W H I T E   P A P E R

Professor A.I.

The Power of Knowledge

A subsidiary of

2023 & Beyond...

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I. PREFACE

1. Community Change, Inc. (CCI) is a New York State-based company whose mission is to support the survival and success of youth, families, communities, and the agencies that serve them. CCI does this through six services: 1. Youth Programs 2. Parent/Family Workshops 3. Staff Trainings/Professional Development 4. Course & Curricula Development 5. Strategic Planning and 6. Grant Writing/Fund Development.

CCI supports nonprofits, institutions of higher education, school districts, youth bureaus and other agencies through customized curricula and professional development in our six niche areas. We also support these agencies by providing fund development and strategic planning services that builds their capacity to serve youth, parents/families, and communities.

Community Change, Inc. has three subsidiary companies: CareerVisions, Ltd., CareerVisions, NY and Professor A.I.

1. CareerVisions, Ltd. implements CCI's short-term, and year-to-year projects.
2. CareerVisions, NY, is CCI's nonprofit, 501(c)3 organization that implements CCI's state-wide, multi-year, grant-funded projects.
3. Professor A.I. is CCI's EdTech company that provides artificial intelligence-powered resources for teaching and learning. Professor A.I. also provides technological design services and solutions to address the organizational development needs of youth and community-serving agencies.

Since its inception in 2009, CCI has educated more than 23,500 K-12th grade students and their families; trained more than 600 teachers and other direct service staff; strengthened nearly 50 different government, for-profit and nonprofit agencies; and raised more than $45 million in government funding.

2. Professor A.I. is a resource for innovative educational tools that revolutionizes the teaching and learning experience in K-12 education. It's featured product is the **Teacher Pai.** This is an online, artificial intelligence-powered generator that produces dynamic, interactive, project-based student lessons, parent workshops and other activities in seconds. At the heart of its operation lies the Community Change Framework, Format and Models, a proven, integrated pedagogical approach that fosters critical thinking, research, and executive function skills among K-12 students.

CCI's educational programs have been successfully adopted by more than 100 schools, districts, and youth-serving organizations in New York State, securing more than $45 million in competitive government funding. With more than 600 teachers and direct service staff trained in the Community Change Framework, Format and Models, over 23,500 K-12 students and their families have been serviced through day school, afterschool, and summer classes and workshops. Several college courses at the City University of New York have been based on Community Change Framework, Format and Models.

3. The Community Change Framework refers to the relationship between three core elements of a lesson, workshop or intervention, namely questions, references and exercises. Please see Table 1. for an overview of the Community Change Framework.
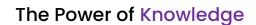
TABLE 1. The Community Change Framework

COMPONENT	DEFINITION AND PURPOSE
Question	A statement of inquiry that serves as the focus of any given lesson.
Reference(s)	Sources of information that provides answers to the focus question of a lesson. Each lesson has at least one type of reference that can be cited as an answer to the focus question: 1. Audio/video; 2. Literary; or 3. People
Exercises	Tasks to engage the students based on their interests during any given lesson. Each lesson has two types of exercises: 1. Exploratory Exercise, to engage students in using the reference to find the answer(s) to the focus or essential question of a lesson; and 2. Expression Exercise, to engage students in creatively applying and sharing the findings from the reference(s).

4. The Community Change Format refers to the sequence or flow of a lesson, workshop or intervention and is comprised of six sections, each with a timeframe, namely: 1. Welcome; 2. Icebreaker; 3. Exploratory Exercise; 4. Expression Exercise; 5. Review (Objective Assessment); 6. Reflection (Subjective Assessment). Please see Table 2. for an overview of the Community Change Format.

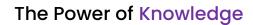**TABLE 2.** The Community Change Format

SECTION OF A LESSON	TIMEFRAME	PURPOSE
Welcome	1 minute	To greet students as they transition into a new learning atmosphere.

Icebreaker	Up to 10 minutes	To engage students in a teambuilding or brainteasing warm-up relevant to the focus of the lesson or project.
Exploratory Exercise	Up to 20 minutes	To engage students in using researched references to find answers to the essential question of the lesson.
Expression Exercise	Up to 20 minutes	To engage students in creatively sharing and/or expressing the findings from the exploratory exercise.
Review (Objective Assessment)	4 to 5 minutes	To allow students to demonstrate their retention of each section of the lesson by restating the question, references used, findings and exercises.
Reflection (Subjective Assessment)	4 to 5 minutes	To allow students to provide feedback on the lesson by sharing what went well, what didn't go well and their suggestions for improvement.

5. The Models are CCI's educational programs. They are the underlying approaches or themes for an activity, class, club, issue or subject. Each model organizes the lessons/student exploration of a particular theme into subcategories or phases. Presently, there are nine such models that drive lesson content, connecting to students' interests:

1. *CareerVisions:* students learn about various dimensions of professions related to any activity, class, club, issue or subject of interest.
2. *Community Change:* students analyze and address their societal concerns related to any activity, class, club, issue or subject of interest.
3. *Foodpreneurs:* students learn about different aspects of the food industry and its connection to any activity, class, club, issue or subject of interest.
4. *Legacy:* students learn about different cultures as they relate to any activity, class, club, issue or subject of interest.
5. *The Black Experience:* students learn about the various dimensions and perspectives of the Black Experience.
6. *The Latino Experience:* students learn about the various dimensions and perspectives of the Latino Experience.
7. *The Mastery Model:* students learn to develop their skills in their areas of interest.
8. *Money Move$:* students learn about investment and money management, applied to any activity, class, club, issue or subject of interest.

9. **Peace:** students learn about relationships within the context of any activity, class, club, issue or subject of interest.

TABLE 3. The Community Change Models for Student Engagement

MODEL	THEME & OBJECTIVE	PHASES OF EXPLORATION
CareerVisions	**Career Explorations** To increase students' knowledge about careers in their fields of interests.	1. Identity, Interests & Assets 2. People 3. Places 4. Trends, Technology, Safety, Media and Crimes 5. Social Issues 6. Action Project
Community Change	**Civic Engagement/ Community Service/ Service Learning** To increase students' knowledge of social issues in their community. To develop students' ability to address social issues.	1. Identity, Interests & Assets 2. Problem Selection 3. Causes of the Problem 4. Effects of the Problem 5. Interventions to the Problem 6. Action Project
Foodpreneurs	**Culinary Arts** To increase students' knowledge of the food industry.	1. Identity, Interests & Assets 2. Safety 3. Diet & Nutrition 4. Careers & Economics 5. Social Issues 6. Action Project
Legacy	**Cultural Awareness/ Cultural Relevancy/ Diversity, Belonging, Equity & Inclusion** To increase students' knowledge of their culture and that of others.	1. Identity, Interests & Assets 2. The Past 3. The Present 4. Geography 5. Social Issues 6. Action Project
Money Move$	**Financial Literacy** To increase students' knowledge of finances and investment strategies.	1. The What's about Money 2. The Who's about Money 3. The When's about Money 4. The Where's about Money 5. The Why's about Money 6. The How's about Money
Peace	**Relationship Education/ Restorative Practices/**	1. Self 2. Family

	Conflict Management To increase students' knowledge of healthy relationships. To increase students' ability to develop and maintain healthy relationships.	3. Community 4. Nation 5. World 6. Action Project
The Black Experience	**Cultural Awareness/ Cultural Relevancy/ Diversity, Belonging, Equity & Inclusion** To increase students' knowledge and appreciation of various aspects of the Black experience.	1. Africa 2. Culture 3. Economics 4. Education 5. Entertainment 6. Health 7. Justice 8. Leadership 9. Politics 10. STEAM
The Latino Experience	**Cultural Awareness/ Cultural Relevancy/ Diversity, Belonging, Equity & Inclusion** To increase students' knowledge and appreciation of various aspects of the Latino experience.	1. Latin America 2. Culture 3. Economics 4. Education 5. Entertainment 6. Health 7. Justice 8. Leadership 9. Politics 10. STEAM
The Mastery Model	**21st Century Skills/ Social Emotional Learning** To develop students' 21st Century and social emotional learning skills.	1. Self-Interests 2. Definitions & Examples 3. Potential & Possibilities 4. Strategies & Practices 5. Resources 6. Action Project

