

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Office of Elementary and Secondary Education (OESE): Magnet Schools Assistance Program (MSAP)

CFDA # 84.165A

PR/Award # S165A220044

Grants.gov Tracking#: GRANT13603816

OMB No. , Expiration Date:

Closing Date: Apr 25, 2022

PR/Award # S165A220044

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/25/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Area Cooperative Educational Services (ACES)

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:

350 State Street

Street2:

* City:

North Haven

County/Parish:

CT

* State:

CT: Connecticut

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

06473-3108

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mrs.

* First Name:

Melissa

Middle Name:

* Last Name:

Karp

Suffix:

Title:

Grant Writer

Organizational Affiliation:

Area Cooperative Educational Services

* Telephone Number:

Fax Number:

* Email:

PR/Award # S165A220044

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

* 12. Funding Opportunity Number:

ED-GRANTS-022222-001

* Title:

Office of Elementary and Secondary Education (OESE): School Choice and Improvement Programs:
Magnet Schools Assistance Program, Assistance Listing Number (ALN) 84.165A

13. Competition Identification Number:

84-165A2022-1

Title:

Office of Elementary and Secondary Education (OESE): School Choice and Improvement Programs
(SCIP): Magnet Schools Assistance Program (MSAP), 84.165A

14. Areas Affected by Project (Cities, Counties, States, etc.):

1243-ACES_Areas_Affected.pdf

Add Attachment

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* 15. Descriptive Title of Applicant's Project:

The DREAMS Project: Developing Rigorous and Equitable Education in an Arts Magnet School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):*** a. Federal * b. Applicant * c. State * d. Local * e. Other * f. Program Income * g. TOTAL *** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Areas affected by The DREAMS Project will include New Haven County and portions of Middlesex County in southeastern Connecticut.

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1241-ACES_GEPASTatement_Section427.pdf

Add Attachment

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Area Cooperative Educational Services (ACES)
Wintergreen Interdistrict Magnet School
Magnet Schools Assistance Program (MSAP)
General Education Provisions Act (GEPA) Section 427

To ensure that all of its students and teachers are afforded educational opportunities fairly and equitably. The Central Administration at Area Cooperative Educational Services works with all of our schools, partner/member districts, and the community to ensure that implementation of the mission and goals of the school system meets quality standards and addresses effective and equitable outcomes for all students. ACES organizational beliefs (see below) will be applied to the proposed Magnet Schools Assistance Program (MSAP) to assure that all program beneficiaries with special needs will have equitable access to, and participate in, the programs and are in compliance with Section 427 of GEPA.

ACES Organizational Beliefs

- Each individual has inherent worth
- All individuals can learn
- High expectations and effort are essential for higher achievement
- Quality education provides the foundation for the success of the individual and the community
- Diversity strengthens an organization
- Individuals are accountable for their actions
- Everyone has a responsibility to each other and to contribute to the common good
- Honesty and respect are essential for building trusting relationships
- A positive attitude enhances performance
- Collaboration enhances productivity and generates creativity
- Families are essential partners in education
- The willingness to change is necessary for individuals to grow and organizations to thrive

ACES ensures that all students in the proposed magnet school will be selected for program participation without any regard to their race, special education status, gender, ethnicity, sexual orientation, ELL status, or socioeconomic status and that all lotteries used to select applicants will be employing a race-neutral, random process.

ACES Central Office will work with the proposed magnet school in the implementation of the MSAP initiative to assist in communicating opportunities to historically underserved and underrepresented populations of students and their families in the identified communities, using procedures and monitoring that it has created as part of its mission. ACES ensures that all written materials to be developed and disseminated in conjunction with the parent awareness activities to be sponsored by the magnet program will be translated into languages other than English. Also, translators will be available during parent involvement activities, as needed, to enable non-English speaking parents to derive the same benefits as their English speaking peers.

Additionally, the magnet program will provide a variety of student support services, including peer mentoring, reading, and math interventions to help students who are struggling to succeed in the magnet program. The magnet program also provides services designed to address the specific needs of students with disabilities and English language learners to ensure that all students receive support to succeed in the proposed magnet program.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Area Cooperative Educational Services (ACES)

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Thomas Middle Name:
* Last Name: Danehy Suffix:
* Title: Executive Director

* SIGNATURE: Melissa Karp

* DATE: 04/25/2022

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Ingrid		Ellinger-Doviak	

Project Director Level of Effort (percentage of time devoted to grant): 50

Address:

* Street1:	88 Bassett Road
Street2:	
* City:	North Haven
County:	
* State:	CT: Connecticut
* Zip Code:	06473-1901
Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

--	--

* Email Address:

--

Alternate Email Address:

--

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☒ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☒ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1244-ACES_MSAPNonExemptNarrative.pdf

Add Attachment

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NON EXEMPT RESEARCH NARRATIVE

(1) Human Subjects Involvement and Characteristics

Participants in this research will include all students in the Wintergreen Interdistrict Magnet School (WIMS) which is part of the local educational agency, Area Cooperative Educational Services (ACES). In each year of project implementation, results from standardized state examinations and locally-developed assessments will be analyzed for tested grade levels by school and by student subgroup by race/ethnicity, English language learners, students with disabilities, and low-income students, to determine student progress against pre-determined benchmarks/goals.

Additionally, all school staff including administrators and teachers will be invited to participate in research-specific activities including individual interviews with school leadership (N=2), focus group interviews with teachers (N=8-10) and anonymous surveys administered to all instructional staff (N=50) and to parents of all WIMS students (N=500) at the end of the school year. Approximately 10-12 students will also be invited by school staff to participate in focus group interviews, pending parent/guardian permission. All students will be invited to take part in these focus group interviews, including English Language Learners (ELL) and special needs students. There are no criteria by which target students or staff will be excluded from an invitation to participate in the study.

(2) Sources of Materials

Data for the proposed research study will be obtained from both existing sources, as well as sources developed specifically for the purpose of measuring the project's objectives. Data that will be gathered from existing sources will include de-identified demographic, attendance, and achievement (i.e., standardized test scores) administrative data collected from the school district. Data that will be developed specifically for target groups in this project will be gathered from the following sources: staff, parent, and student surveys; program and curriculum materials; individual interviews with school principals; focus group interviews with students and teachers; and classroom observation protocols.

(3) Recruitment and Informed Consent

All students at the targeted grade levels (4-8) will be invited to participate in focus group interviews, with recruitment conducted by school staff based on no (current) specific criterion for inclusion. Only students who assent and have parents who consent to the research will participate in focus group interviews. Staff (administrators and teachers) will be asked to provide informed consent to participate in research activities as deemed appropriate by the Institutional Review Boards (IRBs).

All consent and assent procedures, along with the evaluation design and instruments, will be presented to the Metis's and the District's IRBs, if applicable. Appropriate active consent and assent forms will be developed, distributed to, and collected from the parents/guardians of participating children as well as from administrators and teachers. The forms will include a

description of the project as well as an explanation of the respondents' involvement. Parents/guardians will be assured that their children will not be required to answer any questions if they are uncomfortable and that their answers will remain confidential, as well as their right to withdraw from the study at any time.

(4) Potential Risks

Potential risks are minimal. All collected extant data will be provided de-identified to ensure the confidentiality of the study subjects. All data collected through primary data collection methods will not be personally sensitive in nature. All participants will be instructed at the beginning of primary data collection methods that participation is voluntary, items can be skipped if preferred, and that they are free to cease participation in the activity at any time. All data will be stored in a secure environment to ensure confidentiality (see section 5).

(5) Protection Against Risk

All reports will present aggregated data and will ensure that individual respondents are not identifiable. ACES does not anticipate collecting identifying information for the research or program evaluation, such as student identification numbers and/or names for this project, but if identifying information is collected, it will be used only when necessary to maintain participant-level data, and will be kept strictly confidential at all times. No identifiable individual data will be reported, released, or otherwise made public by any employee or consultant, except where the affected individuals and agencies give their express consent to the release or reporting of such information. Furthermore, every reasonable precaution will be taken by all personnel and consultants to assure that no aggregate statistical data are reported or released in a form that enables the identification of individual information. For example, statistical reports with small numbers of observations will be reviewed and, if necessary, edited to prevent the implicit identification of individuals.

(6) Importance of the Knowledge to be Gained

Evaluation activities will provide ACES with summative data to determine whether the magnet program as implemented is having the desired effect on outcomes, such as reduced minority isolation in WIMS and ensuring magnet school students are on track to college and career-readiness (see proposal narrative for targeted project objectives and performance measures), as well as the formative data to determine how programs may be optimally implemented to achieve these goals.

(7) Collaborating Site(s)

The study will be conducted in the target magnet school: Wintergreen Interdistrict Magnet School (WIMS).

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

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

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

You may now Close the Form

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

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ACES DREAMS PROJECT 2022 MAGNET SCHOOLS ASSISTANCE PROGRAM ABSTRACT

Area Cooperative Educational Services (ACES) is currently requesting 2022 Magnet Schools Assistance Program funding to implement the Developing Rigorous and Equitable Education in the Arts Magnet School (DREAMS) Project, which will support the significant revision of Wintergreen Interdistrict Magnet School (K-8) (WIMS) in North Haven, Connecticut; 515 students.

The ACES DREAMS Project proposes to significantly revise WIMS into a K-8 Arts Integration magnet school that will provide a robust program of professional learning and support for teachers and staff; offer an enhanced curriculum, bolstered by research- and evidenced-based instructional strategies in ELA and math; and create and maintain external partnerships that extend curricular changes and instructional understanding as part of the thematic revision at the school. Professional development for teachers and staff, curriculum changes, and new partnerships will support revisions and sustain changes over the five year grant period and beyond.

This proposal anticipates achievement in the following project goals and objectives, and annual performance measures (APM): **Goal 1:** Decrease racial/ethnic and socioeconomic isolation at WIMS to reflect maximum possible integration based on the demographics of the school's partner districts. **Objective 1:** Enroll a wider diversity of students from partner districts and Parent Choice districts.

Goal 2: Improve academic achievement for all WIMS students. **Objective 2:** All students at WIMS will receive standards-aligned instruction reflecting the school's revised theme of arts integration. **Objective 3:** Provide professional learning for WIMS teachers related to implementing the new curriculum, increasing achievement for all students, improving instructional practices, and ensuring program sustainability. **Objective 4:** Develop partnerships that provide WIMS students opportunities to engage in real-life applications of arts. **Objective 5:** To increase percentages of all students, including those from major racial/ethnic and socioeconomic subgroups, who meet state goals in english/language arts and math, in order to equal or exceed achievement levels in the school's partner districts.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

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

Add Optional Project Narrative File

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Competitive Preference Priority 1: Need for Assistance

(1) Cost of fully implementing the magnet schools project as proposed

Area Cooperative Educational Services (ACES) is a regional educational service center (RESC), a nonprofit organization with 501(c)(3) status, and a local education agency (LEA). As a nonprofit educational service center, ACES provides a wide range of services for 26 partner districts in the south-central Connecticut region. This region includes a variety of large and medium urban districts, suburban districts, and semi-rural districts that represent student populations with great diversity in terms of race/ethnicity and socioeconomic status. As an LEA, ACES operates three interdistrict magnet schools and nine outplacement special education public schools for students with severe disabilities.

While traditional school districts rely on property tax revenue to fund their schools and operations, ACES collects no property taxes as a RESC. All revenues to support the agency's [REDACTED] operating budget are from fees-for-service, magnet school tuition, tuition paid by districts for students placed into our special education schools through the Planning and Placement Team (PPT) process, state and federal funding for children and adults with disabilities, and grants, foundations, and other private donations. A large portion of ACES' budget supports staffing costs for its outplacement special education schools with high staff-to-student ratios (typically 3:1).

To the fullest extent possible, the ACES budget considers each program as a separate financial unit expecting that each will be fully self-supporting. ACES has continued to support magnet schools as part of its commitment to educational equity; however, due to several factors affecting the state and local economy, ACES magnet schools have been operating at a deficit for the past few years. Although the agency's new strategic plan includes a multi-pronged effort

to close operational gaps, it is unlikely that ACES funding alone would be sufficient to reinvigorate magnet programming to the level needed to promote high standards of student achievement and diversity, the dual hallmark of magnet schools.

ACES is currently requesting a grant of [REDACTED] from the U.S. Department of Education's Magnet Schools Assistance Program to implement the *Developing Rigorous and Equitable Education in the Arts Magnet School (DREAMS) Project*, which will support the significant revision of the Wintergreen Interdistrict Magnet School (WIMS) in North Haven, Connecticut. WIMS was initially designed in the 1990s to provide an exceptional integrated magnet education for students in partner and surrounding districts in south-central Connecticut, with the original magnet theme focused on the humanities. Over the past several years, changes in the state's economic situation as a whole and the accompanying financial challenges faced by our partner districts have diminished the school's ability to maintain this work. As a result, there has been a gradual erosion of identity and appeal for the school, which has resulted in a growing trend of minority group isolation (MGI). As shown in Table 1, MGI among Black/African American students at WIMS exceeds that of partner districts from which the school gets the majority of its students.

Table 1. Demographics of Student Populations at WIMS and Partner Districts (Fall 2021)

Racial/Ethnic Group	Percentage of Students by District			
	WIMS (N=516)	New Haven Public Schools (N=20,675)	Hamden Public Schools (N=5,495)	Meriden Public Schools (N=8,163)
African American	46.3%	36.4%	30.7%	10.2%
Hispanic/Latino	27.3%	46.7%	22.3%	56.8%
White	16.7%	12.4%	34.0%	26.4%
Asian	3.7%	2.5%	7.4%	2.3%
American Indian/Native Alaskan	0.39%	0.2%	0.0%	0.0%
Native Hawaiian/ Pacific Islander	0.19%	0.1%	0.0%	0.0%
Two or More Races	5.4%	1.8%	5.4%	4.1%

With MSAP grant funding, ACES proposes to significantly revise WIMS into a K-8 Arts Integration magnet school from a K-8 Humanities Magnet school with the following salient program elements:

- A robust professional learning program and support for teachers and staff to make curriculum changes to reflect this new school-wide theme.
- An enhanced curriculum, bolstered by research- and evidence-based instructional strategies in ELA and math, to engage students in learning to think creatively, innovate,

engage, and empathize with peers as they derive meaning through new ways of thinking. Students will improve their ability to ask questions and design solutions to academic and real-world problems while learning to “think like an artist” or “see the world through the lens of design.”

