Proposal Narrative:
Milford Central School LOGIC (Library Opportunities Generate Innovative Communities) Project

Project Justification

Project Need, problem, challenge, or opportunity: The Milford Central School District (MCS) would like to transform its library media center to connect the school and its community, support cross-disciplinary and inquiry-based methods of learning, create a dynamic hub for self-directed learning, and better prepare students for college and career through the LOGIC (Library Opportunities Generate Innovative Communities) project. At this time, the library has a room ready to create a collaborative video production space; however, the **problem it faces** is lack of equipment, expertise, and curriculum to get this program up and running. This interdisciplinary **innovative opportunity** will create a broadcast (video production) class that will connect the school with the community though daily or weekly news, announcements, and student created TED-Ed talks *(The TED Student Talks Program supports students as they discover, explore and present their big ideas in the form of short, TED-style talks).* The rural nature of this school district, and demographic of our population, **identifies the need** our students have to access the technology, tools, and opportunities that students have in larger, wealthier districts. "By providing these creative tools to their patrons, libraries fill a valuable niche in the community, a niche consistent with their historical commitment to bridging gaps in technology access." (Farkas, 2012)

The best practices or prior IMLS funded work will inform your approach: The Milford Central School is a novice applicant to the IMLS. **Best practices report**: "Public libraries can help high schools prepare students for college or 21st century careers. High schools are struggling to provide the skills that students need if they are to achieve success in college and in today's workplace. In a 2006 poll of over 400 companies, researchers found that "new entrants to the U.S. workforce generally disappoint those who would like to give them their first job. High school-educated workers lack the level of ability employers seek in everything from writing and work ethic to oral communication. "The most important skills cited by employers fall into the area of applied or "soft" skills: professionalism and work ethic, oral and written communications, teamwork and collaboration, and critical thinking and problem solving. These skills are also essential to college success." (ALA.org)

The LOGIC Project aligns with the National School Library Standards published in 2018 by the American Library Association/American Association of School Libraries. The six shared foundations of the standards - Inquire, Include, Collaborate, Curate, Explore, and Engage - are certainly embraced in the teaching of video production. "Beyond the study of production, video has proven its usefulness in preparing students to be informed consumers of media. There has also been production used as a means of student exploration in and beyond the classroom. As a tool of constructivist learning, video production holds the potential for application in a limitless range of subjects. By bringing their work to the Web, students can benefit from the feedback of a wider audience and develop collaborative relationships beyond what is possible in the classroom." "Perhaps one of video's greatest strengths is its ability to motivate students to explore their topics and themselves. Production is hard work, but it's fun, and students find the experience exhilarating and inspiring. Educators can harness this power and create imaginative learning opportunities for their students." (Shewbridge & Berge, 2004)

Milford Central School Library Small and Rural: Milford Central School is a **small rural PreK-12** public school geographically situated at the northern margin of Appalachia in Otsego County, New York. Current Pre-K-12 school enrollment is 362(+-) with over 45% of the families qualifying for free and reduced lunch. The school district is classified as a High Need Resource Capacity Rural District in NYS which means that 1) there are fewer than 50 students per square mile; or 2) fewer than 100 students per square mile and an enrollment of less than 2,500. Most adults commute to jobs outside of the school district. There is one librarian in the library that hosts a collection of 11,248 books as well as access to ebooks and online databases. Research shows that rural public school districts share a number of common concerns regardless of location

1

including: small size, aid dependency, very limited tax base, increasing concentrations of special needs children, geographical limitations, and poverty. All of these issues contribute to the challenge for students to close achievement gaps, graduate from high school, and be prepared for college and a career. Typically, funds that can supplement school budgets to improve opportunities for high needs students are awarded to urban areas where there is a higher concentration of students and poverty. However, the overall number of children in rural schools is significant. The Alliance for Education reports that one in five children – almost 10 million children – attends a rural school and poverty rates as a whole are higher for rural children (21 percent) than urban (18 percent).