6. Special Events. Each educational program features special events to allow the students to showcase what they learned. Special events provide a dynamic dimension to the work of students in a program. They serve as a destination for each lesson of students' learning experience in the program. Special events are public showcases of the things that participants are learning. Special events involve inviting participants' family and friends, community members, elected officials, the media and others to see students' performances and presentations about what they have learned. Student presentations should involve minimal reading as evidence of their mastery of the content. Below are the special events embedded in the Community Change Framework, Format and Models:

- *CareerVisions/Money Move$ Bazaar* – classes that are doing either the CareerVisions or Money Moves Models coordinate this special event, where students will 1. Invite and collaborate with professionals to creatively showcase and sell their careers to other students and 2. Creatively showcase/present their phase summaries to promote the careers they have explored to an audience of their peers.
- *Community Change/Peace Convention* – This is the special event/student presentation for classes doing the Community Change or Peace Models. The Peace/Community Change Convention is a public awareness event seeking to increase the community's knowledge about the various dimensions (phases) of a particular issue or conflict. Using their phase summaries, students will deliver mini-workshops. Each class will recruit members of the community to plan and implement this event. Each group will simultaneously deliver a 30-minute mini-workshop, featuring their favorite exercises from previous lessons to an audience of their family, friends, and members of the community. The audience will be divided into breakout rooms for mini-workshop presentations. Their presentation boards will also be on display, creatively showing their Phase I–V summaries.
- *The Day of Action* – This is the special event/student presentation for classes doing the Community Change or Peace Models. The Day of Action is a public awareness event seeking to increase the community's knowledge about the various dimensions (phases) of a particular issue or conflict. Using their phase summaries, students will either 1. lead a public march/demonstration in front of their school. 2. Deliver mini-workshops. Each class will recruit members of the community to plan and implement this event. Each class will develop protest signs, chants and 1-minute mini-speeches as they lead a public rally in front of their school. Their family, friends, professionals and other members of the community should be invited. If they want to march beyond their school and through their community, they might need to secure a police permit a couple of months in advance. Their presentation boards will also be on display, creatively showing their Phase I–V summaries.
- *Legacy Expo* – Classes whose students are doing the Legacy Model coordinate this special event, where they creatively showcase/present their phase summaries about their culture to an audience of their peers. Each group of students will deliver a 3-5 minute presentation that creatively showcases their learning to an audience of their family, friends, and members of the community. Their presentation boards will also be on display, creatively showing their Phase I–V summaries.
- *The Black Experience, Foodpreneurs, The Latino Experience* and *The Mastery Model* – classes may choose the special event of their choice.

7. Parent, Family and Community Engagement. The *Teacher Pai* can also produce parent/family literacy workshops in each Model-related content area. Additionally, as part of the Community Change Framework, Format and Models, parents, family and community

members are invited to participate in the students' learning experience as guest speakers, field trip hosts, action project participants and special event audience members.

8. Action Projects. As part of the Community Change Framework, Format and Models, students will recruit members of their community to help plan and implement community action projects that address their local concerns.

9. Teacher Pai. With *Teacher Pai*, teachers gain a valuable time-saving tool for developing comprehensive, impactful, project-based lessons, while helping to prevent them from burning out due to time constraints or the pressure of producing quality and effective lessons.

Teacher Pai's user-friendly interface streamlines the process for teachers, saving precious time and energy. Teachers simply input their desired topic and activity of choice. Next, they select from a range of related essential questions and types of references for their students to explore. *Teacher Pai* then generates in seconds a dynamic, project-based lesson plan that is presented in a script, outline, or table format.

Teacher Pai is ideal for schools/districts looking to implement an innovative multi-year, project-based program in 21st Century skills, social emotional learning, career explorations, civic engagement, cultural education, culinary arts, finance and relationships. *Teacher Pai* is also ideal for schools with teachers who are relatively new or struggling with the content areas and/or student engagement.

Teacher Pai is designed to develop project-based lessons using Community Change's Framework, Format and Models in the following content areas:
- 21st Century Skills, Social-Emotional Learning
- Career Explorations
- Civic Engagement, Community Service or Service Learning
- Culinary Arts
- Cultural Awareness/Diversity, Belonging, Equity & Inclusion
- Financial Literacy
- Relationship Education/Restorative Practices/Conflict Management

This web-based tool supports staff of schools/districts/youth and community-serving agencies in designing customized programs with the following five elements based in the aforementioned content areas:
- Student Lessons
- Parent Workshops
- Community Action Projects
- Special Events
- Professional Development

Each of the content areas are explained in more detail below.

10. 21ˢᵗ Century Skills. Each of CCI's educational programs are approaches for teaching 21ˢᵗ Century Skills. Often referred to as "soft skills" or "future skills," 21ˢᵗ Century Skills are a set of abilities and competencies that are considered essential for individuals to thrive in the modern world. These skills are particularly valuable in an era characterized by rapid technological advancements, globalization, and evolving work environments. The exact list of 21st-century skills can vary depending on different frameworks and perspectives, but they generally encompass the following:

- Critical Thinking: The ability to analyze information objectively, evaluate situations, and make well-reasoned decisions based on evidence and logical reasoning.
- Creativity: The capacity to generate new ideas, approaches, and solutions to problems. Creativity involves thinking outside the box and finding innovative ways to address challenges.
- Communication: Effective communication involves conveying ideas, information, and opinions clearly and persuasively through both verbal and written means. It also includes active listening and adapting communication for different audiences.
- Collaboration: The skill to work effectively in teams, share responsibilities, and contribute to group goals. Collaborative individuals can communicate, compromise, and manage conflicts constructively.
- Problem-Solving: The ability to identify, analyze, and resolve complex problems using critical thinking, creativity, and analytical skills.
- Digital Literacy: Proficiency in using digital tools, technologies, and platforms to access, evaluate, and communicate information. Digital literacy also includes awareness of online safety and ethical considerations.
- Emotional Intelligence: The capacity to recognize and manage one's own emotions, as well as understand and empathize with the emotions of others. Emotional intelligence contributes to effective interpersonal relationships and communication.
- Adaptability: The skill to adapt to new situations, technologies, and environments. This includes being open to change, learning quickly, and being resilient in the face of challenges.
- Global and Cultural Awareness: Understanding and appreciating diverse cultures, perspectives, and global issues. This skill enables individuals to work effectively in diverse settings and communicate across cultures.
- Leadership: The ability to influence and guide others toward a shared goal. Leadership involves effective communication, decision-making, and motivating others to perform at their best.
- Lifelong Learning: A commitment to continuous learning and self-improvement throughout one's life. Lifelong learners are open to acquiring new skills and knowledge as the world evolves.
- Entrepreneurship: The mindset to identify opportunities, take calculated risks, and innovate in various aspects of life, whether in business or personal endeavors.

These skills are considered essential not only for success in the workforce but also for personal development, civic engagement, and effective communication in today's interconnected world.

11. Social-Emotional Learning. Each of CCI's educational programs are social-emotional learning (SEL) approaches. SEL is a process for helping people manage their relationship with themselves, others, and their environment. SEL is a significant trend in education that is backed by research (Durlak et al., 2011; Jones et al., 2017). SEL leads to improved academic achievement, better social skills, enhanced emotional well-being, and a positive school environment (CASEL, 2021). SEL programs are typically implemented within individual classrooms or schools. They involve specific curriculum, activities, and practices aimed at enhancing students' social and emotional skills.

Systemic SEL refers to the integration of social and emotional learning principles and practices throughout the entire educational system or district. Systemic SEL goes beyond individual classrooms and schools. It aims to create a consistent and supportive environment for social and emotional learning throughout a student's entire educational journey. It involves aligning curricula, teacher training, administrative support, and community involvement to promote social and emotional development across all levels of the education system.

Systemic SEL aims to promote not only the social and emotional development of individual students but also to create a positive and supportive learning environment throughout the entire educational system. Overall, systemic SEL contributes to creating a holistic educational experience that focuses on the emotional, social, and academic growth of students within a supportive and nurturing environment.

SEL has gained widespread recognition globally due to its positive impact on students and educators alike. In the United States, all 50 states have adopted SEL competencies into their frameworks or standards that guide instruction. Twenty-seven states have SEL competencies as part of their standards for all students in pre-K through grade 12. Other states have such standards in place primarily for younger students (Stanford & Meisner, 2023).

However, some individuals or policymakers might misunderstand the goals of SEL and perceive it as an attempt to replace traditional academic subjects. They may worry that focusing on SEL might take time away from core subjects like math and science. SEL programs often include discussions about emotions, relationships, and values, which can lead to concerns from individuals or groups with different ideological or cultural perspectives. There might be concerns that certain aspects of SEL contradict their values or beliefs.