- External partnerships that extend curricular changes and instructional understanding are part of the school's thematic revision. Harvard's Project Zero, Lincoln Center for the Arts, The Institute for Art Integration and STEAM, The National Network of Partnership Schools, Crayola Education, and Connecticut Arts for Learning will partner with WIMS, along with the ACES’ arts magnet high school, Educational Center for the Arts (ECA).

By reinvigorating WIMS magnet programming to the level needed to promote high levels of student achievement and diversity and infusing the school with a concentrated program of professional learning and supports, we will set the stage for program sustainability. Minimal additional staffing will be needed to transform teaching and learning at WIMS across the K-8 grade span. Two full-time arts integration resource specialists will take the lead in supporting the school-wide implementation of the arts integration theme: one for the elementary grades (K-5) and one for the middle school grades (6-8). The current Magnet Coach will serve as the full-time MSAP Project Director at no cost to the grant (a small stipend will be available to support the conduct of MSAP duties beyond the regular school day and year).

MSAP funding will cover the purchase of equipment and supplies to support the implementation of the curricular changes and comprehensive, sustainable theme change. Supply and equipment funding is heavily weighted in the first year of the grant to “jump-start” theme revision. The MSAP budget also includes funding for minimal facilities upgrades, such as remodeling the school’s main hallway in the first year of the grant to reflect the new theme.

To ensure that the MSAP initiative at WIMS achieves its goal of decreasing MGI among Black/African American students, grant funding will support a marketing and recruiting campaign for the magnet school. Direct recruitment efforts, to be coordinated by the Project Director, will be strategic and designed to increase the number and diversity of students who apply to WIMS, through the ACES Parent Choice program (described in the narrative response to CPP 3).

Finally, MSAP funds will support an external evaluation of the five-year initiative conducted by an independent evaluator with over two decades of experience evaluating MSAP initiatives across the country. The formative and summative evaluation activities to be carried out will produce a set of learnings and findings that can be leveraged for mid-course corrections and the sharing of best practices, both within ACES and with the larger community of magnet schools.

In sum, in the absence of a grant from MSAP, ACES would not be able to support the kind of dramatic transformation that is envisioned and is needed to bring the vision for WIMS to full flower.

(2) Resources available to the applicant to carry out the project if funds under the program are not provided

ACES magnet schools rely on two revenue streams. The state of Connecticut provides a per-pupil subsidy to magnet schools to promote statewide integration. This tuition reduces the expense for local school districts to send students to magnet schools and therefore incentivizes their participation and willingness to support magnet programs. However, the per-student tuition subsidy provided by the Connecticut State Department of Education (CSDE) varies widely depending on the sending district, how many students it sends to the magnet schools, and where the sending districts and schools are located. ACES charges tuition to school districts to

make up the difference between the amount provided by CSDE and the cost of educating each student. This local per-pupil tuition is the ACES magnet schools' second revenue stream. Together, these two funding sources comprise the total funding available for students at each school.

While intended to cover the total cost of educating students at WIMS, this combined tuition has required supplementation from ACES at various times due to fluctuating enrollments and changes in partnership agreements with districts. In better economic times, ACES was able to absorb the shortfall due to enrollment. Having the lease of our state-of-the-art school building terminated by the town and operating our magnet school in a much older building with no amenities in a new location that was not designed to be an elementary school has further impacted enrollment.

(3) *The extent to which the costs of the project exceed the applicant's resources*

WIMS experienced a loss of over 100 students in the 2019-20 school year. The significant enrollment loss has continued to date. Before the move to the new location WIMS consistently enrolled over 620 students. Since the move to the new location in the Fall of 2019 and despite the school's best efforts the school has not enrolled more than 516 students, as evidenced by our yearly October 1 enrollment reports. The move to the new location, combined with the poor state economic climate, the pandemic, and continuously strained municipal budgets, has placed the agency in a situation that it cannot solve by covering the economic shortfall. These funding limitations prevent the substantial changes needed (described above) to fully implement the magnet program revisions to allow the school to flourish and grow.

Given the fiscal climate and constraints described above, and the ambitious plans established for the significant revision at WIMS, ACES would be hard-pressed to implement the DREAMS project without a grant from MSAP.

(4) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet school project—e.g., the type of program proposed, the location of the magnet school within the LEA—impacts the applicant's ability to successfully carry out the approved plan.

The interdistrict design of ACES magnet schools presents unique challenges and benefits to implementing a MSAP project on this scale. Because ACES must maintain collaborative and amicable relationships with sending and collaborating school districts to publicize and recruit students for its schools, it cannot substantially raise sending district tuition without putting these relationships in jeopardy.

Over the past two years, it has only been that ACES has requested an increase in local tuition of over 3%. In the prior five years, ACES had only increased local tuition by an average of 3% per year for WIMS. Tuition charged at WIMS in 2019-20 provided *less* funding than the actual cost of educating each student - Net Current Expenditures per Pupil (NCEP) for each school's sending districts and those for the largest sending Parent Choice districts in 2019-20.

Since the amount that ACES spends to educate each pupil at WIMS is lower than actual expenditures, the program is operating at a deficit. In 2019-20, WIMS had a combined tuition of (State Contribution + Town Contribution + Avg. Special Education Costs) of [REDACTED], the average 19-20 NCEP of our largest enrollment districts was [REDACTED] leading to an operating deficit of [REDACTED]. The willingness of ACES to absorb these deficits over the 20-year existence of WIMS reflects the agency's dedication to the mission of magnet schools that promote choice, equity, diversity, and academic excellence for all students.

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The economic climate of Connecticut, whose recovery from the 2009 Great Recession has been among the slowest in the nation, makes it a difficult time for education. In addition to flat or reduced funding for magnet schools, the governor and the state legislature have made and continue to propose significant changes to education funding formulas, which will negatively impact many ACES regional districts, including the partners for WIMS. MSAP funding is the only promising source for the resources needed to advance the MSAP Project.

Competitive Preference Priority 2: New or Revised Magnet Schools Projects and Strength of Evidence to Support Proposed Projects

The Secretary determines the extent to which the applicant proposes to (1) carry out a new, evidence-based magnet school program; (2) significantly revise an existing magnet school program, using evidence-based methods and practices as available; or (3) replicate an existing magnet school program that has a demonstrated record of success in increasing student academic achievement and reducing isolation of minority groups.

Using funding from the MSAP, ACES will *significantly revise* Wintergreen Interdistrict Magnet School (WIMS) into a whole-school arts integration magnet program. The nature and significance of the revision of the magnet program are described in Table 6 in the Attachments and the Quality of Project Design section.

The magnet program at WIMS will provide an interdisciplinary curriculum that uses arts integration as a platform to engage students in stimulating and rigorous instruction to support academic growth and achievement. To help prepare all WIMS learners to participate in the enriched thematic instruction, ACES proposes integrating two evidence-based instructional models into the magnet program—Leveled Literacy Intervention (LLI) for reading and DreamBox Learning for math (as outlined in the Project Logic Model in the Desegregation Section). LLI is

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a small-group reading intervention that will be implemented with students in grades K-2, and DreamBox Learning is a supplemental mathematics program offered in grades K-1.

As presented in the Evidence Form in the Attachments and described in the following narrative, these key program components are supported by research that meets What Works Clearinghouse (WWC) and Every Student Succeeds Acts (ESSA) evidence standards and have shown to have positive and statistically significant effects on student achievement in reading and math, respectively (key program outcomes). The following two studies present the evidence of impact and describe the relevance of this evidence to the proposed magnet program.

Citation 1: Ransford-Kaldron, C., Flynt, E.S., Ross, C.L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). *Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI)*. Memphis, TN: Center for Research in Educational Policy, University of Memphis.

Citation Outcomes: Utilizing a randomized control trial, the study found that students in grades who received LLI demonstrated significantly significant increases in overall reading achievement compared with students who did not receive the intervention. Specifically, kindergarten students in the treatment group (meaning they received the LLI intervention) showed a mean gain of 1.56 benchmark levels on the LLI assessment compared with a 0.78-level increase for the control group. First-grade treatment students showed a mean increase of 4.46 benchmark levels compared with 2.63 levels for the control level. These differences were statistically significant with a medium to large effect size.

Positive and statistically significant gains were also measured using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment that was administered pre and post-intervention. At both the kindergarten and 1st-grade levels, the gains among treatment students

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exceeded those of control students on outcomes for nonsense word fluency, letter naming fluency, and oral reading fluency. The data also showed that English language learners and Hispanic students in the treatment group outperformed similar students in the control group. The study meets the WWC standards for design without reservations and provides strong evidence of the effectiveness of LLI on general reading achievement.

Relevance to Proposed Project. The study showed positive effects of LLI on student achievement in reading, which is a crucial outcome of the magnet program (as outlined in the Project Logic Model). The achievement was measured using pre/post assessments of LLI benchmarks and standardized DIBELS scores, both of which will be used to track reading growth and achievement of K-2 students who are targeted for LLI at WIMS.

WIMS will implement LLI in the magnet program to support literacy development and ensure that all students have the support needed to read at or above grade level by 3rd grade. LLI is a literacy system developed by Fountas & Pinnell that provides intensive, small-group supplementary literacy intervention to increase literacy achievement of students who are not achieving at grade level in reading. LLI will be infused into the magnet program to support K-2 students identified through benchmark testing in September or October of each school year as needing extra support. Students will participate in small-group literacy support over 14-18 week cycles, during which the LLI interventionist, literacy coach, and classroom teachers will meet weekly to monitor and discuss student progress. Students will be re-assessed at the end of each cycle to determine if they will continue with LLI or be exited from the program. To ensure fidelity of LLI implementation, all K-2 teachers, LLI interventionists, and literacy coach will participate in a three-day, onsite Institute and ongoing virtual consultation with LLI consultants.

The study was conducted in five elementary schools in rural Georgia and four elementary

schools in suburban New York. It included a sample of 222 treatment and 205 control students in grades K-2—the target grade levels for LLI intervention in the proposed magnet program. The sample included a demographically diverse group with 37% Hispanic/Latino students, 33% Black/African American students, and 29% White students. A majority (84%) of students were low-income, and 13% were English language learners. This population is similar to the population served at WIMS but with a slightly higher proportion of low-income students.

Citation 2: Wang, H. & Woodworth, K. (2011). *Evaluation of Rocketship Education's use of Dreambox Learning's online mathematics program*. Menlo Park, CA: SRI International.

Citation Outcomes: The study used a randomized control trial research design to compare the math achievement of students in grades K-1 who received online supplemental math instruction using the DreamBox Learning platform to control students who did not receive the intervention. Math achievement was measured using pre/post administrations of the Northwest Evaluation Association's Measures of Academic Progress (MAP) test based on total math scores and subtest scores for problem-solving, number sense, computation, measurement, geometry, statistics, and probability. Findings from the analyses found that students in the DreamBox treatment group scored an average of:

- 2.3 points higher than control students on overall math achievement with an effect size of .14, which equated to a 5.5-point increase in percentile rank; and
- 2.9 points higher than control students on the measurement and geometry subtest with an effect size of 0.16, which equated to a 6.4-point increase in percentile rank.

Furthermore, the effects on problem-solving, number sense, computation, statistics, and probability subtests were positive but not statistically significant.

Relevance to Proposed Project: The study analyzed the impact of Dreambox Learning on student achievement in math based on standardized test scores is a crucial program outcome (as outlined

in the Project Logic Model). DreamBox Learning will be integrated into the magnet program to support math development for students in grades K-1. DreamBox is an adaptive online learning platform that engages students in math and numeracy skills using fun activities that include continuous formative assessments to guide students' learning paths. Each year, students in K-1 will be targeted for the intervention based on benchmark assessments that are provided at the beginning of each 12-18 week learning cycle. To ensure fidelity of implementation, the K-1 classroom teachers, teaching assistants, and the math coach will participate in 2-3 expert-assisted webinars with a DreamBox Learning professional development specialist and virtual consulting each grant year. This professional development model will enable the WIMS DreamBox team to develop sustainable expertise in the core mathematics content and the core principles of competency-based learning.

The math achievement of students targeted for the intervention will be measured using pre/post standardized math benchmark assessments, such as the MAP test used in the study. The target population will include students in grades K-1, which are the grades targeted in the study.

Competitive Preference Priority #3: Selection of Students (up to 2 points).

The Secretary determines the extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery rather than through academic examination.

WIMS draws students from 26 partner districts, with New Haven Public Schools (NHPS) being the sole partner district and the other 25 districts being part of the ACES Magnet School Parent Choice Program.

WIMS operates under a governing agreement with the NHPS, which establishes the parameters for the number of seats filled by students from this partner district. The current governing agreement stipulates that this number cannot exceed 105 students each year. The total

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number of seats is based on the capacity of WIMS by grade level each year to reach a maximum of 631 students per state guidelines. We fill these seats using the following parameters, given the not-to-exceed cap of 631 set by the state:

Table 2. WIMS Seat Capacity

Grade Level	Maximum Capacity
Kindergarten	60 Seats
Grade 1	66 Seats
Grade 2	75 Seats
Grade 3	75 Seats
Grade 4	75 Seats
Grade 5	75 Seats
Grade 6	75 Seats
Grade 7	75 Seats
Grade 8	75 Seats

Each year, interested students from the partner districts can apply to attend WIMS between October to February in preparation for the lottery held at the beginning of March. As shown in Table 5 in the Attachments, the process by which students will be selected to attend WIMS does not include student academic performance as a criterion for selection.

The operating agreement between ACES and NHPS to control the lottery ends June 30, 2022. Therefore, the lottery process described for New Haven Public Schools (NHPS) will not govern the admission of NHPS students in the 2023 lottery process and beyond. Since WIMS was opened over 20 years ago, ACES has had to work with NHPS to align its lottery processes to create culturally diverse school communities, engaging students by offering school choices that pique their interests and increase their chances of academic success. If the number of applications exceeds the number of available seats for NHPS, the district will run its lottery and

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provide this information directly to WIMS once compiled. Families submit applications during the open window (October through February) entered into a computer system, which produces a randomly-generated number for each application.