Who Benefits and Engagement in Planning: The LOGIC project benefits the school, its students, and the community, and affects other rural schools by creating a replicable model for other small rural schools. School and community engagement is paramount to small rural schools and is imperative to planning. The Milford Free Library, the town library, is small and lacks technology. The LOGIC Project's collaboration will strengthen the town library's resources while offering students another research location and community engagement. Community engagement is of paramount concern for Milford Central School. Three times a year a school climate survey is conducted with school students and staff. An annual community barbeque is held in the fall to welcome the new year. Community members, staff and students come together for food, fun, and engagement to help promote an annual "theme". Although small and rural, the community has an active Education Foundation with members who help in planning and projects. The LOGIC Project revolved its program around community engagement by forming an advisory board made up of: the School Librarian/Project Director, the High School Art Teacher/proposed Videography Teacher, Career Opportunities in Rural Education Director (CORE) *(Note: CORE is a regional hub for career exploration and civic and career preparedness. CORE's innovative model is designed to help local schools provide rural students with experiential learning opportunities to help them compete with their metropolitan counterparts. See supplemental information.)*, a Professional Videography Consultant, Milford Information Technology student leaders, and Community member/Grant Writer to steer the project.

Transforming School Library Practice Project addresses the goals of APP: This project strategically addresses the APP goal to support projects that strengthen the ability of small and rural libraries to serve their communities by creating a broadcast (video production) class that will connect the school with the community though daily or weekly news, announcements, and student TED-Ed talks. The Milford Central School District's Mission is to provide all students with the knowledge, skills, and values to become productive participants in a changing world. A caring staff will ensure successful, challenging experiences that will instill a life-long love of learning. The school's mission significantly addresses the IMLS agency goal to Promote Lifelong Learning: IMLS supports learning and literacy for people of all ages through museums and libraries. "Values that video projects can bring to a class include engaging students by having them work creatively with the material, developing critical thinking skills through the creation of a script and storyboard, and gaining a deeper understanding of the course material when the students share their documentaries with the class." (Levin, 2010) The MCS LOGIC project will designate and align with the APP Transforming School Library Practice category by being guided **by the project's primary goals:** 1) Inspire a lifelong love for learning by transforming the school library to serve as a dynamic hub for self-directed learning essential for college, career, and life; 2) Promote the essential role of the School Library media Center in supporting cross-disciplinary and inquiry-based methods of learning and fostering the development of 21st century skills such as critical thinking, creativity, and collaboration; and 3) Enhance the School Library Media Center to embrace the benefits and nature of a small rural school while offering high-quality educational opportunities that equitably address particular needs of the community.

Project Work Plan

Year one will embark on a collaboration between the Library Media Specialist and Projector Director, High School Art Teacher (lead videography teacher), Career Opportunities in Rural Education Director, and

Milford Central School District

Videography Professional Consultant forming the LOGIC Project Committee. This committee will research best practice videography production curriculum, and then enhance and mold the curriculum to fill rural school needs. This committee will also assure pre and post assessments and project outcomes are delineated and performed, supplies and equipment are purchased, grant requirements are fulfilled, and information is disseminated. They will ensure the following **objectives and specific activities,** that revolve around the three project goals, are carried out:

Specific activities:
Goal 1) Inspire a lifelong love for learning by transforming the school library media center to serve as a dynamic hub for self-directed learning essential for college, career, and life.

Objective: Through the LOGIC Project collaborations and trainings, students involved in the project will increase their interest in self-directed learning by 25%.