12. Career Explorations. The CareerVisions Model is CCI's career explorations/career awareness/career development job readiness educational program. K-12 career

explorations offer numerous benefits for students' holistic development. One significant advantage is the potential for increased motivation and engagement in learning. Exposure to a variety of career options at a young age has been linked to higher levels of interest in education. This concept is supported by Fredricks, Blumenfeld, and Paris (2004) in their research on school engagement.

Additionally, these explorations facilitate informed decision-making. Early exposure to diverse careers equips students with the knowledge needed to make well-informed choices about their future paths, as noted by Lapan and Hinkelman (1995) in their work on career development programs in schools.

Furthermore, K-12 career explorations play a vital role in reducing stereotypes associated with gender, race, and culture. By showcasing the wide range of roles available across different fields, these explorations help break down traditional biases. Research conducted by Weisgram, Bigler, and Liben (2010) emphasizes the significance of career exposure in influencing gender and occupational interests among children, adolescents, and adults. These explorations contribute to skill development. Early exposure to various career paths assists students in identifying and honing the skills and talents required for their chosen fields, as supported by Hackett and Lent (1985) in their study on self-efficacy and career choice.

Moreover, K-12 career explorations can enhance academic performance by making learning more relevant and motivating. When students perceive the connection between their studies and real-world applications through career examples, they are more likely to excel academically. Schneider and Lee (1990) present a model that emphasizes the integration of academic and vocational learning, highlighting its positive impact on students. Beyond academics, career explorations contribute to self-awareness. As students explore different careers, they gain a deeper understanding of their interests, strengths, and values. This aligns with Super's (1953) vocational development theory, which emphasizes the importance of self-awareness in career decision-making.

Lastly, K-12 career explorations foster parental involvement and communication. Activities centered around career exploration provide opportunities for parents and children to engage in meaningful conversations about future aspirations. Savickas and Porfeli (2012) elaborate on the significance of career exploration in their work on the Career Adapt-Abilities Scale, highlighting its role in facilitating conversations between parents and children. In essence, K-12 career explorations offer a range of benefits that contribute to students' overall growth and preparation for the future.

13. Civic Engagement, Community Service or Service Learning. The Community Change Model is CCI's civic engagement, community service and service learning educational program. Civic engagement, community service, and service learning are invaluable components of education that offer a host of benefits to students and society. One primary advantage is the cultivation of active citizenship and a sense of responsibility towards the

community. Participating in civic engagement activities encourages students to become informed and engaged citizens, contributing to the betterment of their communities. This idea is supported by studies such as those by Barber and Battistoni (1993), who explore the connection between civic education and community involvement.

Engagement in community service and service learning also fosters empathy and compassion. By directly interacting with and assisting individuals and groups in need, students develop a deeper understanding of diverse perspectives and challenges faced by different segments of society. Eyler and Giles (1999) emphasize the transformative power of service learning in promoting empathy and enhancing students' capacity for understanding the needs of others.

Furthermore, community service and service learning initiatives have been shown to improve academic outcomes. Engaging in real-world projects that address community needs not only makes learning more relevant but also provides practical application of classroom knowledge. Research by Astin, Vogelgesang, Misa, Anderson, and Denson (2006) underscore the positive correlation between community service and academic performance, highlighting the reciprocal relationship between hands-on experiences and classroom learning.

In addition to individual growth, civic engagement and service learning contribute to community development. Collaborative projects initiated by schools and students can lead to tangible improvements in local neighborhoods, fostering a sense of pride and ownership among community members. Bringle and Hatcher (2002) discuss the concept of reciprocal partnerships between educational institutions and communities, emphasizing the role of service learning in community development.

Moreover, engagement in community service and service learning helps students develop practical skills that are transferable to various aspects of life. These experiences nurture communication, teamwork, problem-solving, and leadership abilities. These skills are highlighted in Eyler and Giles' (1999) research on the impact of service learning on students' personal and social development.

Overall, civic engagement, community service, and service learning have a profound impact on both students and their communities. These initiatives foster active citizenship, empathy, academic growth, community development, and practical skill acquisition, aligning education with societal needs and values.

14. Culinary Arts. Foodpreneurs is CCI's culinary arts educational program. Pursuing education in culinary arts offers a range of compelling advantages that extend far beyond the kitchen. One notable benefit is the acquisition of comprehensive culinary knowledge and skills. Enrolling in a culinary arts program provides students with a structured curriculum that covers essential techniques, ingredients, and cuisines. This foundational education serves as a strong platform for future culinary endeavors and is analogous to the

notion of "tacit knowledge" proposed by Polanyi (1966), where practical skills are systematically developed through formal education.

Furthermore, culinary arts education enhances creativity and innovation in cooking. Students are exposed to diverse cooking styles, ingredients, and cultural influences, sparking creativity in recipe development and food presentation. This concept of culinary education fostering creativity aligns with Csikszentmihalyi's (1996) theory of "flow," where individuals experience heightened creativity and engagement in activities that challenge and expand their skills.

Culinary education also instills a strong foundation in food safety and hygiene practices. Proper handling, preparation, and storage of food are emphasized, contributing to a safer and healthier culinary environment. This focus on food safety aligns with the principles of risk management and hygiene education outlined by Motarjemi and Mortimore (2006).

Moreover, receiving education in culinary arts equips individuals with valuable industry insights and practical experience. Many culinary programs offer internships or practical components, allowing students to gain hands-on experience in real-world kitchen settings. This experiential learning approach resonates with Kolb's (1984) experiential learning theory, highlighting the importance of learning through concrete experiences.

Culinary education also fosters a strong sense of discipline, time management, and teamwork. The rigorous demands of culinary programs require students to develop efficient work habits and collaborate effectively with peers, skills that are transferable to various professional contexts. This connection between culinary education and the development of essential life skills aligns with the concept of "practical wisdom" proposed by Aristotle.

Moreover, culinary education equips students with essential business and management skills. The culinary industry extends beyond the kitchen, encompassing areas such as menu planning, cost control, and restaurant management. Gaining expertise in these aspects ensures a well-rounded culinary education, aligning with the business-oriented approach highlighted by Hayes and Ninemeier (2009) in their work on hospitality management.

Additionally, culinary education fosters a sense of professionalism and prepares students for diverse career paths. Whether aspiring to be executive chefs, food writers, or culinary instructors, a solid culinary education serves as a foundation for success. The concept of career readiness through specialized education is explored by Horton (2006) in the context of culinary arts.

In summary, education in culinary arts provides the building blocks for a successful culinary career. From foundational skills to creativity, food safety, business acumen, and professional development, culinary education equips individuals with a holistic skill set that is essential for thriving in the culinary industry.

15. Cultural Awareness/Diversity, Belonging, Equity & Inclusion. The Black Experience, The Latino Experience and the Legacy Model are CCI's cultural awareness/diversity, belonging, equity and inclusion educational programs. Cultivating cultural awareness offers a myriad of benefits that extend beyond personal growth, enriching individuals and society as a whole. One significant advantage is the promotion of empathy and understanding across diverse communities. By learning about different cultures, individuals gain insights into the experiences, perspectives, and traditions of others, fostering greater empathy and reducing biases. This aligns with the principles of intercultural communication discussed by Lustig and Koester (2013), emphasizing the role of cultural awareness in building bridges between people from varying backgrounds.

Furthermore, cultural awareness enhances effective communication in a globalized world. In a society characterized by multicultural interactions, understanding cultural nuances becomes paramount for clear and respectful communication. The concept of high-context and low-context communication, as introduced by Hall (1976), underscores the necessity of cultural awareness in deciphering underlying meanings in cross-cultural interactions.

Cultural awareness also nurtures adaptability and flexibility. As individuals engage with diverse cultures, they develop the ability to navigate unfamiliar situations and adapt their behavior accordingly. This skill is crucial in an ever-changing world where cultural encounters are frequent. The concept of cultural intelligence, as presented by Earley and Ang (2003), reflects this adaptability in cross-cultural settings.

Moreover, cultural awareness enriches travel experiences and facilitates meaningful cross-cultural exchanges. Travelers who approach foreign cultures with an open mind and awareness of cultural norms are more likely to forge authentic connections and avoid misunderstandings. Research by Lehto, O'Leary, and Morrison (2007) underscores the role of cultural awareness in enhancing tourist experiences and satisfaction.