Based on their application's rank in the weighted lottery process, students from NHPS are placed at WIMS based on the following ordered preferences:

1. Student resides within the school neighborhood zone and has a sibling currently enrolled at WIMS
2. Student resides within the school neighborhood zone with no sibling enrolled at WIMS
3. The student has a sibling currently enrolled at WIMS and lives out of the school neighborhood zone
4. Siblings applying to WIMS together

Once all of the available seats by grade level are filled, NHPS places non-seated students on a waitlist maintained through October 1 to reach the NHPS seat cap of 105. Since the relocation of WIMS, NHPS has consistently been under-enrolled at WIMS by 15-30 students.

ACES Office of Magnet School Parent Choice conducts a computer-generated, weighted lottery for all students that apply to WIMS through the ACES Magnet Parent Choice Program for the remaining seats, with the sole preference provided for siblings of enrolled students. Results of the lottery process are available to the public upon request. All parents are notified of their placement by March and have two weeks to accept the seat. Should parents not accept their seats, ACES then gives the vacated seats to students from the waitlist based on their order established in the weighted lottery.

Competitive Preference Priority #4: Increasing Racial Integration and Socioeconomic Diversity

The Secretary determines the extent to which the applicant proposes to increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs

Numerous studies show a close relationship between socioeconomic status (SES) and racial/ethnic background, suggesting that efforts to integrate schools by SES can have implications for racial diversity (Mickelson, 2016). According to data compiled from the American Community Survey by the Annie E. Casey Foundations Kids Count Data Center, the percentage of children living in poverty varies systematically by racial/ethnic group. In Connecticut, for example, 31% of Hispanic/Latino children and 25% of Black/African American children were living in poverty in 2018. In contrast, only 6% of White and Asian students lived in poverty that same year (Annie E. Casey, 2019).

Furthermore, a substantial body of research demonstrates the relationship between racial integration and student academic performance in core subject areas such as reading, mathematics, and science. As noted in a February 2016 report by The Century Foundation, “attending racially diverse schools is beneficial to *all* students and is associated with smaller test score gaps between students of different racial backgrounds, not because white student achievement declined, but rather that black and/or Hispanic student achievement increased” (Wells, et al., 2016).

Additionally, research points to the substantial impact of economic desegregation—separate from and in addition to racial/ethnic integration—on student achievement. Specifically, low-income students who attend schools with middle-class peers have achieved significantly

higher academic outcomes than low-income students. The latter are enrolled in schools with concentrated poverty. At least one study suggests that the overall SES composition significantly impacts student achievement than an individual's familial and economic background (Kahlenberg, 2013).

Diversity is one of the five pillars in ACES' Leadership Model and is a driving force in the organization's mission to develop and implement interdistrict magnet programs. With the support of a grant from MSAP, ACES proposes increasing **racial and socioeconomic integration by providing opportunities for students from 26 school districts across southeastern Connecticut to participate in an interdistrict magnet program at WIMS.**

Interdistrict choice programs have proven to be an effective strategy for improving academic and social outcomes for all students, including high- and low-income students and those from different racial/ethnic groups. As highlighted in a meta-analysis of eight interdistrict choice programs across the country, "the evidence strongly suggests that interdistrict programs do matter, in large part because the students who transfer to the suburbs are transcending rigid boundaries that separate more-privileged contexts from far-less-privileged ones" (Wells et al., 2013, p. 193). This report also presented findings on the improved academic achievement of low-income students in interdistrict choice programs. It showed that long-term outcomes for participants "are very positive in terms of mobility factors for students of color and improved racial attitudes across different racial groups" (p. 197).

As an interdistrict magnet school, WIMS is designed to integrate students from urban, suburban, and semi-rural communities and various income levels. During the 2019–20 school year, WIMS enrolled students from across 16 different school districts with a wide range of socioeconomic groups. Specifically, the proportion of students eligible for free or reduced-price

lunch across the districts, according to data from the Connecticut Data Collaborative, ranged from a low of 13.5% to over 80% (www.data.ctdata.org).

To support the goals of reducing racial/ethnic and socioeconomic isolation at WIMS, ACES has identified a set of feeder schools (as outlined in Table 4 in the attachments) whose communities will be targeted in the magnet outreach and recruitment plan (see Desegregation section). Many of the magnet feeders are elementary, middle, and K-8 schools located in school districts with lower proportions of students who are eligible for free and reduced-price lunch than in WIMS's current population (57%), including Hamden Public Schools (41% free and reduced-price lunch), Wallingford (23%), and North Haven (13.5%). By implementing targeted outreach and recruitment to these partner school districts and feeder schools, WIMS will be successful in using its interdistrict model to attract students from a wide range of family income levels and demographic characteristics.

Competitive Preference Priority #5: Inter-district and Regional Approaches

(1) Under this priority, an applicant must demonstrate that grant funds will be used to enable the LEA, or consortium of such agencies, or other organizations partnered with such agency or consortium, to establish, expand, or strengthen inter-district and regional magnet programs.

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As for partnerships, this work will be supported through strong partnerships with Harvard Project Zero, and Lincoln Center Education, which will equip teachers and staff with the expertise to integrate artful thinking and inquiry approaches into thematic units. The opportunities will include annual summer institutes and ongoing job-embedded training throughout the school year provided through robust partnerships with leaders in arts integration. Instructional staff will also benefit from modeling and coaching provided through artist residencies with Arts for Learning and ongoing support from the Arts Integration Specialists. Equity training will be provided through the partnership with the RE-Center. RE-Center will support the WIMS school community in co-creating and sustaining equitable learning environments where the impacts of racism and other forms of oppression on students, parents, staff, and community members are eliminated. This training will be critical to supporting the development of a school-wide culture of inclusivity and cultural responsiveness that will provide a strong foundation for the sustainability of the magnet program. WIMS will develop robust partnerships with professional artists and experts in arts education through partnerships with

AFLCT and Crayola Education, which will expose students and families to real-world opportunities. We believe these partnerships will further enhance our interdistrict magnet program.

Competitive Preference Priority 6—Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (up to 2 points).

(1) Adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and allow educators to serve as mentors and instructional coaches or take on additional leadership roles and responsibilities for which educators are compensated.

This project invests a significant amount of funds in developing human resources to support the students' learning. The comprehensive professional development plan is designed so that different groups of teachers have access to professional development each year. Every staff member who participates in professional learning is compensated for their time as per their contract. Training will be accessible to all staff. In addition, there is an identified core group of teacher leaders whose charge will be to shepherd the new message, provide coaching and serve as lab classrooms. There will also be several teams developed to support the work. These teams will comprise teachers, coaches, artists, the project director, administrators, parents, and arts integration specialists. There will be an MSAP project management team, a Parent university Team, Academic Teams, Arts Integration Teams, Magnet Theme Team, Equity Team and Instructional Teams. Every staff member will be engaged in a team. The research says that collaboration is the best way forward because multiple perspectives are used, and buy-in is developed since all participants have a part in the change process. Kouzes and Posner (2003) stated they were unable to find examples of extraordinary achievements occurring without the active involvement of many people. They wrote: We've yet to find a single instance in which one talented person-leader or individual contributor accounted for most, let alone 100 percent, of

the success... the winning strategies will be based on the “we, not I” philosophy. Collaboration is a social imperative. (p. 20)” The project believes that this significant investment in human capital will translate into the improved practice of all adults. Still, more importantly, the project hopes that the investment will be reciprocated through loyalty and support.

(2) Developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support the development of educator diversity.

ACES is committed to creating an inclusive, diverse agency and is constantly seeking opportunities to increase representation from all members of society in our programs and services. To this end, ACES participates in the RESC Minority Teacher Recruiting (MTR) Alliance, whose mission is to assist Connecticut school districts in recruiting, hiring, developing, supporting, and retaining a racially, ethnically, and culturally diverse teaching and administrative workforce. ACES Human Resource staff seeks to continuously develop innovative programs in partnership with local school districts and the CSDE to increase racial and cultural diversity in the classrooms of Connecticut.

The MTR program focuses on increasing teacher diversity and is integral to having equitable practices and achievement for students of color in our schools. Teacher quality has been identified as an essential element for school reform and the success of students of color. Issues of cultural competence and diversity in the teacher workforce are critical factors in improving the performance of students of color. Increasing the percentage of teachers of color in the workforce is connected to enhancing the educational experiences of all students. Research findings show that teachers of color (McNulty & Brown, 2009; Gershenson, Holt, & Papageorge, 2015):

- Provide life experiences that enhance the learning experiences for students from different and similar backgrounds;

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- Enrich the experiences of students of color because of shared racial, ethnic, and cultural identities; and
- Relate to students who have been historically and typically disenfranchised and, through the relationship, give students access to resources (information and skills) that help them navigate their school environment and the larger society.

As the educator recruitment landscape changes as fewer college students enroll in teacher preparation overall and even far fewer minority college students enroll (Garcia & Weiss, 2019), ACES's vision remains the same. Our programming is comprehensively designed to support local school districts in recruiting, retaining, and advancing teachers and administrators of color. As we provide educational leadership in developing diverse classrooms, we are providing a lasting legacy of racial and cultural literacy that will impact the academic, social, and economic success of the children and their families throughout Connecticut. By providing a culturally rich learning environment for all children, we equip our students to successfully thrive in and contribute to their local, state, and global communities.

ACES also participates in a cohort of the Teacher Residency Program (TRP), which is an alternate route to the elementary certification program that embraces a different approach to attract, certify, and retain teachers of color (residents) in that residents:

- Participate in courses for 18 months (summer, Saturdays, and evenings).
- Work for one school year side-by-side with a mentor teacher while receiving pay and benefits.
- Are guaranteed a full-time teaching position upon completing the program and certification requirements.

ACES Director of Human resources recruits and creates the programming for ACES

schools, and the area ACES serves. WIMS currently has two TRP fellows and plans to continue to support the program.

Invitational Priority 1—Whole-School Magnet Programs

(1) Projects propose to implement “whole-school magnet” schools in which all students enrolled in the school participate in the magnet school program, rather than schools that implement magnet programs within schools offered to less than the entire school population.

Using the MSAP grant, WIMS will provide a rigorous, arts-integrated educational experience for all students across grades K-8. By providing a ***whole-school magnet program***, we will ensure that all students are exposed to various art modalities, including low-income students. The latter have been traditionally excluded from the rich arts enrichment that higher-income families can afford. Currently, arts and culture, like so much of American life today, are being shaped by rising income inequality. With the proliferation of standardized test-based accountability, urban and rural school districts nationwide are pressured to increase the time and resources spent on tested subjects like math and reading. As a result, as school districts have been faced with decades of steep budget reductions, many have responded by reducing class time in art, music, dance, and drama, or cutting arts programming altogether. Cuts to arts programming have often been undertaken despite general support among school leaders, educators, and the public for arts education (Kisida & Bowen, 2019). These reductions have exacerbated the inequity in arts access: the overall proportion of students receiving art instruction in school has decreased in the last decades, and there are data to suggest this has been more pronounced among students of color, students from low-income families, and students attending higher-poverty schools and rural schools (Rabkin & Hedberg, 2011), Parsad & Speigelman, 2012; Wendler, 2019; U.S. GAO, 2009).

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ACES sees and understands that the arts are a powerful pathway to accurate observation, communication, and expression. The MSAP project will extend arts access to students who have traditionally had limited art exposure due to financial constraints. It will accomplish this by making the arts the medium at WIMS through which teachers teach and learners learn every day.

Desegregation:

(1) The effectiveness of the applicant's proposed desegregation strategies for the elimination, reduction, or prevention of MGI in elementary schools and secondary schools with substantial proportions of minority students. (ESEA section 4401(b)(1))(up to 6 points)

As noted earlier, ACES is currently requesting funding from the MSAP to support the significant revision of WIMS, located in North Haven, Connecticut. WIMS was initially designed in the 1990s to provide an exceptional integrated magnet school education for students in the partner and surrounding districts in south-central Connecticut. As described in response to Competitive Preference Priority 1, changes in the economic situation of the state as a whole, and the accompanying financial challenges faced by our partner districts, have diminished the school's ability to implement and sustain a thematic program that is attractive to the diversity of communities it is intended to serve. As a result, there has been a gradual erosion of identity and appeal for the school, which has resulted in a growing trend of MGI among Black/African American students at the K-8 school. Table 3 below shows the current trend of increasing MGI among Black/African American students and the projected impact of the proposed MSAP grant on reducing that trend over the five years of the MSAP grant.

Table 3. MGI Among Black/African American Students at WIMS

Year	Total Enrollment (Oct. 1)	% African American
2017–18 (actual)	626	44.5%
2018–19 (actual)	565	45.6%
2019–20 (actual)	515	46.0%
Year	Total Enrollment (Oct. 1)	% African American
2020–21 (actual)	518	46.4%
2021–22 (actual)	516	46.1%
2022–23 (Year 1, projected)	525	46.3%
2023–24 (Year 2, projected)	551	43.0%
2024–25 (Year 3, projected)	577	40.0%
2025–26 (Year 4, projected)	603	37.0%
2026–27 (Year 5, projected)	630	34.0%

(1) *The effectiveness of its plan is to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools. ([34 CFR 280.31](#)) (up to 6 points)*

Despite its small size, Connecticut has 169 school districts. Together these districts serve approximately 528,000 students in grades K-12. Total enrollment by district ranges from less than 100 students in the smallest districts to nearly 20,500 students in the largest districts, including New Haven, Bridgeport, and Waterbury.

Across the state, the racial and ethnic composition of public-school enrollment is diverse—just over half (55%) of students are White, 24% are Hispanic/Latino, 12% are African American, 5% are Asian, and 3% are multiracial. Yet, this diversity is not reflected in enrollments in most public-school districts. In fact, in almost nine in 10 districts, the proportion of white students dramatically exceeds the statewide average. In comparison, enrollment of most of the state’s non-white students is concentrated in only about 20 school districts in the state’s largest urban and

suburban areas (CSDE, 2020).

Connecticut school districts' sharply defined geographic boundaries make it difficult to create truly integrated schools because, except for a few “urban fringe districts,” students within individual districts tend to be from the same racial and socioeconomic backgrounds as theirs. The overall percentage of white students from our two largest feeder districts—Hamden and New Haven—has continually decreased since 2016-17. The total percentage of Black/African American students has increased in Hamden over that same period, while the overall percentage of Black/African American students across the state has remained 36-40 percent (CSDE, 2020). Furthermore, analyses of state demographic data indicate that the state is becoming both more heavily minority and more racially and economically segregated (Ba Tran, 2016; Buchanan & Abraham, 2015; CSDE, 2016). In most regions, the only way to create schools that reflect the real richness of the diverse backgrounds of Connecticut students is to bring together students from different districts and create interdistrict schools, such as WIMS.