Activity 1: The Career Opportunities for Rural Education Coordinator will work with the Video Broadcast Class and Contracted Videographer to refer to and enhance best practice curriculum to create a multifaceted Videography class. This class will develop TedEd-Student Talks, (*Ed.ted.com)* create student broadcasts, and explore careers in Videography, and the "soft skills" necessary in any business and environment and college. Year One and Two

Activity 2: Purchase Supplies and equipment to redefine the library media space and align with LOGIC project goals. Contract with Videographer. Year One

Activity 3: The LOGIC Project will promote the LRNG digital micro-credentialing platform. Both college and workforce bound graduates have a very limited understanding of workplace expectations, professionalism and goal setting. LRNG's national and local partners will offer self-directed experiential learning that allows students to pursue interests through LRNG partnerships. Local businesses and organizations will be empowered by the LRNG platform to work with school districts to identify lacking skills and develop competency based badging curriculum to create a more highly qualified workforce *(LRNG.org).* Year One and Two

Goal 2) Promote the essential role of school library media center in supporting cross-disciplinary and inquiry-based methods of learning and fostering the development of 21st century skills such as critical thinking, creativity, and collaboration.

Objective: Through the LOGIC Project collaborations and trainings, students involved in the project will increase their understanding of critical thinking, creativity, and collaboration by 25%.

Activity 1: The Senior Interdisciplinary Project (SIP) is an extensive, indepth research project completed over several months, which the student presents and defends before a panel of educators and community members. SIP is a graduation requirement at MCS. The SIP Coordinator, librarian, and Video Broadcast teacher will meet with the Videographer consultant to enhance the Senior Interdisciplinary Project to offer a TedEd-Student Talks option. Fall-Year One and Two

Activity 2: Seniors developing TedEd-Student Talks will work with the Video Broadcast Class to enhance their Senior Interdisciplinary Project. Winter-Year One and Two

Activity 3: Logic Project students will attend a local Tedx program. At a TEDx event, TED Talks video and live speakers combine to spark deep discussion and connection. "These local, self-organized events are branded TEDx, where x = independently organized TED event. The TED Conference provides general guidance for the TEDx program, but individual TEDx events are self-organized." (TEDx Oneonta). Fall - Year One and Two

Milford Central School District

Activity 4: The completed TedEd-Student talks will be presented during the Spring STREAM Week in the Performing Arts Center and available to the community via the schools website. Spring-Year One and Two.

Goal 3) Enhance the school library media center to embrace the benefits and nature of a small rural school while offering high-quality educational opportunities that equitably address particular needs of the community.

Objective: Through the LOGIC Project collaborations and trainings, students involved in the project will increase their application of what they have been taught by 25%.

Activity 1: The LOGIC Project Videography class will expand its program to create regular community broadcast programs located on the school's website and available on YouTube. Fall Year Two

Activity 2: Students in the Broadcast class will engage students at different grade levels to be guests during the broadcasts. The topics will be interdisciplinary in nature and of interest to the community. Winter Year Two

Activity 3: Project Director ensures curriculum and resources available on the school's website as a replicable model for other small rural schools.

LOGIC Project Planning, Implementation and Management:
The adequacy of the project to achieve the objectives of the proposed project on time and within budget is strengthened by the LOGIC Project's quality management plan. The program goals, objectives, and activities have been prepared, and partners have been assembled to form the LOGIC Advisory Board who have the professional backgrounds to assist in research, development, refinement, and sustainability.The LOGIC Project lead by the Project Director will **plan, implement, and manage** the project.
Responsibilities of the Advisory Board:

✓ Align the long term vision and mission of the program with the professional staffing, budgeting, and course offerings.
✓ Oversees documentation for replicable model.
✓ Oversee purchases.
✓ Meet regularly to review the current orientation of the grant and evaluate outside pressures that will impact the programs sustainability.
✓ Fully support and actively participate in the advisement and implementation of the grant initiatives.
✓ Encompass the vision, enthusiasm, and motivation to effectively advise the directors.
✓ Have and use excellent communication techniques to assure clear articulation of the grant's vision and mission.
✓ Define a timeline, benchmarks, responsibilities, and resource to fully implement the grant.
Motivate staff and provide encouragement.