Cultural awareness also has professional benefits. In the workplace, individuals with cultural competence are better equipped to collaborate with colleagues from diverse backgrounds, contributing to improved team dynamics and productivity. Studies by Cox and Blake (1991) emphasize the positive impact of cultural diversity on organizational outcomes when coupled with cultural awareness and sensitivity.

In summary, developing cultural awareness goes beyond acquiring knowledge about different cultures; it fosters empathy, effective communication, adaptability, enriched travel experiences, and improved professional interactions. By embracing cultural diversity and seeking to understand the complexities of various societies, individuals contribute to a more inclusive and harmonious global community.

16. Financial Literacy. Money Move$ is CCI's financial literacy educational program. Acquiring financial literacy yields a wide array of advantages that extend beyond personal finance, positively impacting individuals and communities alike. One primary benefit is the

empowerment to make informed financial decisions. Financial literacy equips individuals with the knowledge and skills needed to navigate complex financial landscapes, from budgeting and saving to investing and retirement planning. This empowerment aligns with the concept of financial self-efficacy as discussed by Chen and Volpe (1998), highlighting the importance of feeling confident in managing financial matters.

Moreover, financial literacy fosters responsible financial behavior and mitigates financial stress. Understanding concepts such as interest rates, credit scores, and debt management enables individuals to make sound decisions that prevent accumulating unnecessary debt and facilitate long-term financial stability. The relationship between financial literacy and reduced financial stress is explored by Robb and Woodyard (2011), emphasizing the positive impact of financial education programs on psychological well-being.

Financial literacy also contributes to intergenerational wealth and economic well-being. When individuals possess the knowledge to manage their finances effectively, they can pass on these skills to younger generations, creating a positive cycle of informed financial decision-making. The concept of intergenerational transfer of financial knowledge is discussed by Hanna, Kim, and Quach (2011), underlining the role of financial literacy in shaping future generations' economic outcomes.

Additionally, financial literacy enhances consumer protection. Informed consumers are less susceptible to scams, predatory lending, and misleading financial products. A population educated in financial matters demands transparency and fairness from financial institutions, contributing to a more ethical financial marketplace. The concept of consumer protection through financial literacy is explored by Gutter, Garrison, and Copur (2010), highlighting the role of education in fostering consumer awareness.

Furthermore, financial literacy bolsters economic growth and stability on a macroeconomic level. A financially literate population is better positioned to contribute to economic development through responsible consumption, entrepreneurship, and investment. The correlation between financial literacy and economic growth is discussed by Lusardi and Mitchell (2014), underscoring the importance of financial education in bolstering a nation's economic foundation.

In conclusion, developing financial literacy offers a holistic range of benefits that extend from personal financial empowerment to broader economic well-being. Informed financial decision-making, responsible behavior, intergenerational wealth transmission, consumer protection, and economic stability are among the many positive outcomes of fostering financial literacy within individuals and society.

17. Relationship Education/Restorative Practices/Conflict Management. Peace is CCI's relationship education, restorative practices and conflict management educational program. Engaging in relationship education offers a plethora of advantages that extend

beyond personal interactions, enhancing the quality of relationships and overall well-being. One significant benefit is the cultivation of effective communication skills. Relationship education equips individuals with tools to express themselves, actively listen, and understand others, fostering clear and respectful communication. This emphasis on communication aligns with the principles of interpersonal communication theory discussed by DeVito (2016), highlighting the crucial role of effective communication in healthy relationships.

Furthermore, relationship education promotes conflict resolution and problem-solving skills. Learning constructive ways to address conflicts and challenges within relationships reduces misunderstandings and prevents escalation of disputes. The concept of conflict resolution strategies and its impact on relationship satisfaction is explored by Markman, Stanley, Blumberg, Jenkins, and Whiteley (2004), underscoring the significance of conflict management in fostering strong connections.

Relationship education also nurtures emotional intelligence and empathy. By understanding and managing one's own emotions while recognizing and responding to the emotions of others, individuals can forge deeper and more meaningful connections. The role of emotional intelligence in relationship quality is discussed by Mayer and Salovey (1997), highlighting its impact on building and maintaining healthy relationships.

Moreover, relationship education contributes to healthy relationship dynamics. Learning about healthy boundaries, mutual respect, and shared decision-making empowers individuals to establish and maintain relationships that are supportive, balanced, and fulfilling. The concept of relational equity is explored by Stafford and Canary (2006), emphasizing the importance of fairness and balance in relationships.

Relationship education has a positive impact on family well-being. Couples and families who engage in relationship education tend to experience lower rates of separation and divorce, contributing to stable family environments for children. The connection between relationship education and marital satisfaction is studied by Hawkins, Blanchard, Baldwin, and Fawcett (2008), emphasizing the role of education in strengthening marital bonds.

In conclusion, relationship education offers a comprehensive range of benefits that span from effective communication and conflict resolution to emotional intelligence, healthy dynamics, and family well-being. By equipping individuals with the skills to navigate relationships successfully, relationship education enriches personal connections and contributes to the formation of resilient, supportive, and thriving relationships.

II. EXECUTIVE SUMMARY

Community Change, Inc. (CCI) is a New York State-based company that provides educational programs and capacity building support to youth, families, communities and the agencies that serve them. CCI launched Professor A.I. in 2023 as one of its subsidiary

companies to provide artificial intelligence-powered resources for teaching and learning, as well as strategies for technology-driven solutions to challenges faced by youth/community-serving agencies.

Professor A.I.'s featured product is the *Teacher Pai,* an artificial intelligence-powered webapp that produces dynamic, interactive project-based lessons in seconds. This makes *Teacher Pai* a priceless tool that reduces the amount of time spent on lesson planning significantly, enabling teachers to use their limited time in other areas to support student achievement.

Teacher Pai also helps schools save money on professional development. Its user-friendly interface serves as a built-in guide that helps teachers to create customize sequential, project-based lessons in less than a minute. Presently, *Teacher Pai* is designed to create lessons in the following areas:

- 21st Century Skills
- Social-Emotional Learning
- Career Explorations
- Civic Engagement/Service Learning
- Culinary Arts
- Cultural Awareness/DBIE (Diversity, Belonging, Inclusion & Equity)
- Financial Literacy
- Family Literacy/Parent Workshops
- Relationship Education/Restorative Practices/Conflict Management

At the heart of *Teacher Pai's* operation lies the Community Change Framework, Format and Models, a proven pedagogical approach that fosters critical thinking, research, and executive function skills among K-12 students through the dynamic integration of questions, references, and exercises. More than 600 educators and frontline staff have undergone training on this methodology. As a result, the Community Change Framework, Format, and Models have reached and educated over 23,500 K-12th grade students and their families.

The Community Change Framework, Format, and Models have been the key components of successful proposals for funding, winning more than $45 million in competitive government grant awards. In New York State, more than 50 different agencies have adopted and funded this pedagogical approach, including the City University of New York, the New York City Department of Education, the New York State Education Department, the New York State Office of Children & Family Services and the State University of New York.

In a world where education is becoming increasingly complex and demanding, Professor A.I.'s Teacher Pai offers a cutting-edge solution. By leveraging the power of artificial intelligence, it addresses the educational needs, interests and concerns of educators, students, and parents. With its wide range of features, Professor A.I.'s Teacher Pai not only delivers relevant and empowering learning experiences for students and parents, but also fosters community engagement, special events, and supports the continuous professional

development of educators. Together, these features make Professor A.I.'s Teacher Pai a truly revolutionary platform in the world of education.

III. INTRODUCTION

Professor A.I. is revolutionizing education with *Teacher Pai*, an innovative resource that uses artificial intelligence to create customized, project-based K-12 lessons in seconds.

Teacher Pai harnesses the power of artificial intelligence to design lessons using the Community Change Framework, Format and Models, which involves the dynamic integration of questions, references, and exercises to build the critical thinking, research, and executive function skills of K-12 students.

Teacher Pai effortlessly creates customized project-based lessons on any topic, using any activity, all within its user-friendly interface. Users can easily apply their topics and exercises of interest to *Teacher Pai's* nine student engagement models. Each model integrates students' interests with project-based learning activities to inspire and empower them to become self-educated, independent learners.

Teacher Pai's models ensure that lessons meet New York State's Social Emotional Learning goals, which, according to research, increases the likelihood that students will be fully and authentically engaged in their own social and emotional learning, be more connected to school, and become more empowered learners.