WIMS is located in North Haven, a small rural/suburban area situated directly between two of Connecticut's largest urban areas, New Haven and Meriden, and is close to the smaller city of Hamden. Despite the proximity of these cities, they are home to very different populations. North Haven is home to a predominantly white (84%) population with a low poverty rate (4%). The closest city, Hamden, is more diverse, with a population that reflects the state's diversity (57% white, 25% Hispanic, 12% Black/African American, and 5% Asian) and with a slightly higher poverty rate (8%). New Haven, however, serves a much more diverse population, with 31% white, 33% African American, 30% Hispanic, and 5% Asian, and a higher poverty rate (26%) (U.S. Census Bureau Quick Facts). The disparity of these community demographics highlights the challenges for school districts to provide integrated educational environments.

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As an interdistrict magnet school, WIMS can attract students from across the geographic areas and districts, and it currently enrolls students from 16 different school districts. This model provides an excellent opportunity to attract a more diverse student population than can be achieved within any one of the school districts in the area. Yet, WIMS currently enrolls a proportion of Black/African American students (46.3%) that is 12 percentage points higher than the district average for ACES (34%) and 10 or more percentage points higher than our largest partner districts, New Haven (36%), Hamden (31%), and Meriden (10%). Most WIMS students (75%) enroll in these three school districts.

ACES will focus its efforts on raising the profile of WIMS in the region, **with a particular focus on communities within our partner districts that are currently underrepresented in the school's demographics.** As shown in Table 4 in the Attachments, **ACES has identified more than 70 potential feeder elementary, middle, and K-8 schools across New Haven, North Haven, Hamden, Meriden, Wallingford, and Waterbury—each of which currently enroll a more diverse student population than WIMS.** Our marketing efforts will be targeted within the communities in which these schools are located to support the goals of reducing MGI among Black/African American students and fostering student diversity.

The 2020-2021 and 2021-2022 school years presented several challenges to student recruitment and retention. This resulted in reduced enrollment, including targeted reduced isolation student groups. Conversations with students and families reflected broad themes that the school will be focusing on in future efforts. The broad themes identified included those related to transportation, location and knowledge about the school, and the misconception that the school was primarily for special education students as ACES, which allows runs several special education schools throughout southeastern Connecticut, is the operator of the facility.

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Because of these, Wintergreen will be increasing its focus on clarifying the school and distinguishing itself to families and students as a magnet school.

Student transportation has presented a significant challenge in recruiting students. Student ride times to Wintergreen from surrounding communities exceed that which students generally have to their local, district-based school. The labor shortage associated with the pandemic has created additional difficulties in providing the requisite number of buses to fulfill established routes which has subsequently resulted in additionally extended ride times. Students who reside in the host town are further not provided transportation, relying upon carpooling and ride-sharing instead. The capacity to ride share has been exacerbated by the pandemic as families were limiting contact with others while outside of school hours. While transportation is typically a challenge with recruiting for magnet schools, the nature of the pandemic has posed uniquely difficult issues to navigate with respect to hiring, routes, and ride times. The strategies used to address the challenges of transportation are identified later in this document. Wintergreen recognizes the importance of convincing families that the school's benefits outweigh the difficulties of bus routes and ride times and video testimonials as well as in person or virtual events will be utilized to highlight these.

A second challenge with recruitment related to the knowledge about the school, its theme, and location. Wintergreen Interdistrict Magnet School recently moved to its current site in North Haven after several years in Hamden. The uncertainty related to the renovation of the present facility as well as the status of its location have contributed to this a challenge in the transition. The present facility provides ample space but lacks the accouterments associated with a school setting such as gymnasium, playground, and outdoor activity areas. The transition from the previous location has coincided with the COVID-19 pandemic and has exacerbated this

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uncertainty. This was reflected in follow up phone calls with parents who either opted not to apply to the school or chose not to accept the seat offer. This topic should be addressed in future recruiting years with the development of a long-term agency and school facilities plan. The coursework and partnerships highlighted later in this document are reflective of the efforts to offset the difficulties associated with the current location. It is also anticipated that there will be further clarity to the long-term status of the facility during the next recruitment season.

Feedback from families reflected the depth and breadth of marketing conducted on behalf of ACES but also indicated that parents were not entirely aware of the programming at Wintergreen. Several reported they applied as they thought it was a special education program, something which comprises the majority of the programs at ACES; others stated they were from the Waterbury region and mistakenly thought they were applying for the ACES magnet school in that community. Much of the marketing conducted by the agency in the previous year was directed toward the physical move of a different ACES school. Based on this feedback, the school has taken a more focused approach on distinguishing itself from other programs.

Smaller challenges exist within the context of magnet school recruitment and the application process. The lottery application lotteries for both Waterbury and New Haven have created difficulties. Students from Waterbury and surrounding towns have applied to multiple magnet schools; many of those who are offered a seat will accept it as a placeholder while awaiting word from Waterbury. Those students who are selected for a magnet school in that community will ultimately decline the offer of a seat to Wintergreen. The demand for enrollment in a magnet school for students from Waterbury in their local district is high and compounds the challenges associated with a bus ride time that is frequently over one hour; because of this, parents frequently opt to select a school within closer proximity to their home if given the opportunity. New Haven

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has previously run its own lottery and provided ACES with the names of students selected for Wintergreen. Because of this, monitoring the demographic data of applicants was problematic, if not impossible.

Finally, the issues related to the pandemic in the past two years have negatively impacted the recruitment process. The school staff have not had access to sending district schools or community-based organizations for the purpose of distributing information nor has the school been able to conduct recruitment events in the building. Due to the need to restrict access to the building due to protocols designed to reduce the spread of COVID-19, interested families and students were not able to interact with school staff nor observe the unique aspect of the school's theme. Conversations with families reflected their worries about the implications of quarantining and school closures which in turn impacted their decision not to apply, especially if they lived and/or worked outside of the host town.

Outreach and recruitment efforts will be targeted to families with preschool and school-age children and community members, and local businesses to raise general awareness of WIMS and its arts integration magnet theme. This will be achieved through a comprehensive advertising campaign in strategically selected print, digital, and broadcast media such as local television stations WTNH, WFSB NBC-CT, and radio stations such as WELI, WYBC, and NPR. We will use general oversized postcards, quarter-page print ads, emails, videos in local movie theatres, digital ads on media sites, digital Google ads, press releases in the area local newspapers, and social media platforms such as Facebook and Twitter. In these venues, ACES will communicate messages about the unique opportunities that WIMS provides for all students, including those in the earliest grades, to experience a genuinely integrated arts education.

WIMS will continue to increase its presence in the targeted communities through

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sponsorship of community-based events, such as the North Haven town fair, as well as area school enrollment fairs held within New Haven county, and through WIMS parent-group collaboration with community-based organizations to sponsor events such as story-time at area libraries, local coffee meet-and-greets, and other gatherings at town events, such as concerts on the Green and community centers.

The ACES Magnet School Parent Choice Staff will provide critical support to the school leadership team at WIMS in distributing information about WIMS and conducting outreach within the local community. The ACES Office of Parent Choice staff consists of one Program Coordinator, one Family School/Liaison, and one Administrative Assistant; together with school staff and the MSAP Project Director, and with the support of the ACES central office, these staff will distribute information about WIMS at public libraries and other civic organizations, post invitations to school open houses and other functions on community forums such as Facebook and Twitter, and on the ACES magnet webpage. WIMS school personnel will partner with the ACES Open Choice office in recruitment efforts. They will also attend school-based open houses and community events.

The local ACES MSAP partners, particularly ACES ECA, Squarefoot Theatre, Arts for Learning, Southern Connecticut State University, Quinnipiac University, and Yale University, will provide additional points of contact for outreach and recruitment purposes.

In year 1 of the grant, the leadership team at WIMS, with support from the ACES MSAP Project Director and ACES central office, will:

- Incorporate theme-aligned visuals and text into the school's website.
- Revise existing recruitment and other informational materials to reflect the theme revision.
- Produce a short video for the school starring students, parents, and teachers that

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can be used at events and posted online.

- Revise existing social media school feeds and sites to reflect the revised theme and provide regular updates.
- Host regular magnet theme events that bring in families of enrolled students and members of the surrounding communities.
- Leverage parent volunteer commitment to network with friends at the library and other community events such as the Durham Fair, North Haven Potato & Corn Festival, Waterbury Magnet School Fair, and International Festival of Arts & Ideas.
- Focus specific recruiting activities on rising 5th grades from sending districts throughout the year with our Middle School Arts Immersion Program that will provide an art immersion experience and transition to middle school support.

(2) How it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools (or, if appropriate, in the schools in which the magnet school programs operate). ([34 CFR 280.31](#)) (up to 6 points)

Communicating across cultures, classes, and socioeconomic status is imperative for students to become successful adults in our ever-growing pluralistic society. Research indicates that we should teach these skills in elementary schools because children are more adaptive to cultural changes and differences when they are young and, as a result, become better prepared to engage, communicate, and collaborate with people who are different from them (Brace, 2011). Educational equity ensures that every student has access to the resources and academic rigor they need during their education despite race, gender, ethnicity, language, disability, family background, or family income. An equitable school helps all students develop

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the knowledge and skills they need to be engaged and become productive members of society. More importantly, giving all children an equitable start would lead to better economic and social outcomes for individuals, regions, and nations.

To this end, WIMS has enlisted the support of the RE-Center, based in Hartford, CT, to support the school in building equity teams (see letter of support in Attachments). Founded in 1992, the RE-Center's mission is to eliminate the root causes of racism and oppression in K-12 education. Their Equity Teams for Positive School Change program is designed for students, administrators, and teachers to co-create equitable school environments where everyone has what they need to grow and thrive. The goals of the Equity Teams program are to:

- a. Increase school communities' social consciousness around systems of oppression;
- b. Increase school administrations' internal capacity to identify inequitable school practices, policies, and procedures through the creation and development of equity teams;
- c. Support school communities' abilities to co-create, enact, and evaluate new equitable practices, policies, and procedures that foster a school culture of belonging and racial/cultural affirmation.
- d. Support continuous improvement on the Equity-Informed School Climate Assessment (EISCA). This assessment provides a metric of how equitable the school systems are. The EISCA process includes:
 - i. Assessing the experiences of students, families, and staff through surveys, interviews, focus groups, and ethnographic site visits;
 - ii. Reviewing district and school policies and practices;
 - iii. Lifting solutions to address inequities identified by those most impacted; and
 - iv. Providing support to implement strategies for sustaining a more equitable school

environments.

The implementation plan for WIMS is to begin the work with grades 6-8 and expand to grade 3 over the life of the grant. The multi-year process will include grade-wide leadership workshops, teacher professional learning and development, and yearly retreats; school community members will increase their ability to identify inequitable school practices, policies, and procedures and be empowered to co-create new institutional school culture and climate.

Teachers at WIMS have received Responsive Classroom® training from ACES, which focuses on creating classrooms that nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers. Initially, all staff was trained by a specialist from the Responsive Classroom. After the first year, staff who demonstrated a higher understanding of implementing Responsive Classroom practices were approached to become certified trainers as a part of our train-the-trainer model. Several staff are certified trainers and train new staff in the Responsive Classroom approach. WIMS has experienced positive results from the implementation of Responsive Classroom, including increases in student engagement, fewer discipline problems, and a more robust, safer school community.

Additionally, at WIMS, students will have opportunities to share their ideas with their peers about art using the Lincoln Center Institute's Capacities for Imaginative Learning (see letter of support in the Attachments). The Capacities serve as a framework for student learning and are designed to deepen students' learning experiences. **One of the 10 capacities described by this framework is “exhibiting empathy,” which is directly related to fostering interaction among students from different backgrounds.** Lincoln Center defines empathy as “respecting the diverse perspectives of others in the community; to understand the experiences of others emotionally, as

well as intellectually.” The capacities have a heavy focus on community and students learning to understand and appreciate their context in finding their voices. WIMS views the arts not as a luxury but instead as an indispensable tool to teach students that schools are inspiring places to learn in a multiracial, ethnic, and cultural manner. Teachers will use the Capacities to support students to think critically, notice deeply, and question and reflect on a work of art related to the core curriculum (e.g., a theatrical performance, musical composition, painting, or an illustration in a story). This avenue of learning provides the foundation for exhibiting empathy and opens the door for students to see the diverse perspectives of others.

(3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project. ([34 CFR 75.210](#))

The objectives for this project are as follows:

Project Objective 1: Reduce MGI among Black/African American students at WIMS by attracting a wider diversity of students from partner and Parent Choice districts.

Specifically, the goal will be to reduce the MGI among Black/African American students by 15% over 5 years while ensuring equity of access for all students who want to attend WIMS. This means that there will be a focus on increasing the number of applicants in all other ethnic groups. We believe that this project will attract new applicants from the non-Black/African American target group.

Project Objective 2: Provide an arts-integrated and evidence-based instruction to ensure that all students at WIMS are prepared to excel academically and meet challenging content and achievement standards. This objective is specifically designed to support increases in academic preference through arts-integration curriculum and instruction. WIMS believes that this path will increase academic achievement based on research. There is much research on the effectiveness of arts integration curriculum and instruction in improving students' academic outcomes (Biscoe, B.,

& Wilson, K. 2015). In addition and more importantly, the research shows that an arts-integrated education increases the cultural competence of all those involved. A culturally competent environment is welcoming to all and will help foster a learning environment that families from all ethnic backgrounds will be drawn to (Goldberg, 2021). In addition, WIMS has identified research-based tools from the What Works Clearinghouse to target Mathematics and English Language Arts improvement. The inviting appeal of the arts, the improved academics, and the culturally sensitive and equitable learning environment will be irresistible to families.

Project Objective 3: Build the capacity of WIMS leaders and instructional staff through professional development to implement and sustain a rigorous magnet curriculum and innovative instructional approaches. The most time and money will be spent building sustainability into the project through the development of the staff to carry out the work over the next five years and beyond. Our projects brings in experts from the field of arts integration, teaching artists, literacy experts, math experts, and family engagement specialists to make the project come alive. WIMS will implement a comprehensive five-year plan (of staff development directly related to the magnet theme and evidence-based and research-based instructional practices outlined in the MSAP grant application and program logic model. The following performance measures will evaluate the extent to which Project Objective 3 is met over the five-year grant period. The funding of this project will bring our DREAM to life.