Project Partners:
The LOGIC Project revolves its program around community engagement and has formed an advisory board made up of:

1) The School Librarian/Project Director has fifteen years of experience as a school librarian and is employed full-time by the MCS District.
2) The High School Art Teacher/Lead Videography Teacher has an undergraduate degree in Digital Art. Currently teaches a Design class through SUNY Cobleskill and has experience teaching the entire Adobe Suite. She will serve as the lead teacher of the Videography Class.
3) Career Opportunities in Rural Education Director (CORE) is the premier shared service career exploration program in south central NY, in its seventh year of service delivery. CORE is a regional hub for career exploration and civic and career preparedness. CORE's innovative model is designed to help local schools provide rural students with experiential learning opportunities to help them compete with their metropolitan counterparts. CORE's director is a Tedx-Oneonta Board Member.

4

    4) <u>Entrepreneurial Professional Videographer</u> - The Videographer is a MWBE - Certified Woman Owned Business, and the owner is a Licensed Remote Pilot for Drone Operations with over 10 years of experience. She has experience working with school classes in creating video productions.

    5) <u>Community Member and Grant Writer</u> - has over 10 years of grant writing and management experience. She will be a resource for the Project Director in the implementation of solid grant management practices. As Grant Writer, she will continually be reviewing and applying for funding to ensure the sustainability of the project.

    6) <u>Milford Information Technology Student Interns</u> - The Student Help Desk program is an initiative supported by the Milford Central School District with the shared goal of enhancing the teaching and learning experiences of members of the school community.

    Time, financial, personnel, and other resources needed to carry out activities: The LOGIC Project's budget was created for sustainability. The majority of the costs are start-up and training costs. Costs for field trip transportation, substitutes, technology support and incidentals are secured in the district budget as in-kind. The District is committed to funding the lead teacher's continued position after the two years. The time for teacher training (the bulk which will be needed at startup) is budgeted in the grant during the two years; the teacher will also train a backup in the event of an emergency and the school has a continued professional development budget for on-going training. The school district's technology budget will create a replacement schedule for start-up equipment purchased.

    Risk Mitigation, Project Performance Goals Measurement and Evaluation: The Logic Project includes a comprehensive evaluation plan developed to determine success in meeting the goals and objectives. Specific goals, objectives, and activities have been delineated in the above sections. The Project Manager will collect information and data, and prepare progress reports throughout the project period as per report and data requirements.

    The evaluation design includes both process and product evaluation to: 1) Better determine the effectiveness of the program and program partners, 2) Document that project objectives were achieved, 3) Provide information to ensure program sustainability, and 4) Enable program staff to make changes that improve effectiveness. The Project Manager will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the project.

    The evaluation design will be guided by the following questions: Were the project activities implemented as planned? If not, what barriers or obstacles prevented the activities from being executed? How effective were the project activities in achieving the objectives? What is the impact of the project activities on the participants?

    <u>Process Evaluation:</u> The process evaluation will gather information about how successfully the strategies of the LOGIC Project were implemented as planned, and assess their impact on the target population. Process evaluation is both quantitative and qualitative in nature, and is intended to assess the outcome of the project. This data, collected formatively and summatively will describe how students and teachers are affected by the project activities. The process evaluative data will focus on the LOGIC Project's Objectives:

1. Through the LOGIC Project collaborations and trainings students involved in the project will increase their interest in self-directed learning by 25% as revealed through: 1) pre and post attitudinal surveys, videography class enrollment, additional videography class creation, and TedEd Talk video creation.
2. Through the LOGIC Project collaborations and trainings students involved in the project will increase their understanding of critical thinking, creativity, and collaboration by 25% as revealed through: 1) pre and post content surveys, videography class enrollment, TedEd Talk video and broadcast creations, observation of students as researchers, evaluators, and producers, and LRNG badges.
3. Through the LOGIC Project collaborations and trainings students involved in the project will increase their application of what they have been taught by 25% as revealed through) pre and post attitudinal

surveys, videography class enrollment, TedEd Talk video creation, videography class test scores and broadcast creations, student interdisciplinary rubrics, and student led productions and improvements.

