. Subject-Matter Experts will contribute to developing the QRT Framework, the scope and sequence for the PLEs, and solicitations for contractors. They will serve as program consultants, conduct train-the-trainer sessions, and offer expert recommendation for modifications to the PLEs.

Construction – No funds are requested for Construction expenses.

Other – No funds are requested for Other expenses.

Indirect Costs

Indirect costs are calculated at a rate of 16.9%. See Appendix 3 for NYSED's Indirect Cost Rate Agreement. NYSED is requesting Indirect Costs on salaries of the personnel only in the amount of for ESF-REM.

Description	Year 1	Year 2	Year 3	Total
Indirect Costs	\$			

Training Stipends – No funds are requested for Training Stipends.