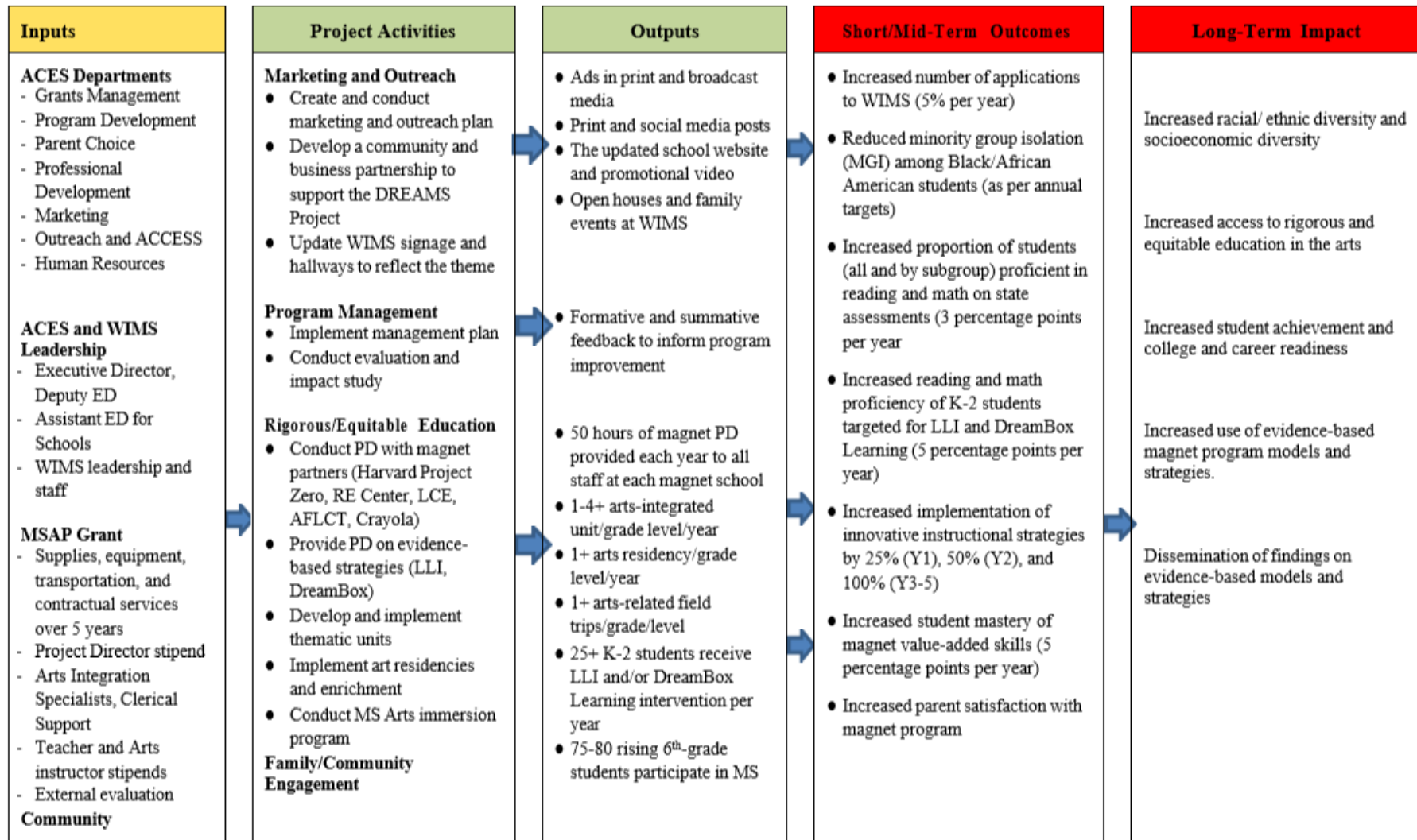
(4) *The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. ([34 CFR 75.210](#)) (up to 6 points)*

The DREAMS Project is designed to support the WIMS Leadership Framework by enhancing racial/ethnic and socioeconomic diversity and providing a rigorous arts-integrated instructional program that increases student academic achievement and learning. The DREAMS

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Project will provide all students at WIMS with research and evidence-based instructional practices, a comprehensive arts-integrated curriculum across content areas, and unique student and family enrichment experiences in the arts. Together, these components of the DREAMS Project will offer an interdistrict option that can attract a diverse group of families from across ACES partner districts and support the dual goals of educational equity and excellence. The conceptual framework for the DREAMS Project is outlined in the following logic model.

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- Business and community partners
- Students and families

- Offer CrayolaEd Parent University
- Conduct family events
- Convene PTAC and Arts Advisory Council

- Arts Immersion program each year
- Quarterly family events
- 200+ family engagement kits utilized

Context:

- ACES is committed to diversity and innovative and high-quality instruction and seeks to promote equity and excellence through whole-school arts integration magnet.
- WIMS is experiencing growing minority group isolation among Black/African American students and serves a higher proportion of low-income students than many partner districts.
- WIMS has lower student proficiency rates in ELA and math than partner districts (except New Haven Public Schools).

Quality of Project Design

The manner and extent to which the magnet school program will increase student academic achievement in the instructional areas offered by the school, including any evidence, or if such evidence is not available, a rationale based on current research findings, to support such description. (ESEA section 4405(b)(1)(B))

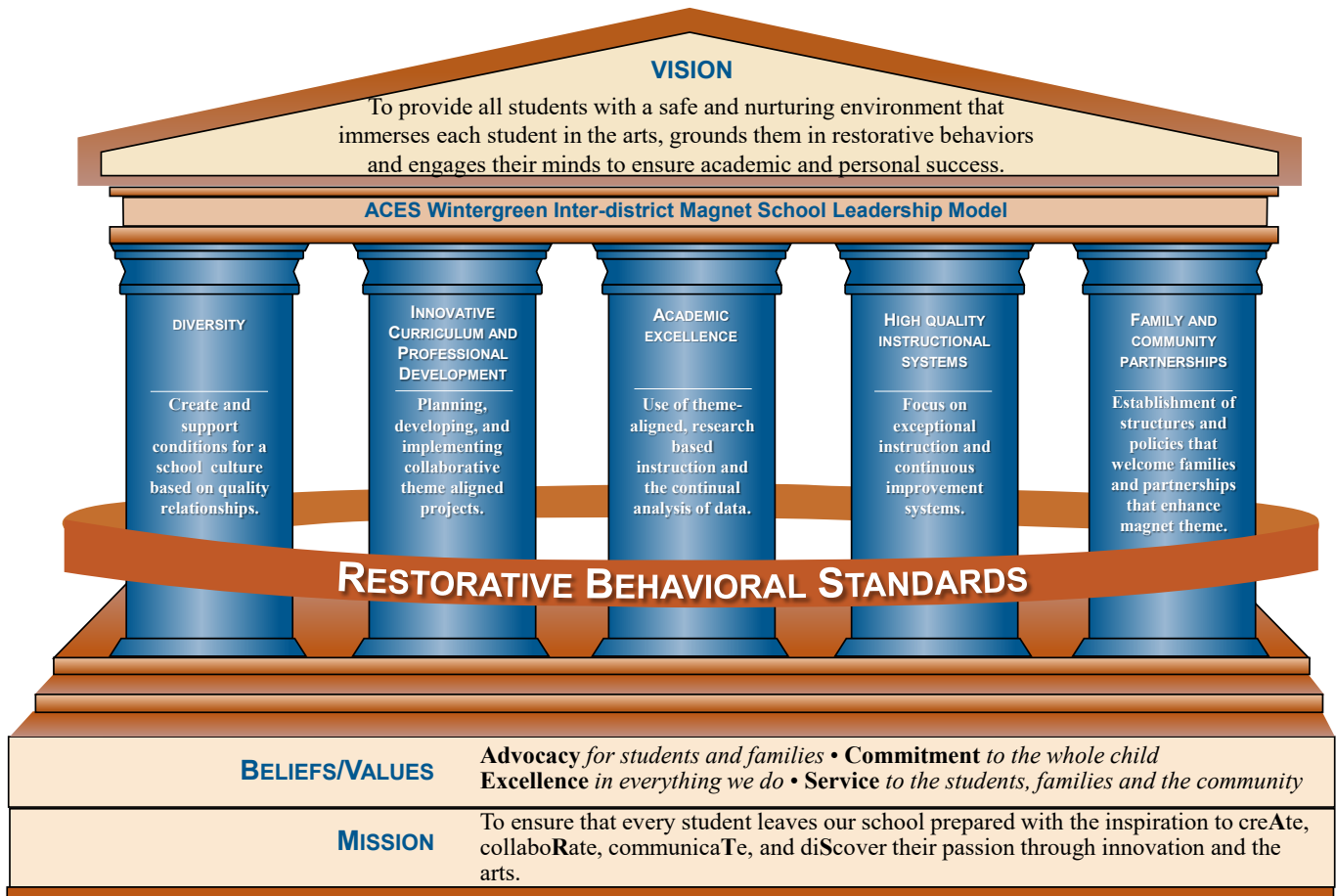
Over the past 50 years, ACES has operated as a regional educational service center and local educational agency with the mission “to enhance and transform lives through education, innovation, and leadership” and a vision “to create an equitable and socially just world, one life at a time.” As an organization committed to advocacy, commitment, excellence, and service, ACES applies the following set of organizational principles in its endeavors:

1. Each individual has inherent worth
2. All individuals can learn
3. High expectations and effort are essential for higher achievement
4. Quality education provides the foundation for the success of the individual and the community
5. Diversity strengthens an organization
6. Individuals are accountable for their actions
7. Everyone has a responsibility to each other and to contribute to the common good
8. Honesty and respect are essential for building trusting relationships
9. A positive attitude enhances performance
10. Collaboration enhances productivity and generates creativity
11. Families are essential partners in education
12. The willingness to change is necessary for individuals to grow and organizations to thrive

These beliefs serve as a foundation for the Leadership Framework that ACES has

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articulated for WIMS, which includes five areas of focus that are directly aligned with nationally recognized pillars for magnet schools.



1. **Diversity:** WIMS works to ensure that all classrooms reflect the demographic diversity of its sending districts and their communities, and educators demonstrate a commitment to teaching in a diverse setting that is supportive, equitable, and focused on quality relationships.
2. **Innovative Curriculum and Professional Development:** WIMS is committed to planning, developing, and implementing theme-aligned curricula and offering teachers opportunities to develop their practice in support of these curricula.
3. **Academic Excellence:** WIMS strives to use evidence-based and research-based instruction to support improved student outcomes.
4. **High-quality Instructional Systems:** WIMS promotes exceptional instruction through continuous improvement systems and collaborative data analysis approaches.
5. **Family and Community Partnerships:** WIMS is dedicated to establishing structures and policies that welcome families and partnerships that enhance the magnet program.

The proposed magnet program at WIMS has been designed to support these pillars of the Leadership Framework, focusing on fostering high academic achievement, enhancing the school's racial/ethnicity and socioeconomic diversity, and providing greater access to evidence-based and innovative instructional practices for all students. The magnet program will provide new and enhanced opportunities for students to engage in a rigorous core curriculum through the lens of the arts and to pursue new avenues of creativity and expression.

The thematic curriculum and instruction will be fully aligned with the Common Core State Standards (CCSS) and National Core Arts Standards (NCAS) to provide students with exposure to rigorous learning that will help prepare them for college and careers. The magnet program will also bring valuable, evidence-based instructional resources in literacy and math to support our

youngest learners so that all students are on track early in their academic careers to succeed throughout their K-12 experience and beyond. Finally, the program will provide students and teachers with real-world connections through residencies with professional artists and exciting field experiences that will help broaden their perspectives about education and the world around them.

Student Academic Needs at WIMS

Results from the Connecticut Smarter Balanced Assessments in English Language Arts (ELA) and Math that were administered to all students in grades 3 through 8 in the spring of 2019 demonstrate the academic needs at WIMS. ELA data are presented in Table 4; math in Table 5. In each table, proficiency rates for WIMS are compared with those for New Haven Public Schools, Hamden Public Schools, and Meriden Public Schools (the three largest partner districts). The data show that 43.3% of students at WIMS met or exceeded the learning standards in ELA in 2019. This proportion is slightly lower than in Hamden (48.9%) and Meriden (47.6%), yet higher than in New Haven (34.4%). The data also show that White and Asian students at WIMS outperformed their Black/African American and Hispanic peers by 10 or more percentage points.

The data show more significant needs in math (see Table 5). At WIMS, 27.0% of students in tested grade levels met or exceeded the learning standards compared with 44.9% in Hamden and 38.2% in Meriden. The proportion was slightly higher than in New Haven (22.5%). Furthermore, the proportions of Black/African American and Hispanic students who met or exceeded the standards were more than 25 percentage points and 12 percentage points, respectively, lower than for their White and Asian peers.