By seamlessly integrating topics and activities with each of the models, *Teacher Pai* provides students with a robust learning experience, fostering engagement in exploring careers, addressing community concerns, learning about diverse cultures, empowering themselves financially, and building essential relationship and conflict management skills. *Teacher Pai* develops age-appropriate lessons for each model, from elementary to high school, ensuring a comprehensive and continuous approach to social-emotional learning in each area for years.

1. **Product Description**
Teacher Pai's feature-rich platform offers the following key components:
- A.I.-Driven Lesson Plan Generator. Our proprietary A.I. algorithms allow teachers to customize the components of each lesson based on their preferences, yielding infinite distinct lesson possibilities on any topic and with any activity.
- An easy-to-use platform to create project-based lessons fast. Our user-friendly interface allows teachers to generate in less than a minute dynamic, differentiated project-based lessons that account for student grade levels, interests, and learning styles.
- Interface integrated with award-winning, trademark Community Change Framework, Format and Models, a proven pedagogical approach that fosters critical thinking, research, and executive function skills among K-12 students through the dynamic

integration of questions, references, and exercises. The Framework, Format and Models have been successfully adopted by over 100 schools, districts, and youth-serving organizations, securing more than $45 million in government funding. With more than 600 teachers and direct service staff trained in the Community Change Framework, Format and Models, it has already impacted over 23,500 K-12 students and their families through day school, afterschool, and summer classes and workshops. It has also been offered as several college courses at the City University of New York.

- Nine content area options as the basis for customized, project-based lessons to be created:
    - *The CareerVisions Model* for career explorations. This model helps teachers to engage students in exploring various dimensions of different professions, industries, and fields related to their students' interests, empowering them to make well-informed career decisions.
    - *The Community Change Model* for civic engagement and service learning. This model helps teachers to engage students to learn about civic responsibilities and social justice while encouraging them to become socially conscious and compassionate leaders.
    - *Foodpreneurs* for the culinary arts. This model engages students in exploring various dimensions of the food industry. In addition to learning about and preparing various cultural recipes, students will also explore food safety, diet and nutrition, careers, economic and social issues related to the food industry.
    - *The Legacy Model* for cultural education/awareness. This model helps teachers to promote diversity, equity, inclusion, and belonging by engaging students in learning about their own culture and the culture of others while supporting them in becoming global citizens.
    - *The Mastery Model* for 21st Century and SEL skills development. This model helps students learn to develop their skills in their areas of interest.
    - *Money Move$* for financial literacy. This model helps teachers to engage students in learning how to economically empower themselves and their community.
    - *The Peace Model* for relationship education, restorative practices and conflict management. This model helps teachers to engage students in learning about healthy relationships, conflict resolution, and fostering a positive and inclusive school community.
    - *The Black Experience* for cultural education/awareness. This model helps students learn about the various dimensions and perspectives of the Black Experience.
    - *The Latino Experience* for cultural education/awareness. This model helps students learn about the various dimensions and perspectives of the Latino Experience.
    - Five built-in assessment options to gauge student progress:

- o *Self-Assessment Surveys:* allow students to reflect on their emotions, behaviors, and social interactions, gaining insights into their Model-related content competencies.
- o *Reflection Journals:* to prompt students to maintain reflection journals to express their feelings, experiences, and progress in developing Model-related content skills.
- o *Emotional Intelligence Assessments:* to measure students' self-awareness, empathy, and emotional regulation.
- o *Social Skills Checklists:* to evaluate students' social competencies, including active listening, communication, and collaboration.
- o *Thematic Competence Assessments* (for each Model): to measure students' understanding and values related to the theme of the applied model.

2. The Pain Points

Many educational settings face a myriad of challenges with curricula design and implementation for supporting the students in the classroom:

- *Time-Intensive Lesson Planning:* Educators often invest substantial time in creating lesson plans, leading to potential burnout and reduced instructional quality. (Keown, L. A. (2015). Journal of Educational Administration, 53(4), 491-512)
- *Teacher Workload:* Educators face significant workloads, making it challenging to efficiently develop and implement comprehensive Model-related content lessons. (NEA, 2021)
- *Teacher Well-Being:* Supporting teacher well-being is critical for sustaining educator effectiveness and preventing burnout. (Edutopia, 2021)
- *Teacher Retention:* Time-intensive lesson planning, teacher well-being, and teacher workload significantly affect teacher retention. Excessive planning leads to stress and dissatisfaction (Johnson, 2018). Poor well-being and burnout predict turnover intentions (Jennings & Greenberg, 2009). High workload contributes to teacher attrition (Borman & Dowling, 2010).
- *Cost of Lesson Planning:* Educators in the United States spend about 12 hours per week on lesson planning, with the average teacher's hourly wage being approximately $27.23 (National Center for Education Statistics, 2020). This translates to an estimated cost of $327 per teacher per week spent on lesson preparation. In a typical academic year with 40 weeks of instruction, this adds up to over $13,080 annually per teacher, and for a school with 50 teachers, the cost reaches over $654,000 each year.
- *Lack of Expertise and Knowledge of Curricula Topics:* Not all educators have specialized training in Model-related content, potentially limiting the effectiveness of Model-related content implementation. (Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., ... & Shriver, T. P. (1997). ASCD)
- *Professional Development Costs, Time & Effort:* Professional development costs can be a challenge for those with limited budgets. It can incur expenses of $200 to $1,000 per participant per event, with an additional cost of approximately $545 per

teacher for the time spent attending workshops (based on an average hourly wage of $27.23). For a school with 50 teachers, this could result in an annual cost of $10,000 to $50,000 for participation fees and $27,250 for teacher time. (Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute.)

- ***Need for Training/Professional Development:*** Educators may require specialized training and professional development to effectively implement Model-related content practices in the classroom and create a positive school culture. (Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405-432.)
- ***Difficulty Integrating Across Content Areas:*** Integrating concepts seamlessly into different subject areas and daily school life can be challenging for schools and educators. (CASEL, 2013)

3. <u>The Selling Points</u>

Despite these challenges, the benefits of providing resources to educators that improve the efficiency and effectiveness of lesson planning are significant:

- ***Time Management:*** Planning lessons in advance helps teachers make the most of class time and maintain a productive learning environment. (Slavin, R. E., 2014)
- ***Student Achievement:*** Effective lesson planning supports students' academic achievement and overall success by providing them with a structured and coherent learning experience. (Marzano, R. J., 2017). Please also see Appendix 1. Evidence of Success.
- ***Effective Instruction:*** Lesson planning ensures that teachers have a clear roadmap for delivering instruction in a well-organized and purposeful manner, leading to better learning outcomes. (Darling-Hammond, L., 2017)
- ***Classroom Management:*** Having structured lessons contributes to effective classroom management, reducing disruptions and fostering a positive learning environment. (Evertson, C. M., & Weinstein, C. S., 2006)
- ***Student Engagement:*** Thoughtfully designed lessons increase student engagement, motivation, and participation in the learning process. (Fredricks, J. A., et al., 2004)
- ***Differentiation:*** Lesson planning facilitates the incorporation of differentiated instruction, enabling teachers to address diverse learning styles and abilities. (Tomlinson, C. A., 2014)
- ***Improved Teacher Confidence and Teaching Experience:*** Having well-prepared lessons boosts teachers' confidence, leading to more effective classroom management and instruction. (Johnson, S. M., 2018)
- ***Efficient Resource Allocation:*** Thoughtful lesson planning helps optimize the use of teaching materials and resources, maximizing their impact on student learning. (Darling-Hammond, L., 2017)

Professor A.I.'s *Teacher Pai* will effectively be a service that pays for itself in savings of teacher time and professional development costs while enabling systemic, effective Model-related content instruction.

4. <u>Current Limitations, Continued Innovation and Updates</u>

Limitations of *Teacher Pai* include being unable to access information less than one year old; the pulling of occasional dead links and the use of occasional inaccurate research. Teachers should always check the accuracy of information and links provided when using *Teacher Pai*. Lastly, *Teacher Pai* is unable to find people who can serve as references/guest speakers. This task must be completed by the teacher and their students.

