Attachment 1

New York State Integration Project
Professional Learning Community (NYSIP-PLC) Grant

Purpose

The purpose of the NYSIP program is to increase student achievement in New York State public schools by encouraging greater racial/ethnic, special education, English Language Learner/Multilingual Learner (ELL/MLL), and socioeconomic integration in Title I schools, particularly those identified for improvement. The three phases of the program are intended to provide districts with the funding and support to 1) learn about the benefits of integration and develop a sustainable integration strategy for the district, 2) refine their strategy and implement a limited pilot, and 3) fully implement a district integration plan. The NYSIP-PLC is Phase I of the three-phased grant program.

This three phased grant program stems from the knowledge, and feedback gained from districts that participated in SIPP. Although successful, districts advocated for greater support in order to maximize the impact and sustainability of this new program. As a result, NYSED will provide professional development training to participating districts. Funding will allow districts to participate in a professional learning community to receive training about research-based strategies to reduce socio-economic, racial/ethnic, English Language Learner and Students with Disabilities isolation in schools throughout the district.

In total, NYSED will host a series of sessions to be delivered every other month in alternating locations between Albany and New York City. Districts will receive extra support through check-in calls facilitated in between the next sessions.

Goals for 7 Month PLC

Session I Day 1: Effective work requires the creation of a functioning team (district, participants, community)**.** Integration is possible, beneficial to all students, and critical to achieving equity.

Session I Day 2: Devising a solution to segregation requires a deep understanding of the problem and its causes. Working with the community in a proactive and culturally responsive way, will lead to a better understanding both the problems and causes of segregation.

Check-in Call A: Successful integration plans require the collection and critical evaluation of data, and community is an important source of information and data to understand segregation.

Session II Day 1: Understanding the causes of segregation in each district is necessary to the creation of meaningful solutions. Exploring and testing potential solutions to segregation ensures the selection of one that is effectively tailored to the conditions in each district.

Session II Day 2: Brainstorming and testing potential solutions enables districts to develop integration plans that are strategic and logically connected to the problem, the causes and the desired vision. Effective and constant engagement and collection of feedback from stakeholders on potential solutions will strengthen the theory of action.

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Check-in Call B: Community buy-in and stakeholder feedback enables the development and selection of sustainable integration solutions with clearly articulated theories of action.

Session III Day 1: Identifying resources and necessary actions will empower districts to achieve their integration theory of action. Moving beyond desegregation and to integration requires creative thinking about resources and the identification of actions that address all levels of segregation (district, school, classroom).

Session III Day 2: Realistic and sustainable integration plans require strong alignment between the theory of action, resources, actions and expected outcomes. Communities are an important resource for integration plans that can be leveraged through strategic and thoughtful communication and partnerships.

Check-in Call C: Operationalizing integration plans into sustainable changes requires engaging stakeholders early on and incorporating their feedback.

Session IV Day 1: Districts that work to continuously align inputs, actions, and outcomes while incorporating experimentation and flexibility will develop more sustainable and effective integration plans.

Session IV Day 2: Creative problem solving requires strategic measurement and evaluation of programs components. Incorporating community into the problem solving process strengthens the quality of the integration plan and the development of realistic and creative solutions to implementation problems.