**Table 4. Percentage of Students in Grades 3-8 Who Met/Exceeded Standard on CT Smarter
Balanced Assessment in ELA (2020–21)**

	WIMS (N=353)	Hamden (N=2,460)	New Haven (N=9,097)	Meriden (N=3,583)
All students	43.3%	48.9%	34.4%	47.6%
American Indian	-	-	-	-
Asian	57.1%	66.9%	54.2%	67.1%
Black/African American	32.2%	32.7%	28.0%	43.6%
Hispanic/Latino	48.2%	36.7%	31.5%	39.7%
Two or More Races	50.0%	52.3%	46.0%	53.4%
White	60.6%	66.3%	58.7%	63.1%
High Needs*	29.7%	30.3%	28.2%	42.0%

*Includes students with disabilities, eligible for free/reduced-price lunch, and English learners

**Table 5. Percentage of Students in Grades 3-8 Who Met/Exceeded Standard on CT Smarter
Balanced Assessment in Math (2020–21)**

	WIMS (N=352)	Hamden (N=2,460)	New Haven (N=9,073)	Meriden (N=3,551)
All students	27.0%	44.9%	22.5%	38.2%
American Indian	-	-	-	-
Asian	42.9%	71.9%	58.1%	72.2%
Black/African American	16.4%	24.0%	16.1%	29.8%
Hispanic/Latino	30.6%	32.7%	18.8%	30.7%
Two or More Races	43.8%	45.6%	39.1%	43.1%
White	42.4%	64.9%	46.3%	53.6%
High Needs*	17.4%	26.9%	16.9%	32.5%

*Includes students with disabilities, eligible for free/reduced-price lunch, and English learners

Schoolwide Initiatives to Increase Student Achievement

WIMS currently implements many instructional strategies designed to foster high academic achievement and well-being among all learners. WIMS utilizes the workshop model of instruction and the Teachers College Reading and Writing Project Units of Study for balanced literacy- reading, writing, and phonics. Using the workshop model, teachers begin instruction with whole-class mini-lessons to provide demonstration and guided practice, after which students read, write, or practice phonics in grades K-2 using a self-paced, independent activity. During this

time, teachers can conduct individual conferences or small group instruction to provide differentiated support, and students have opportunities to transfer learning from whole group instruction into the practice. The model also allows teachers to conduct mid-workshop teaching points to integrate formative assessments as students work on reading and writing. Daily balanced literacy instruction also provides time for group shares, shared reading, and read-aloud time.

WIMS also utilizes the **workshop model for math instruction** in grades K-6 and a **flipped classroom model** for grades 7-8, using the Ready Common Core Mathematics program by Curriculum Associates. The math workshop model starts with daily whole-group instruction during which the teacher explicitly models strategies to engage students in critical problem solving and to provide guided practice. Students then work independently on a variety of tasks, games, and challenges to practice and apply discrete skills, as well as critical thinking. Teachers work with students independently or in small groups to address needs identified through formative assessments.

In the flipped classroom model, 7th- and 8th-grade students complete interactive online lessons at home as initial exposure to the math curriculum. Teachers use class-time to address concepts with which students struggle or require re-teaching, using independent or small group support, as well as to engage students in independent practice. Students who require additional supports participate in iReady online lessons and the Bridge Intervention curriculum in grades 2-8. iReady math is an online program that includes instruction and diagnostics to help students master specific math skills and provides data for teachers to monitor the progress of individual student learning goals. Lessons are personalized to each student's needs based on the skills that they have not yet mastered. The Bridges Intervention curriculum offers targeted instruction and assessment of essential math skills using a tiered system of support. The curriculum is used for

small group instruction and integrates ongoing progress monitoring similar to the Response to Intervention (RtI) and Multi-Tiered System of Support (MTSS) frameworks.

Proposed Magnet Program Design

The revised magnet program design for WIMS builds upon the ACES Leadership Framework and WIMS's existing instructional programs to bring a more rigorous and engaging approach to learning for all students at WIMS. The key elements of the magnet program, which are described through this section and outlined in the project logic model located in the desegregation section. The key elements of the model includes:

- Evidence-based instructional strategies in ELA and math;
- Arts-integrated interdisciplinary curriculum units;
- Unique student enrichment experiences in the arts; and
- A robust plan for professional development to prepare all teachers to integrate interdisciplinary instructional approaches into daily teaching and learning.

Evidence-based Instructional Practices

To support literacy development among our early learners and to ensure that all students have the supports needed to be reading at or above grade level by 3rd grade, WIMS plans to implement **Leveled Literacy Intervention (LLI)** for students who are identified as not meeting grade-level literacy standards based on benchmark assessments. LLI is a literacy system developed by Fountas & Pinnell that provides intensive, small-group supplementary literacy intervention with the goal of increasing literacy achievement of students who are not achieving at grade level in reading. As detailed in the CPP 2, LLI meets the WWC evidence standards without reservations and meets the strong evidence standards in ESSA. The intervention is designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading

- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth

LLI will be infused into the magnet program to support K-2 students who are identified through benchmark testing in September or October of each school year as needing extra support. Students will participate in small-group literacy support over 14-18 week cycles during which the Literacy Coach, LLI Interventionist, and classroom teacher will meet weekly to monitor and discuss student progress. Students will be re-assessed at the end of each cycle to determine if they will continue with LLI or be exited from the program. As described in CPP 2, to ensure fidelity of LLI implementation, the K-2 teachers, Literacy coach, and Literacy Interventionist will participate in a five-year sequence of training and coaching from LLI.

DreamBox Learning, an evidence-based math intervention, will be integrated into the magnet program at WIMS for students in grades K-1. DreamBox is an adaptive online learning platform that engages students in the development of math and numeracy skills using fun activities that include continuous formative assessments to guide students' individual learning paths. Math lessons can be individually tailored to ensure that students work in their optimal learning zone to build conceptual understanding and procedural fluency. Reviewed by WWC, DreamBox Learning meets evidence standards without reservations and provides strong evidence based on the ESSA standards (see CPP 2).

Each year, students in K-1 will be identified for the intervention based on benchmark

assessments that are provided at the beginning of each 12-18 week learning cycle. Students whose benchmark scores indicate that they are performing below grade-level standards in math will be targeted to participate in small group intervention during which they will use the DreamBox platform with support from classroom teaching assistants. During each cycle, the Math Coach, teaching assistants and classroom teachers will meet to discuss and monitor student progress and use data provided by the learning platform to tailor the intervention to the individual learning needs of each student. Benchmark assessments will be administered in October, January, and May to determine student needs and eligibility for the intervention.

As described in CPP 2, K-1 classroom teachers, teaching assistants, and the Math Coach will participate in coaching and training sessions with a DreamBox consultant to support fidelity of implementation. The K-1 DreamBox team will also participate in embedded professional learning based on student data through My Flex PD. DreamBox's Flex PD is connected to the data from the DreamBox assessments. It provides digital PD to teachers to support the needs identified from the assessments. The goal of FlexPD is to increase the efficacy of instructional practice in the classroom while helping teachers apply what they have learned immediately.

Arts-Integrated Thematic Curriculum

The revised magnet program at WIMS will move the arts from co- or extra-curricular activities to the center of all academic learning in grades K-8. Currently, students in grades K-2 participate in all arts classes (visual, performance, dance, music) to gain exposure to all four arts disciplines. In grades 3-5, the students participate in all arts classes but get to choose one area they want to focus on and take an extra class in this area. This allows for more opportunities to engage in areas of interest while still having a focus. It will also prepare them to choose what their concentration areas will be in grades 6-8. In grades 6-8, students will concentrate on an area or

two of the arts and complete a Capstone project in the area of their choosing.

Using artful thinking as an approach to core academic instruction, teachers will engage students' imaginations and capacities for creative thinking. Arts integration will serve a central role in learning across content areas. It will provide a platform upon which teachers will develop interdisciplinary curriculum units that engage students in inquiry practices as they learn in and through the arts.

Arts integration—broadly defined as the incorporation of performing and visual arts into the instruction of core subjects—is the basis of a growing body of research showing the positive effects that incorporating arts into core content learning has on pre-K–12 students' academic, cognitive, and emotional skills and outcomes. Several studies have found that schools using an arts integration approach achieved greater academic outcomes than comparable schools without one, as measured by state assessments in math, literacy, and science, as well as on school performance measures that take into account attendance, dropout, and graduation rates (Barry, 2010; Phillips et al., 2014; Ludwig, Boyle, & Lindsay, 2017). Arts integration approaches have also been linked to broader whole-school benefits, such as improvements in overall school climate, increases in teacher collaboration, and greater parent and community involvement (Stoelinga et al., 2015; Duma, 2014).

Critically, research indicates that arts-integrated instruction raises achievement for *all* students and may have the strongest impacts on low-performing student groups such as students from economically disadvantaged backgrounds, students with disabilities, and ELLs (Catterall, Dumais, & Hampden-Thompson, 2012; Duma, 2014). It is theorized that these positive differential effects could be attributed to the multiple teaching modalities and access points for different learning styles inherent in arts integration approaches (Walker, Tabone, & Weltsek, 2011).

Furthermore, students exposed to an arts integration curriculum or intervention have been found to develop other non-academic competencies. Multiple studies have linked arts integration programs and curricula to the fostering of greater critical thinking and self-motivation (Biscoe & Wilson, 2015; Duma, 2014). Longitudinal studies tracking the impact of arts integration on middle- and high-school-age students, largely from economically disadvantaged backgrounds, found that students who benefited from arts integration in school exhibited greater civic engagement behaviors later on in life (Catterall, et al., 2012).

Through the magnet grant, teachers across grade levels and content areas at WIMS will become experts in arts integration teaching practices as they participate in ongoing professional learning from well-established experts in arts education. In each year of the grant, teachers will participate in a variety of professional learning opportunities as part of the Harvard Graduate School of Education's **Project Zero** (see letter of support in the Attachments). Project Zero is an initiative founded in 1967 to focus on examining learning in and through the arts, with a mission to *"understand and enhance learning, thinking, and creativity for individuals and groups in the arts and other disciplines."* Project Zero will offer a comprehensive menu of professional learning to WIMS teachers to help build their understanding of the arts as a tool for learning. Each year, teachers will have opportunities to attend a summer institute, as well as online courses during the school year to engage in a range of topics related to Artful Thinking, including "Creating Cultures of Thinking," "Making Learning Visible," "Teaching for Understanding," "Thinking and Learning in the Maker-Centered Classroom," and "Visual Thinking." The detailed plan for the Artful Thinking PD is outlined in the next section and is designed to build teacher capacities to develop and implement arts-integrated thematic units effectively.

Lincoln Center Education (LCE) will provide a variety of digital tools and training for

WIMS teachers to access to support their implementation of inquiry-based, arts integration practices (see letter of support in the Attachments). LCE provides professional learning experiences with the goal to “*enrich the lives of students, educators, and lifelong learners by providing opportunities for engagement with the arts.*” The LCE approach centers on individuals’ innate abilities to respond to works of art. At WIMS, the music and visual arts teachers will play a critical role in this work as they engage students in creating original pieces of art and having students apply the skills of responding to works of arts to those student-created pieces. Lincoln Center will facilitate bringing these teachers together with core teachers to integrate the aims of the school’s academic curriculum and the aims of aesthetic education as they co-create lessons to support the thinking routines introduced through the arts.

These professional learning experiences, in addition to other training outlined in the following section, will help build the instructional foundation for WIMS teachers and instructional specialists to develop and implement **interdisciplinary arts-integrated curriculum units**. This work will begin in Year 1 of the grant with a systematic revision of core academic curricular units across grade levels to identify themes that will best support arts integration and will continue over the five-year grant as each grade level works to develop unique, standards-aligned and interdisciplinary arts-integrated lessons. By the end of the grant, a total of 9-12 units will be developed, implemented, reviewed, and revised for each grade level. At WIMS, curriculum units will reflect a pedagogy based on arts integration, incorporate instructional strategies intended to enhance students’ critical and creative thinking and problem-solving. They will be aligned to the CT Core Standards for ELA/Literacy and CT Core Standards for Mathematics, as well as the NCAS and CCSS.

An example of a 1st-grade unit on self-portraits and a 7th-grade unit on economics are

presented in the following tables.

Table 6: Sample 1st-Grade Magnet Unit: Self-Portraits

Essential Questions	Cross-curricular Connections	Extension Activities
<p>Why is it important to reflect on personal identity?</p> <p>How does self-reflection influence interactions with others?</p> <p>How can creating selfies and self-portraits support multi-literacy skills?</p>	<p><u>ELA</u>: Students will read <i>The Mixed-up Chameleon</i> by Eric Carle and write or illustrate an autobiographical story based on their selfies and artwork (see field trip).</p> <p><u>Social Studies/Art</u>: Students will create a hand-drawn “selfie” that highlights individual characteristics and roles that identify by learning about and making an identity pie.</p> <p><u>Math</u>: Students will identify different shapes and patterns that Eric Carle uses in his illustrations and discuss how to use different shapes in creating their hand- drawn selfie.</p> <p><u>Science</u>: Students will identify and compare and contrast features and habitats of the different types of animals in <i>The Mixed-up Chameleon</i>.</p>	<p>Field trip: Students will visit the Eric Carle Museum of Picture Book Art and take a selfie in front of a piece of art that best represents their personal identity.</p>

Table 7: Sample 7th Grade Magnet Unit: Economics

Essential Questions	Cross-curricular Connections	Extension Activities
<p>How can we use creativity and individual expression to develop a game that can inform others about the principles of economic systems?</p> <p>What is the difference between needs and wants?</p> <p>Why is the study of economics important?</p>	<p><u>ELA</u>: Students will read <i>Uncle Jed's Barbershop</i> by Margaree King Mitchell, a story about the struggles of businesses during the Great Depression. Students will write and illustrate a diary entry or create and act out a short play from the perspective of a business owner in the Great Depression.</p> <p><u>Social Studies</u>: Students will study domestic and international economic system and will create playable board games that incorporate the key components of their chosen country's economy.</p> <p><u>Math</u>: Students will learn mean, median, mode, and range; and use data sets to draw conclusions about populations; create game cards that incorporate statistical measures of their chosen country.</p> <p><u>Art</u>: Students will develop campaigns to market their game designs using performing, visual, media, or graphic arts (based on student choice).</p>	<p><u>Showcase</u>: Students will display their board game amongst varied grade levels in a gallery format.</p> <p><u>Virtual Online Art Gallery</u>: Students will submit their advertisements to the school's virtual online art gallery. A school community contest will allow students and parents to vote for their favorite ads.</p> <p><u>Field Trips</u>: Students will visit HASBRO in Pawtucket, RI, to "pitch" their board game design to marketing executives for feedback.</p>

Thematic Enrichment. As part of the magnet program, students will also have opportunities to participate in unique learning experiences that introduce them to new arts modalities and art careers. By expanding its partnership with **Art for Learning CT** (AFLCT, see letter of support in the Attachments), WIMS will provide opportunities for students across all grade levels to attend professional performances conducted at their school and in-class residencies or workshops with teaching artists. Teachers will receive professional development as they plan and implement the in-class experiences alongside the teaching artists.

AFLCT is a non-profit organization with the goal to “*bring high-quality, arts-integrated instruction that is accessible, supportive, and welcoming to children of all backgrounds and abilities into the classroom.*” In each year of the grant, ACTFL will provide two professional performances at WIMS that will be attended by all students; two-session workshops in six classrooms across grade levels; and 10-week residencies in two classrooms. By the end of the grant, all students will have participated in each of these experiences.