We will regularly introduce new features, content, and improvements based on user feedback and the latest trends. This might include, but not be limited to:

- Expanded Content Library: Regularly update and broaden the variety of educational materials available to enhance the platform's relevance and coverage.
- Adaptive Learning: Tailor lessons based on individual students' abilities, learning styles, and progress to optimize their learning experiences.
- Multilingual Support: Provide lessons in multiple languages to accommodate diverse student populations and promote inclusivity.
- Data Analytics and Insights: Utilize advanced data analytics to track student performance and engagement, enabling educators to make informed instructional decisions.
- Gamification Elements: Integrate game-like elements to increase student motivation and engagement in the learning process.
- Collaboration and Sharing: Enable teachers to share their customized lessons with each another, fostering a community of knowledge-sharing and best practices.
- Virtual Reality (VR), Augmented Reality (AR), and the Metaverse: Utilize VR and AR technologies and the Metaverse to create immersive and interactive learning experiences for deeper understanding.
- Integration with Learning Management Systems (LMS): Seamlessly integrate with popular LMS platforms to streamline lesson creation and delivery.
- Accessibility Features: Ensure the platform is fully accessible to students with disabilities, adhering to accessibility standards.
- Parental Involvement: Allow parents or guardians to monitor their child's progress and involvement in social-emotional learning.
- Teacher Professional Development: Offer resources and training to help educators effectively use *Teacher Pai* and integrate Model-related content into their teaching methods. Such professional development will include an offering of the Six Teaching Strategies as an inherent part of the Community Change Framework, Format and Models (see Appendix 2).
- Continuous Feedback Loop: Establish a mechanism for gathering feedback from educators and students to drive ongoing improvements.
- Assessments & Feedback (including digitally): Include evaluation tools to gauge students' progress and comprehension of Model-related concepts and skills.

IV. TARGET AUDIENCE

Professor A.I. primarily targets EdTech industry leaders, school/district administrators, youth-service providing nonprofit/government agencies, and K-12 educators. Our software/application is both portable and scalable, making it a valuable resource for both individual teachers and multiple large educational institutions in any educational setting.

V. COMPETITIVE ANALYSIS AND ADVANTAGE

While some educational software provides Model-related content lesson plans, *Teacher Pai's* diverse curriculum, and A.I.-driven customization offer a competitive advantage. Further, will create Model-related content lessons that are based on the framework of an award-winning dynamic approach that has proven to develop the critical thinking, research, and executive function skills of elementary, middle, and high school students.

Below is a summary of *Teacher Pai's* competitive advantage:
1. The key, unique selling points of *Teacher Pai:*
    o Creates up to five customized, dynamic, project-based K-12 lessons or parent workshops at a time in seconds.
    o Built-in professional development mechanisms that guide educators to create custom lessons for any age-group, any geographic area, any topic, any activities in thematic areas aligned with State-standards.
    o Includes activities that incorporates mindfulness, restorative practices, theater of the oppressed and trauma-informed instruction.
    o Also has the capacity to create parent workshop activities that incorporate adult learning principles.
    o Is based on Community Change, Inc.'s proven, award-winning approach.
2. ***Comprehensive, Customizable Model-related content Curriculum: Teacher Pai*** stands out by offering a comprehensive curriculum that covers career explorations, civic engagement, culinary arts, cultural education, financial literacy, and relationship education/restorative practices/conflict management. The curriculum can be customized according to the students' interest in topics, activities and geographic areas, making it a one-stop solution for educators seeking a diverse program with Model-related content. The following are ***Teacher Pai's*** available units:
    o 21st Century Skills and Social-Emotional Learning
    o Career Explorations
    o Civic Engagement/Service Learning
    o Culinary Arts
    o Cultural Awareness/DBIE (Diversity, Belonging, Inclusion & Equity)
    o Financial Literacy
    o Family Literacy/Parent Workshops
    o Relationship Education/Restorative Practices/Conflict Management
    o The Black Experience
    o The Latino Experience

3. ***Fast, unique project-based lessons:*** Informative and engaging lessons are created in seconds, requiring minimal revisions. Duplicate lessons are highly unlikely.
4. ***Personalization and A.I.-Driven Approach: Teacher Pai's*** key strength lies in its A.I.-driven lesson plan generation, providing personalized and adaptive Model-related content that caters to individual student needs and classroom dynamics.
5. ***Replicability = Adaptability, Flexibility, Portability, and Scalability: Teacher Pai's*** platform can be replicated or adapted by any type of youth-serving organization. It is designed to accommodate various topics and activities (flexibility), educational settings and geographic areas (portability), for a single teacher at a school to hundreds of staff at large educational institutions, comfortably accommodating any volume of users (scalability).
6. ***Potential for Partnerships: Teacher Pai's*** focus on A.I. and Model-related content integration positions it for potential partnerships with technology giants, expanding its reach and impact in the education market.
7. ***Sequential and Systemic Educational Program:*** as opposed to being a one-shot lesson, each ***Teacher Pai*** lesson is an important part of a phase-by-phase, project-based exploration, and supports the build-up towards culminating events and action projects.
8. ***Multi-year Approach to Model-related Content***: each of ***Teacher Pai's*** models incorporate a sequence of tasks that progressively challenge students to demonstrate critical thinking, research, and executive function skills, while allowing them to engage their community in special events and community projects to demonstrate their mastery in the areas of focus.
9. ***Opportunities for Parent and Community Engagement:*** as part of this system-wide approach, ***Teacher Pai's*** models naturally accommodate parent and community engagement with opportunities to contribute references, serve as guest speakers, and participate in the built-in special events.
10. ***Continuous Innovation: Teacher Pai's*** commitment to continuous improvement and updates based on user feedback ensures the platform remains relevant and effective in addressing educators' evolving needs.

VI. CONCLUSION

Overall, Professor A.I. has the potential to make a significant impact in the education market with its A.I.-driven, comprehensive platform. Professor A.I.'s cutting-edge approach to education, offering 21st Century skills, SEL, career explorations, civic engagement, culinary arts, cultural education, financial literacy, and relationship education/restorative practices/conflict management, presents a powerful opportunity to revolutionize in the educational landscape.

While there are existing competitors in the Edtech markets, Professor A.I. sets itself apart with its innovative use of A.I. for customized lesson planning, its comprehensive curriculum,

and its unique focus on its model themes, making it a one-stop solution for educators seeking a diverse, systemic project-based program.

Combining the Community Change Framework, Format, and Models with artificial intelligence expands its scope globally and increases its potential impacts exponentially. *Teacher Pai* is ideal for schools and districts everywhere looking for innovative ways of integrating technology into classroom practice in the aforementioned content areas. This integration not only reduces the demands on teacher time and school costs, but it also helps frees up these resources to be applied to improving student outcomes significantly.

In closing, imagine a future where the Community Change Framework, Format, and Models are infused with the power of artificial intelligence, propelling their reach to a global scale and unlocking boundless potential. This transformative fusion is what sets *Teacher Pai* apart, making it the ultimate choice for educational institutions seeking a dynamic blend of cutting-edge technology and proven pedagogical methodologies.

For schools and districts craving innovation, *Teacher Pai* is the answer. It seamlessly integrates technology into the design of content areas like never before, delivering an unparalleled teaching experience that engages students and sparks their curiosity. But that's not all – this integration isn't just about technology; it's about enhancing learning outcomes, which is accomplished through its integration with the Community Change Framework, Format and Models.

Most educational institutions face significant time and financial pressures. *Teacher Pai* not only brings innovation but also streamlines processes to save time and money. It's a smart investment that increases student achievement while minimizing the strain on school resources, making it a resource that pays for itself over time. It also translates into less and easier work for teachers.

The potential of *Teacher Pai* as a teaching tool is limitless. By embracing this evolution of the Community Change Framework, Format, and Models with artificial intelligence, schools and districts can get ahead of several trends that are transforming education globally. While we remain in the early stages of the artificial intelligence phenomena, and given the speed in which technology evolves, now is the best time for schools and districts to bring in *Teacher Pai.*

APPENDICES

VII. APPENDIX 1. EVIDENCE OF SUCCESS

Academics
- In 2015, ExpandED found that 45% of a regular participants of a program based on the Community Change Framework, Format and Models improved their English grades from the first to final marking period, versus 39% across similar programs; and 50% of its regular participants increased their math grades from the first to final marking period, compared to 37% across similar programs.
- Metis' 2021 evaluation report of a program based on the Community Change Framework, Format and Models found that the majority regular participants either maintained an A or B grade, or improved by a letter grade in reading (88%) and/or in math (67%).