The following process data will be collected: 1) Advisory Board Meetings - Meeting minutes will be kept as a source of project modification and review progress documentation; 2) Attitudinal and pre and post surveys - Staff and student attitudinal surveys will be provided two times per year to collect whether the program has made a difference in the lives of the project participants; 3) Professional Development documentation and Classroom Observation - The school administrator will visit classrooms to acquire information on how educators have adapted the program for instructional use. Evaluative information will be drawn through classroom observations.

Product Evaluation: The product evaluation will focus on measuring final outcomes against project goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the program is effective for students and teachers. Like the process evaluation, the product evaluation will be collected formatively and summatively. The product performance measures will focus on:
- Increased student enrollment in Videography class: 10% from previous year
- Additional videography course creation: 100% from year one (one additional course)
- Project Outcomes

The following product data will be collected: 1) Class Enrollment Lists, 2) Product Outcomes Evaluation Source: The evaluation will be completed internally by the Milford Central School District direction of the Project Director and CORE Coordinator.

Project Outcomes

Anticipated impact of the proposed work, including specific performance goals and outcomes:
The **success** of LOGIC project will be made manifest by embracing the small rural school nature while offering the opportunities of their metropolitan counterparts through high-quality educational opportunities that revolve around the needs of the community. It will **result** in a transformed library media center that serves as a dynamic hub for self-directed learning essential for college, career, and life. It will support cross-disciplinary and inquiry-based methods of learning and fostering the development of 21st century skills such as critical thinking, creativity, and collaboration. Funding for the LOGIC Project will **fill the need** of lack of equipment, expertise, and curriculum to get this program up and running and the need for improved community engagement.The **outputs** will reveal increased student understanding and interest nurtured through field trips, web-based broadcast student directed shows, TedEd Student talks, increased videography class enrollment, and self-directed learning with the library's support. **Data that will be collected:** 350 student surveys, class enrollment, LRNG Badging enrollment, quantity of TedEd Talks, quantity of YouTube Broadcasts, and YouTube hits. *Application of the course curriculum* will also be an output as revealed through larger class enrollment, improved grades, quantity of TedEd Talks, and quantity of YouTube Broadcasts. Data that will be collected: student survey from videography class (15), class enrollment, LRNG Badging enrollment, quantity of TedEd Talks, and quantity of YouTube broadcasts.

Sustainability: The District is committed to the continuation of the LOGIC project and plans to continue the videography class in the library well after the grant is completed. Grant funding is needed for start-up and training costs. The schools technology department will incorporate the grant-funded equipment into their technology replacement plan.

Well in advance of the end of the funding period, our district's administrative team will meet with the project coordinator and the LOGIC Project advisory board to discuss the ways in which we can collaborate to continue and expand the LOGIC Project. Through a combination of district funds (federal, state, and local), partner-organization contributions (financial, staffing), in-kind donations, and corporate/business sponsorship, the school will seek to continue and enhance the LOGIC Project.

Milford Central School District
Schedule of Completion
September 1, 2019 - August 31, 2021

Activity	GOALS	2019				2020												2021							
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Contract With Videographer consultant	G.1.2	■																							
Purchase Supplies and Equipment	G.2.2	■																							
Teacher Training with Videographer and NYS Conference	G.1.1	■	■	■																					
Curriculum Development with Consultant and Teacher	G.1.1		■	■	■	■																			
LRNG Badge Research	G.1.3			■	■	■									■	■	■	■	■	■	■				
Videography Classes	G.2.1, G.2.2, G.3.1, G.3.2					■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■		
Field trip to TedEx Oneonta	G.2.3	■					■	■	■					■	■	■	■								
TedEd Students Presentations	G.2.4									■												■			
Pre Evaluation Based on Performance Measures							■	■						■	■										
Post Evaluation Based on Performance Measures										■	■										■	■			
Program Evaluation, Assessment, and Refinement												■	■											■	■