ACTFL performances support the aesthetic education principles embodied in the work of LCE by serving as live works of art that can elicit more powerful responses from the students. A video recording, audio recording, or photograph of the work of art would not have the same impact. Similarly, facilitating discussion of the work of art without witnessing it firsthand is not an option in aesthetic education. The principles embedded in aesthetic education are contingent upon a student being able to construct individual meaning from his or her interactions with the work of art itself. LCE stresses the importance that art is created by living beings and believes that the quality of the art experience is crucial in aesthetic education. ACTFL performances will provide the quality that is needed to deepen and extend the arts integration work. Also, the WIMS teachers and certified arts staff will learn the principles of designing and developing performances to

support the work beyond the grant from the ACTFL artists.

During the residencies, the teaching artist will work with students in a series of lessons before they see a work of art or ACTFL performance. The lessons will be designed to engage students in thinking about specific aspects regarding the artwork. For example, one lesson might ask students to use their imaginations as they explore unique scenarios. Another lesson could involve students collaboratively discovering one aspect of how the work of art was made. Yet another lesson might encourage students to physically create a portion of a dance, song, or play.

Every class will also attend one or more **arts-focused field trips** or experiences aligned with arts-integrated unit topics. Examples of field trips include Connecticut Children's Museum and Kid City Museum for grades K-1; Eric Carle Museum and The Amazing World of Dr. Seuss Museum for grades 2-3; Goodspeed Opera House and Wadsworth Atheneum Museum of Art for grades 4-5; and The Museum at FIT, New York Public Library for the Performing Arts, The Bronx Museum of the Arts, The National Museum of Dance, and NBC Studios for grades 6-8.

Since 1973, the mission of the ACES Educational Center for the Arts (ECA) has been able to provide high school students with the experience of studying fine arts with practicing professional artists, stimulating a life-long curiosity for learning, and a passion for the arts. ECA has been a leader in fostering the education of emerging artists as they develop their unique voices. High school students from over 25 school districts attend ECA afternoons each week in the ACES part-time interdistrict magnet program, to study creative writing, dance, music, theatre, and visual arts with professional artists in downtown New Haven.

Specifically, as partners in the WIMS magnet revision project around artistic thinking, ECA will provide workshops for students twice each year for a total of 10 workshops over the life of the grant. These active artistic seminars will include WIMS students in classes like those ECA

students typically receive and will provide a truly authentic “in situ” arts integration experience.

An annual **Middle School Arts Immersion Program** will offer a five-day immersive experience for 75-80 rising sixth graders. Combining team-building and culture-building activities with arts exposure classes taught by WIMS’s arts specialists, this program, to be held at the end of the school year, will serve to acclimate incoming students to the middle school environment, including building relationships with their peers and teachers. Grant funding will support the cost of pupil transportation for this program.

Magnet Learning Spaces. To support theme integration, WIMS will conduct cosmetic remodeling, and purchase a wide range of materials and supplies to expand students’ exposure to, and exploration of, different art modalities. Classroom spaces are used for most art forms, and WIMS does not yet have the equipment to specialized spaces. Currently, WIMS has a classroom dance space, music space, digital visual art space, space for painting/drawing, space for theater tech, space for costume design and film/photography also WIMS has an auditorium with a stage to support theater and set design.

Family Engagement. WIMS recognizes parents as primary partners in the transformative process of improving achievement. Parents contribute to the educational process at WIMS in the following ways:

- Serving on the Steering Committee and Parent-Teacher Advisory Council;
- Volunteering to help with recruitment by staffing open houses;
- Participating in family events such as the WIMS International Festival, student performances, and winter concerts; and
- Helping to advocate for the program by attending and speaking at legislative breakfasts.

The magnet program will augment these current initiatives through a new partnership with

Crayola Education to provide professional learning and family events to support the family engagement goals established for WIMS. To prepare our teachers to engage families in learning, as well as in the magnet theme, Crayola will offer an online professional development course, “The Art of Family Engagement,” for 10 WIMS teachers and staff in each year of the grant will conduct five on-site follow-up coaching sessions with those teachers throughout the school year. The courses will be scaffolded over the five years to build staff’s expertise in the art of family engagement:

- Year 1 will focus on developing strategies to help families use art as a way to examine math concepts;
- Year 2 will address developing a culturally responsive learning environment and creative experiences to bridge learning at home;
- Year 3 will help educators learn to engage parent leaders to plan effective school-family events that emphasize arts learning; and
- Years 4 and 5 provide training in all three previous addressed topics to reach all teachers and staff.

Crayola will also provide Create-to-Learn Family Projects kits for WIMS to use to engage more than 200 families each year in theme-related learning experiences. Each kit uses a family guide that encourages families to use art as a springboard for learning and suggests developmentally appropriate ways to extend the projects for multiple age ranges.

A major belief at WIMS is that creativity connects schools and families. WIMS plans to build strong, learning-focused partnerships by engaging parents in project-based learning to build students’ skills. Utilizing the Crayola kits as a part of our family engagement program allows WIMS to bridge school to home learning. The kits provide creative experiences as teaching

strategies and ways to co-educate with an emphasis on math, writing, or other subjects.

Additionally, the ACES Parent University Team will plan and implement yearly parent university sessions. The WIMS Parent University Team will consist of a teacher from each grade band, the elementary or middle school magnet integration specialists, the math or Literacy Coach, an administrator, and at least parent from each grade band (K-2, 3-5, 6-8). The WIMS Parent University Team will participate in training provided by Crayola on how to teach families to use the kits. The team will then run training and activities with families using the kits through the WIMS Parent University. The goal is to use the kits to expose every WIMS family in a Parent University activity over the life of the grant and to train new parents to replace WIMS Parent University Team members' children who graduate from WIMS.

Currently, WIMS has a Parent-Teacher Advisory Council, consisting of parents and teachers, and the Arts Advisory Council made up of WIMS Arts teachers, principal of ECA, local practicing artists, and members of arts organizations. To support the MSAP grant and ensure that a robust set of voices is brought to bear on its successful implementation, these two bodies will be merged into the **WIMS Arts Advisory Council**. This group, which will meet the first Thursday of every month, will have members from the WIMS staff (administrators, coaches, MSAP-funded staff, and teachers), parents, and representatives from the local arts community. The WIMS Arts Advisory Council will support school-wide instructional and culture and climate initiatives, ensuring their alignment with the magnet program. To this end, the members will work with ACES, school leaders, and the project's external evaluator to review the implementation and outcome data to identify areas of the MSAP initiative that may need to be refined to produce better results for students, staff, and families. In addition, this group will plan arts-based, school-wide events, and design family activities and fundraisers.

(2) *The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. ([34 CFR 75.210](#))*

The WIMS magnet program will focus on improving student achievement by developing teachers' instructional capacity. According to recent research that considers school-related factors that impact student learning, teaching quality, or "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012) has the greatest effect on achievement (Nye, Konstantopoulos, & Hedges, 2004; Rivkin, Hanushek, & Kain, 2005). In particular, teaching quality has a greater effect on low SES schools than in high SES schools (Nye, et al., Hedges, 2004). Teachers' ability to deliver high-quality instruction is most effectively developed through the provision of sustained, job-embedded professional development. Yoon and colleagues (2007) found that teachers who receive an average of 49 hours spread over six to twelve months could increase student achievement by as much as 21 percentile points.

The PD plan for the MSAP grant follows the professional learning model that Saraniero (2012) found "promoted significant change in practice for teachers' arts integration pedagogy." In this study, the job-embedded coaching that followed teachers' participation in a summer institute provided an opportunity for teacher experiential learning that grounded theory in practice. Based on the theory that the model of professional learning, rather than the content of that learning, is the critical component to developing teachers' instructional capacity, this project provides professional learning to all classroom teachers at WIMS focused on arts integration.

In each year of the grant, the magnet school leader and teachers will participate in a variety of professional learning opportunities to develop their ability to provide effective instruction in critical and creative thinking and problem-solving and to create the capacity to sustain the

implementation of this initiative beyond the life of the grant. WIMS will partner with experts in arts education, culturally responsive practices and race equity, and family engagement to deliver a strong program of professional learning, which is outlined in the following table.

Table 8. Magnet Professional Development Plan

Provider	Description of PD	Year(s)	Target audience
Harvard Artful Thinking	Project Zero PD will consist of 52 hours of online coursework, one 5-day summer institute at Project Zero, one 8-hour webinar course, and 4 hours of consulting that will gradually reduce over the 5 years from 12 hrs. (Yrs. 1-3) to 6 hrs. (Yrs. 4- 5), and face-to-face workshops that will gradually decrease over the 5 years from 3 (yrs. 1-3) to 2 (yr. 4), to 1(yr. 5).	1-5	All staff (n=60) will receive all training over the 5 years.

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RE-Center	<p>PD for all school staff in building an equitable team, including baseline needs assessment using Equity-Informed School Climate Assessment (E.I.S.C.A.) and Equity Team Training. WIMS staff will receive training in building, being, and rooting an equitable environment through the development of Equity teams.</p> <p>RE·Center will support the WIMS school community in co-creating and sustaining equitable learning environments where the impacts of racism and other forms of oppression on students, parents, staff, and community members are eliminated.</p>	1-5	23 Teachers in grades 6-8 (Y1-3) & 23 teachers in grades 3-5 (Y3-5)
Lincoln Center Education	A core group of arts specialists and educators will attend LCE's summer	Y1 (Y2-5 TBD)	4 teachers & 4 artists per year
	professional development institute rooted in LCE's inquiry-based approach. The core group participates in 3, 2-hour digital touchpoints with LCE.		

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Leveled Literacy Intervention	K-2 teachers and Literacy coach will participate in a three-day onsite LLI Institute provided by LLI consultants. This PD will focus on the development of an in-depth understanding of the LLI system components, the use of LLI systematic assessment, linking assessment to instruction, the LLI lesson framework, and how to teach each component of the lesson.	Y1, Y3, Y5	20 staff/year
DreamBox Learning	<p>K-1 teachers and Math coach will participate in three expert-assisted webinars with a DreamBox Learning professional development specialist.</p> <p>K-1 teachers and math coach will participate in 4 hours of virtual consulting with DreamBox to support planning and implementation.</p> <p>K-1 teachers will participate in embedded professional learning based on student data through My Flex PD via DreamBox Learning.</p>	1-5	15 staff/per year
Crayola Education	CreatEd training (2 sessions) of arts	1-5	60 staff/year
	integration into core teaching areas of math and literacy.		
	Art of Family Engagement learning (5 onsite training sessions and 4 90-minute webinars per year)	1-5	10 staff & parents/year

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Art for Learning CT	Two pre-residency planning sessions to ensure alignment of residencies to arts-integrated units and content standards and to train teachers in art modality of residency.	1-5	3 teachers/per year (one per grade band)
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(3) The extent to which each magnet school for which funding is sought will encourage greater parental decision-making and involvement. ([34 CFR 280.31](#))

Family Engagement. WIMS recognizes parents as primary partners in the transformative process of improving achievement. Parents contribute to the educational process at WIMS in the following ways:

- Serving on the Steering Committee and Parent-Teacher Advisory Council;
- Volunteering to help with recruitment by staffing open houses;
- Participating in family events such as the WIMS International Festival, student performances, and winter concerts; and
- Helping to advocate for the program by attending and speaking at legislative breakfasts.

The magnet program will augment these current initiatives through a new partnership with **Crayola Education** to provide professional learning and family events to support the family engagement goals established for WIMS. To prepare our teachers to engage families in learning, as well as in the magnet theme, Crayola will offer an online professional development course, “The Art of Family Engagement,” for 10 WIMS teachers and staff in each year of the grant will conduct five on-site follow-up coaching sessions with those teachers throughout the school year. The courses will be scaffolded over the five years to build staff’s expertise in the art of family engagement:

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- Year 1 will focus on developing strategies to help families use art as a way to examine math concepts;
- Year 2 will address developing a culturally responsive learning environment and creative experiences to bridge learning at home;
- Year 3 will help educators learn to engage parent leaders to plan effective school-family events that emphasize arts learning; and
- Years 4 and 5 provide training in all three previous addressed topics to reach all teachers and staff.

Crayola will also provide Create-to-Learn Family Projects kits for WIMS to use to engage more than 200 families each year in theme-related learning experiences. Each kit uses a family guide that encourages families to use art as a springboard for learning and suggests developmentally appropriate ways to extend the projects for multiple age ranges.

A major belief at WIMS is that creativity connects schools and families. WIMS plans to build strong, learning-focused partnerships by engaging parents in project-based learning to build students' skills. Utilizing the Crayola kits as a part of our family engagement program allows WIMS to bridge school to home learning. The kits provide creative experiences as teaching strategies and ways to co-educate with an emphasis on math, writing, or other subjects.

Additionally, the ACES Parent University Team will plan and implement yearly parent university sessions. The WIMS Parent University Team will consist of a teacher from each grade band, the elementary or middle school magnet integration specialists, the math or Literacy Coach, an administrator, and at least parent from each grade band (K-2, 3-5, 6-8). The WIMS Parent University Team will participate in training provided by Crayola on how to teach families to use the kits. The team will then run training and activities with families using the kits through the

WIMS Parent University. The goal is to use the kits to expose every WIMS family in a Parent University activity over the life of the grant and to train new parents to replace WIMS Parent University Team members' children who graduate from WIMS.

WIMS will also partner with National Network of Partnership Schools. This a national organization that will support WIMS as they bring together all their parent activities under one umbrella. Using the framework of six types of involvement and an action team approach, WIMS will be able to strengthen and sustain goal-linked partnerships that contribute to student success in school. When families and community partners are involved in productive ways, more students follow clear paths to high school graduation and postsecondary education and training. NNPS will provide WIMS staff and parents with professional development, tools, publications, and on-going guidance to build capacity for leadership on partnerships

(4) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services

ACES is proposing to develop a strong network of partners to support WIMS's transition into a whole-school arts integration magnet. Being located along the I-95 corridor between the major metropolitan areas of New York City and Boston, as well as within a short driving distance to New Haven (home to Yale University and the cultural institutions that surround the university), WIMS will benefit from collaboration with experts in the arts and arts education. A summary of the key partnerships, designed to provide experiences that promote WIMS students' understanding of the real-world applications and career opportunities that relate directly to their school's magnet themes, follows (see letters of support in the Attachments). These student experiences will also be enhanced by the strong program of professional development that will be offered to all WIMS teachers through partnerships with Harvard Project Zero, Lincoln Center Education, the RE

Center, LLI, and DreamBox Learning (as described earlier in subsection 2).