Careers
- An impact evaluation of high school students of a program based on the Community Change Framework, Format and Models found that the mean difference between the career readiness levels of the treatment group versus the control group was +36.30, outpacing the mean difference of three evidenced-based programs in the same study by nearly 14 impact points (Metis & Associates, 2016).
- Metis (2021) found that students indicated on their year-end surveys that coming to the program based on the Community Change Framework, Format and Models helped them to learn about careers (92%).

Community/Civic Engagement
- Metis' 2021 evaluation report of a program based on the Community Change Framework, Format and Models found that the majority regular participants become better at speaking up for people who have been treated unfairly (90%), and become more interested in community issues (85%).
- Additionally, by post-survey of a program based on the Community Change Framework, Format and Models, the great majority of students reported being aware of issues impacting their community (96%) and that they could make a difference in their community (86%).

Social Emotional
- Metis' 2022 evaluation report of a program based on the Community Change Framework, Format and Models found that the great majority of surveyed staff reported that youth demonstrated some or much improvement in their social skills and interactions (95%).
- Metis' 2022 evaluation report of a program based on the Community Change Framework, Format and Models found that many students indicated on the year-end survey that coming to the program helped them feel more connected to peers (82%).

Trainings
- Metis' 2022 evaluation report of a program based on the Community Change Framework, Format and Models found that nearly all surveyed staff (93%) reported satisfaction with program-sponsored training opportunities.

Other
- Metis' 2021 evaluation report of a program based on the Community Change Framework, Format and Models found that most students reported that program activities were interesting (75%) and/or fun (80%), and that coming to the program helped them to improve their research skills (78%).
- For all past evaluation reports on CCI programs, please visit: https://communitychangeinc.com/evaluations/

VIII. APPENDIX 2. THE SIX TEACHING STRATEGIES

Teaching is the deliberate process of helping others to learn. The following teaching strategies should be used to guide the creation of dynamic lessons for the students. The more of these strategies you incorporate in your learning plans, the more dynamic your lessons will be.

1. Appropriateness: the content of lessons is delivered to students in an appropriate manner. Content of lessons is delivered in such a way that they can be easily grasped by the learners because it is clear and understandable to every student in the group. Appropriateness also applies to the activities used to engage the students (i.e. a lecture would be more appropriate for high school seniors than for kindergarteners), resources and references (i.e. a dictionary would be more appropriate for high school seniors than for kindergarteners) and environment/setting (i.e. a lecture hall with bolted seats would be more appropriate for high school seniors than for kindergarteners)
• **Example of the Appropriateness Strategy for a lesson on the causes of pollution for 3rd graders:** You have a diverse group in terms of language and reading level. Some students can only read Spanish; some students have trouble reading English and others are reading English at their grade level. Using the Appropriateness Strategy would inform you to have the reference in Spanish for the students who can only read Spanish; you would use drawings to illustrate the reference for the group that has trouble reading; and you would have the reference in English for the students who read at their grade level.

2. Relevance: the content of lessons accommodates the needs, interests, and concerns of students. The degree in which something is relevant determines the level of attention and action it receives from an individual or group.
• **Example of relevance for a lesson on gangs for 3rd graders:** Children in your group keep telling you that they are worried about gangs in their community. Some children have said that they have been asked to join a gang; others have said that they worry about their safety and what to do if approached by a gang. Teaching a lesson about gangs would be relevant to your group. This lesson would give your group information that they need to help avoid gangs. Your lesson would help to address students' concerns about gangs.

3. Observation (Analysis): lessons allow for learners to observe and analyze the content. This analysis involves the use of one or more of the learners' senses (i.e. sight, smell, touch, taste, hearing).
• **Example of the Observation/analysis Strategy for a lesson on domestic violence for 3rd graders:** Students may watch the music video "Love is Blind" by Eve, about the effects of domestic violence. In doing so, the students are using their eyes and ears to observe the lesson and gain information.

4. Application (Action):lessons allow for learners to use the content through practical exercises/ experiences, making use or applying what they learn to real and relevant situations.

• **Example of the Application Strategy for a lesson on how the intervention addresses violence for 3rd graders:** After watching the "Self–Destruction" music video and researching how it was put together, students learned that organizing music videos with a positive message is one of the many ways to address the issue of violence. They apply what they learned by creating a song mixed with rap over their favorite instrumentals and recording it to be shown in the cafeteria during lunchtime. In doing so, they are practicing what they have learned or putting the lesson into action.

5. Reinforcement (Creative Repetition): the same content of lessons are covered through a variety of learning exercises and experiences.
• **Example of the Creative Repetition/Reinforcement Strategy for a lesson on drug abuse for 3rd graders:** After learning the effects of drugs from an internet article, students would take a field trip to interview a drug abuse counselor about the effects of drugs. They would then watch a video about the effects of drugs. Hence, they are getting information about the effects of drugs from different sources, and they are being reinforced in by multiple exercises.

6. Mastery: lessons allow for learners to demonstrate that they have mastered the content taught to them. Learners are provided with opportunities to teach their peers what they have learned.
• **Example of the Mastery Strategy for a lesson on the issue of drug abuse for 3rd graders:** The students can do a workshop for a group of other students about the things they learned about drug abuse. They can also organize a neighborhood rally to increase public awareness about the issue.

IX. APPENDIX 3. LOGIC MODEL

Inputs:
- The Community Change Framework, Format, and Models.
- Digital platforms and technological resources for A.I. interaction.
- Trained educators or facilitators for guidance.
- Relevant curriculum and multimedia content.
- Community, parent, and professional involvement and participation.

Activities:
- Welcome and icebreakers that incorporate the theme of the class or subject.
- Exploratory and expression exercises that are informative yet engaging.
- Review and reflection exercises that incorporate Theater of the Oppressed and restorative practices.
- Special events: CareerVisions/Money Move$ Bazaar, Community Change/Peace Convention, Day of Action, Legacy Expo.
- Community engagement: Parent workshops, guest speaker sessions, and field trip coordination.
- Action Projects in collaboration with the community.

Outputs:
- Number of students who engage with the program.
- Number of community members, professionals, and parents involved.
- Completed projects, exercises, or assignments.
- Feedback from students, parents, and the community.

Short–Term Outcomes:
- Increased engagement of students, parents, and the community.
- Enhanced understanding of societal issues and cultural insights.
- Initial development of critical thinking and executive function skills.

Medium–Term Outcomes:
- Mastery in selected areas of interest.
- Positive community change initiated by students.
- Cultivation of a collaborative learning community with active participation from parents and local community.

Long–Term Outcomes:
- Empowered students leading positive societal changes.
- Strengthened community bonds and increased awareness of various societal issues.
- Graduates of the program being active contributors to their communities.

X. APPENDIX 4. THEORY OF CHANGE

Problem Statement:
- In many educational settings, there is a disconnection between academic learning and real-world issues. Community involvement and holistic approaches are not fully harnessed in the education process.

Assumptions:
- Engaging the community amplifies the effectiveness and impact of educational programs.
- Experiential learning through real-world events and projects solidify understanding and increase student motivation.
- Collaborative learning involving students, educators, parents, and community members can catalyze positive societal change.
- Students learn best when content is relevant to their own lives and experiences.

Inputs:
- Community Change Framework, Format, and Models.
- Educators trained in the program's approach or guided by Professor A.I.'s Teacher Pai
- Resources for special events.
- Active participation and support from parents, professionals, and the broader community.

Program Activities:
- **Learn**: Implement the Community Change Framework, Format, and Models, incorporating various exploratory and expression exercises tailored to each model.
- **Showcase**: Host special events like the CareerVisions/Money Move$ Bazaar, Community Change/Peace Convention, Day of Action, Legacy Expo, etc., where students present their learnings and insights.
- **Applied Learning**: Students work on Action Projects, planning and implementing solutions to local concerns, which involve community mobilization.
- **Collaborate**: Engage parents and the community in guest speaker sessions, field trips, action projects, and other participatory activities.

Short-term Outcomes:
- Increased engagement and interest from students.
- Students develop preliminary skills in critical thinking, research, and executive functions.
- Stronger integration between academic learning and real-world issues.
- Active parental and community participation, indicating greater investment in the students' education.

Intermediate Outcomes:
- Demonstrable mastery by students in selected areas of interest.
- Demonstrable community improvements based on students' Action Projects.
- Enhanced collaboration and unity within the educational community: students, educators, parents, and external stakeholders.
- Students display a heightened sense of civic duty and cultural appreciation.

Long-term Outcomes:
- Students consistently apply their learnings to contribute actively to their communities, addressing societal challenges with innovative solutions.
- The program becomes a model for integrating community-centric experiential learning in educational systems worldwide.
- A strengthened bond within the community, as there's increased awareness and collaborative action on various societal issues.
- Graduates of the program emerge as community leaders, skilled professionals, and advocates for societal change.
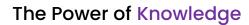
Ultimate Impact:
- **Empowerment**: Students graduate from the program as empowered individuals, equipped with knowledge, skills, and a proactive attitude.
- **Community Transformation**: Communities become more cohesive, with greater mutual understanding and collaborative efforts for positive societal changes.
- **Education Revolution**: A shift in education paradigms where community-based learning becomes a gold standard, paving the way for future generations.

Evidence:
- Feedback from students, parents, and community members indicating increased awareness and involvement in societal issues.
- Demonstrated skills and project outcomes from students.
- Tracking of student trajectories post-program to gauge long-term impacts on community involvement and leadership.

Rationale:
- A comprehensive learning model grounded in community issues, real-world applications, and collaborative approaches not only educates but also empowers students.
- By integrating societal issues and community engagement into the curriculum, students develop a deeper understanding and a heightened sense of responsibility towards their community.
- Through action projects and community events, the theoretical learnings of students are translated into tangible, impactful actions.

External Factors:
- Changes in educational policies.
- Local or global events that might affect community participation.
- Technological advancements that might alter the ways of learning.

THEORY OF CHANGE

Problem Statement:
• There is a disconnect between academic learning, the real-world needs, interests, and concerns of students, and the engagement of parents and the community.
• Such educational programs require too much staff planning and training time, which add to their hidden cost.

Assumptions:
• Students learn best when content is relevant to their own lives and experiences
• Experiential learning through real-world events and projects solidify understanding and increase student motivation.

INPUTS
• Program Models:
1. CareerVisions
2. Community Change
3. Foodpreneurs
4. Legacy
5. The Black Experience
6. The Latino Experience
7. Money Move$
8. Peace.

• Educators trained in the program's approach or guided by Professor A.I.'s Teacher Pai
• Resources for special events.
• Active participation and support from parents, professionals, and the broader community.

PROGRAM ACTIVITIES
1. **K-12 Lessons:** Customize and implement the selected educational program using the Community Change Framework, Format, and Models.
2. **Parent Workshops:** Customize and implement engaging info sessions for parents.
3. **Community Action Projects:** students involves their community in addressing a local problem.
4. **Special Events:** student presentations at the CareerVisions/Money Move$ Bazaar, Community Change/Peace Convention, Day of Action, Legacy Expo to creatively showcase their learnings.
5. **Professional Development:** Built-in guides for educators that help them to implement the program with fidelity.

SHORT-TERM OUTCOMES
• Increased engagement and interest from students.

• Students develop preliminary skills in critical thinking, research, and executive functions.

• Stronger integration between academic learning and real-world issues.

• Active parental and community participation, indicating greater investment in the students' education.

INTERMEDIATE OUTCOMES
• Demonstrable mastery by students in the area of the selected educational program (i.e. careers, community, culinary arts, culture, finance, relationships)

• Demonstrable community improvements based on students' Action Projects.

• Enhanced collaboration and unity within the educational community: students, educators, parents, and external stakeholders.

EVIDENCE
• Feedback from students, parents, and community members indicating increased awareness and involvement in societal issues.
• Demonstrated skills and project outcomes from students.
• Tracking of student trajectories post-program to gauge long-term impacts on community involvement and leadership.

ULTIMATE IMPACT
• Empowerment: Students graduate from the program as empowered individuals, equipped with knowledge, skills, and a proactive attitude.
• Community Transformation: Communities become more cohesive, with greater mutual understanding and collaborative efforts for positive societal changes.
• Education Revolution: A shift in education paradigms where community-based learning becomes a gold standard, paving the way for future generations.

LONG-TERM OUTCOMES
• Students consistently apply their learnings to contribute actively to their communities, addressing societal challenges with innovative solutions.
• The program becomes a model for integrating community-centric experiential learning in educational systems worldwide.
• A strengthened bond within the community, as there's increased awareness and collaborative action on various societal issues.
• Graduates of the program emerge as community leaders, skilled professionals, and advocates for societal change.

Rationale:
• A comprehensive learning model grounded in community issues, real-world applications, and collaborative approaches not only educates but also empowers students.
• By integrating societal issues and community engagement into the curriculum, students develop a deeper understanding and a heightened sense of responsibility towards their community.
• Through action projects and community events, the theoretical learnings of students are translated into tangible, impactful actions.

External Factors:
• Changes in educational policies.
• Local or global events that might affect community participation.
• Technological advancements that might alter the ways of learning.

Professor A.I.
The Power of Knowledge

XI. APPENDIX 5. CAPABILITY STATEMENT

Community Change, Inc. (CCI) is a New York State-based company whose mission is to support the survival and success of youth, families, communities, and the agencies that serve them. CCI supports youth, parents and families through educational programs in six niche areas: career explorations, civic engagement, culinary arts, cultural awareness, financial education, and relationship education.

CCI supports nonprofits, institutions of higher education, school districts, youth bureaus and other agencies through customized curricula and professional development in our six niche areas. We also support these agencies by providing fund development and strategic planning services that builds their capacity to serve youth, parents/families, and communities.

Community Change, Inc. has three subsidiary companies: CareerVisions, Ltd., CareerVisions, NY and Professor A.I.

1. CareerVisions, Ltd. implements CCI's local, short-term, and year-to-year projects.
2. CareerVisions, NY, is CCI's nonprofit, 501(c)3 organization that implements CCI's state-wide, multi-year, grant-funded projects.
3. Professor A.I. is CCI's EdTech company that provides artificial intelligence-powered resources for teaching and learning. Professor A.I. also provides technological design services and solutions to address the organizational development needs of youth and community-serving agencies.

Core Competencies:
- Youth Programs
- Parent/Family Literacy
- Staff Trainings/Professional Development
- Curriculum Development
- Strategic Planning
- Grant Writing/Fund Development

Differentiators:
- Effective project-based, interest-based programs in six niche areas for students and parents: career explorations, civic engagement, culinary arts, cultural awareness, financial education, and relationship education.
- Replicable, adaptable, portable, and scalable program models for elementary, middle, high school, and college levels.
- High success rate of program design in government funding competitions. For a comprehensive list of competitive grants secured, please visit: https://communitychangeinc.com/services/grant-writing/
- Team is comprised of more than 200 active and retired college professors, principals, assistant principals, teachers, social workers, guidance counselors and other education/social service professionals.

Past Performance:
- Since its inception in 2009, Community Change, Inc. has educated more than 23,500 K–12th grade students and their families; trained more than 600 teachers and other direct service staff; supported more than 150 public schools, community centers and shelters; strengthened nearly 50 different government, for-profit and nonprofit agencies; and raised more than $45 million in competitive government funding.
- Models recognized with multiple Promising Practice Awards by ExpandED Schools (formerly The Afterschool Corporation) and the PASEsetter Award by the Partnership for Afterschool Education.
- Programs models have been adopted as the basis of education courses at Lehman College – City University of New York.
- In 2015, ExpandED found that 45% of regular participants of a CCI program improved their English grades from the first to final marking period, versus 39% across similar programs; and 50% of its regular participants increased their math grades from the first to final marking period, compared to 37% across similar programs.
- Metis' 2021 evaluation report of a CCI program found that the majority regular participants either maintained an A or B grade, or improved by a letter grade in reading (88%) and/or in math (67%).
- Metis' 2022 evaluation report of a CCI program found that the great majority of surveyed staff reported that youth demonstrated some or much improvement in their social skills and interactions (95%).
- Metis' 2022 evaluation report of a CCI program found that many students indicated on the year-end survey that coming to the program helped them feel more connected to peers (82%).
- For all past evaluation reports on CCI programs, please visit: https://communitychangeinc.com/evaluations/

Industry Licenses
- New York State-certified, Minority Business Enterprise (MBE)
- New York City Department of Education Multiple Task Award (MTAC) contractor
- Approved by New York State as a Continuing Teacher and Leader Education (CTLE) sponsor

Partial Client List
- City University of New York – Lehman College
- New York City Department of Education
- New York State Education Department
- New York State Office of Children & Family Services
- For a more comprehensive list of clients and projects, please visit: https://communitychangeinc.com/clients/