1. **Art for Learning CT** will expose all WIMS students to professional artists and careers in art fields in each year of the grant by providing in-class residencies and live performances at WIMS that address different arts forms and modalities. AFLCT is a non-profit organization with a broad network of professional artists. They are skilled at engaging students in high-quality, arts-integrated instruction utilizing the Universal Design for Learning (UDL) framework, which is designed to support the needs of all students and their individual learning styles. In addition to in-person programs, AFLCT has developed a robust library of digital experiences that will be available to all WIMS students.
2. **The RE-Center**, an educational organization in the greater Hartford area, is committed to promoting racial equity in education by working with schools and organizations to identify and eliminate the root cause of racism and oppression in K-12 education. Through the partnership with the RE-Center, WIMS students across grades 3-8 will participate in grade- wide leadership workshops and yearly retreats to learn from and with RE educators and examine racial and social issues to develop interpersonal skills that will allow them to succeed in the postsecondary education and careers.
3. **Quinnipiac University**, a local university with three campuses in Hamden and North Haven, will provide opportunities for students to engage in theatrical experiences by high- quality performers that are also serving as role models of pursuing post-secondary education. The partnership will enable WIMS students to interact with college students in the Theater program who are majoring in design and production, acting and directing, theater administration, and dramaturgy, playwriting, and literacy management. These interactions will include a range of experiences, such as mentorships, workshops, and observing college performances.

4. **ACES-ECA** will provide students with direct exposure to and use of state-of-the-art performing arts facilities and exposure to the wide range of career options that are involved in planning, designing, and mounting productions.

(5) How it will improve the capacity of the LEAs to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated. (ESEA section 4401(b)(5)) (up to 6 points)

The DREAMS Project is designed with the following theory of action: when you change teaching practice, you change instruction, which in turn yields higher student achievement. Timelines and annual performance measures within the grant are designed to accommodate the transformation of all WIMS teachers' practices over the grant period of five years. Once grant-funded professional learning is completed, teachers will have enough gained knowledge to train any new members of staff and to sustain practice changes through their professional learning communities, which will lead to long-term gains in achievement, eliminating the need for contractual services.

The DREAMS planning team designed the project budget with sustainability in mind. Personnel and contractual expenses are significant compared to yearly totals, ranging from about a quarter in year 1 to a third each in years 1 through 3. However, as explained above, this is intentional, based on research on proven professional learning approaches. Contractual fees are designed to go to zero at the grant end, as pedagogical changes become fully integrated into school practice. Several partners are integrated into the grant to "jump-start" professional learning through summer institutes and coaching at schools. However, this work diminishes over the life of the grant.

Similarly, personnel fees are either directly associated with grant work, or intended to

become part of the school's budget at the grant's end. ACES will absorb the arts integration specialists' full salaries, as enrollment numbers increase to grant targets by the end of the fifth year of grant funding. The project director's and clerical salary will be obsolete by the end of the MSAP funding ends. One of the project director's primary responsibilities is to implement the grant in a way that leads to sustainability through leadership systems at the schools, using existing personnel. ACES has a strong program development office, which will begin to leverage additional partnerships for future funding, particularly in years four and five. ACES Program Development, part of the ACES Institute, uses multifaceted funding strategies that involve the following elements: use of state and local funding, intentional planning, and ongoing grant-seeking activities. Partner Arts for Learning Connecticut has already expressed interest in leveraging additional relationships to sustain artists' residencies at WIMS towards the end of the grant, and they are well positioned to do so. Each year, Arts for Learning Connecticut, with the support of public, private, and individual funders, can underwrite approximately [REDACTED] to subsidize programs through their Access for All initiatives, which allow them to reach 50,000 children and families who otherwise might not have been able to experience high-quality arts programs.

ACES will also explore partnerships with the University of New Haven, Yale University, and others, some of which may not require significant funding. For example, the use of the Yale Art Gallery as a site for encountering works of art does not require anything beyond the cost of the buses. In addition, ACES will leverage current relationships to create additional partnerships, working through the ACES Business Advisory Council, Greater New Haven Chamber of Commerce, Quinnipiac Chamber of Commerce, Hamden Chamber of Commerce, and ACES Education Foundation. These business entities support ACES school by providing vocational opportunities for our older students and clients at ACES. WIMS plans to work with these same

entities to identify members who can support programming at WIMS. The plan is to approach members to become a part of the WIMS Arts Advisory Council so that they become part of the WIMS community. Through the work of the Advisory Council, we will identify opportunities within their businesses that WIMS students can take advantage of and identify win-win situations for the businesses and WIMS (e.g., adopt a classroom program, mentorship programs, reading buddies, field trips, etc.).

Quality of Management Plan

(1) *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. ([34 CFR 75.210](#))*

Project Management Framework

As a regional educational service center, ACES has more than two decades of experience, planning, founding, and running magnet schools in support of desegregation efforts. The management plan that follows describes the management structure for the MSAP project, followed by a detailed implementation plan to achieve the DREAMS project's objectives and performance measures.

ACES Management Structure

The ACES executive leadership team is led by **Executive Director** Dr. Thomas M. Danehy, a former magnet high school principal who oversaw the development of Great Path Interdistrict Academy, built in partnership with Manchester Community College in Manchester, CT, and its installation in a new building. Great Path's mission is to provide an innovative learning environment that supports students from diverse backgrounds in developing the values, self-discipline, work habits, academic and life skills needed to achieve success.

In his role as Executive Director, Dr. Danehy oversees the operations of the entire Regional

Educational Service Center. As noted earlier, ACES is a non-profit, fee for service agency that provides extensive services to its 26 member districts in New Haven and Middlesex counties, as well as districts outside of those areas. However, the core business of ACES is as an operator of schools. Under Dr. Danehy's leadership, ACES successfully operates three interdistrict magnet schools, eight special education schools that draw students from at least 45 school districts across Connecticut, and other programs for a wide range of clients from international students and their families to disabled adults. Dr. Danehy sits on the WIMS Steering Committee.

The other members of the ACES executive leadership team, along with their responsibilities and contributions to the MSAP project at WIMS (at no cost to the grant), are:

- The **Deputy Executive Director**, who manages a portfolio of agency services, including technology, transportation, food services, professional development services, data, and grants management, and the ACES Open Choice and ACES Magnet School Parent Choice programs. In terms of support for the MSAP grant, the departments that the Deputy Executive Director oversees will support any technology needs and transportation coordination for bus route development and field trips. The Deputy also oversees the Magnet School Parent Choice Office that administers the lottery for WIMS and will be an integral part of recruitment efforts.
- The **Assistant Executive Director for Schools**, who manages the operations of all ACES schools, including the interdistrict magnets, supervising the school principals and overseeing all curriculum development. In this capacity, the Assistant Executive Director for Schools will devote approximately 20% of his time, providing direct oversight and guidance for the MSAP project.
- The **Human Resources Director**, who oversees all agency hiring. The Human Resource

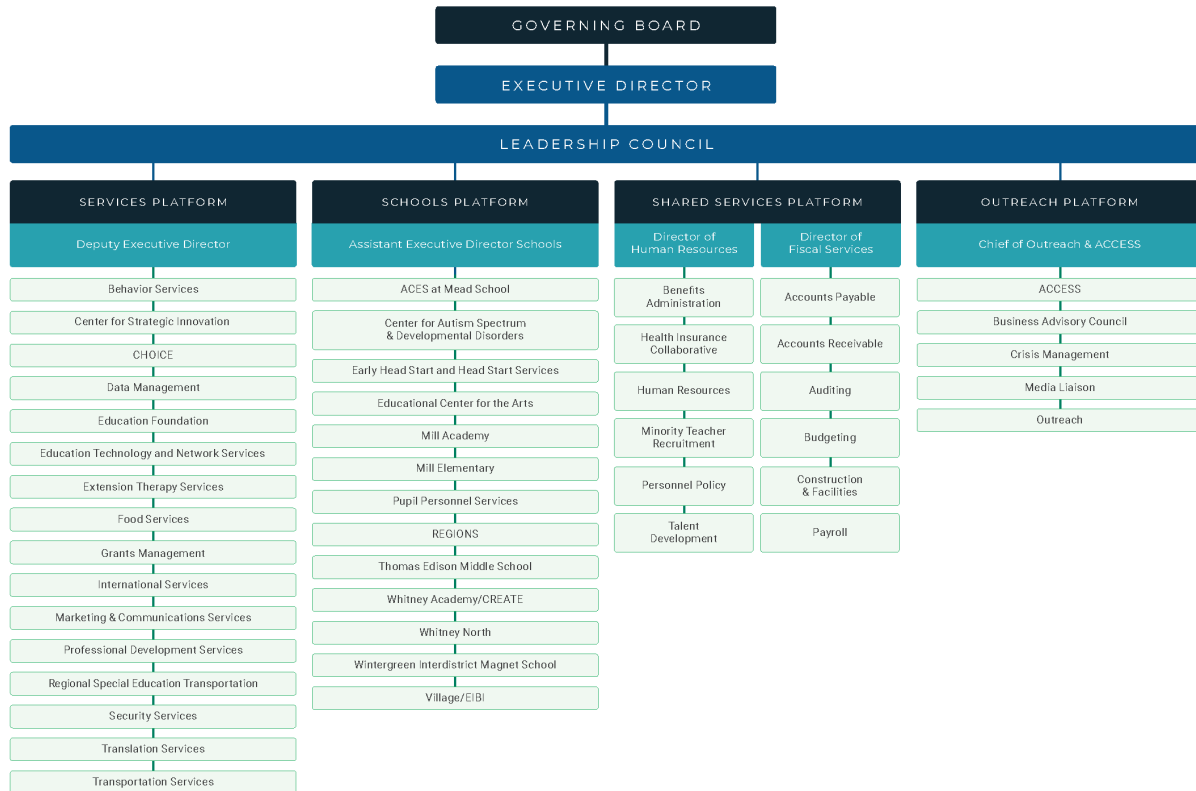
Director also serves as the Chief Talent Officer (CTO). ACES is an equal opportunity employer and actively encourages applications from people of all backgrounds. The CTO will work closely with the Executive team to nurture a healthy, inclusive organizational culture that supports long-term staff retention through systems, training, and personal leadership. The CTO works closely with the central office and academic and school teams from the magnet and special education schools to ensure school leaders are identified, developed, and prepared.

- The **Director of Fiscal Services**, who oversees all fiscal services offered by the agency. In her role, she is responsible for accounts payable and receivable, payroll, and auditing. Construction and facilities functions fall under her purview as well.
- The **Director of ACCESS and Special Programs**, who oversees the work of the Business Advisory Council, and community relations and outreach activities.
- The **ACES Data Management Coordinator and Marketing Specialist** reports to the Deputy Executive Director. The person responsible for development and management of a district data dashboard that captures agency services and program information to provide agency and customer insight and leverage agency and school goals. The person utilizes school data to develop comprehensive marketing plans for all of the ACES Magnet Schools.
- The **ACES Director of Special Programs and Community Engagement** reports to the Executive Director and is responsible for overseeing the Head Start Programs, ACCESS program, and agency-wide Community Engagement efforts within our large Regional Education Service Center. The position is a cabinet level position and retains a seat on the Executive Leadership Council. The person is responsible for assisting the magnets schools in cultivating community partnerships to support their programming as well as supporting the school's equity and diversity agenda.

- The **ACES Director of Equity and Inclusion** reports to the Executive Director and is responsible for collaborating with all stakeholders to enrich ACES' culture of equity, inclusion and anti-racism through practices and protocols, through education and outreach. The person is also responsible for the leading the development of a district-wide plan to encourage culture of equity, inclusion and anti-racism; support recruitment and hiring strategies to increase the racial, ethnic, and linguistic diversity of staff; facilitating the delivery of professional development related to cultural competency and anti-bias training for certified and non-certified staff; facilitating opportunities for student voice in matters related to diversity, equity, and inclusion; and acting a resource for faculty and staff in providing academic, emotional and social support for students/families of diverse backgrounds. The person will serve as the point person for the equity activities that will occur at WIMS.
- The **ACES Family and Community Engagement Specialist** reports to the Assistant Executive Director of Schools and Programs and is responsible for ensuring ensure effective involvement of families; supporting the development of partnerships among the schools, parents and the community to improve student academic achievement; building families' capacity for becoming involved in improving their child's academic achievement; encouraging families to be actively involved in their child's education at school and to be full partners in their child's education; and explaining parental choice options so families have information to make well-informed decisions for their children.

A copy of the ACES organization chart is provided below.

aces 2020-2021 Organizational Chart



WIMS Management Structure

The significant revision of the WIMS magnet program will be led by the **building principal**, who will have overall instructional and administrative responsibility for the MSAP project. The principal's role as the building leader of an ACES Magnet school is to move the school toward meeting each standard within the pillars of magnets identified by the Magnet Schools of America. Another role of the building leader is to keep everyone up to date on current research and educational trends. The building leader must work to build diverse student populations, employ interdisciplinary approaches to learning in various forms, collaborate with their communities, and, most importantly, focus on their students' needs. They should listen to their students and their staff members to meet the students where they are and determine the most effective solution to address any specific need or challenge.

The principal will be supported by the full-time **DREAMS Project Director** who will be responsible for the following:

- recruiting, hiring, and supervising the school magnet staff hired under the grant;
 - interfacing regularly with key ACES offices, such as the office of the Assistant Executive Director for Schools and Curriculum, English Learners, Human Resources, Facilities, Transportation, Marketing, and Communications;
 - coordinating regular meetings with magnet school staff and collaborating partners to disseminate pertinent information regarding MSAP guidelines and build a professional support network among school-based personnel with similar responsibilities and interests;
- providing workshops and organizing conferences for school and district leaders and teachers on the latest evidence-based practices related to CT Core Standards, curriculum mapping, technology, and arts integration, cultural competence, equitable education, and other strategies

being piloted by the magnet school programs;

- developing cohorts of teacher leaders, including recruitment teams and curriculum design teams, to ensure the sustainability of the magnet program well beyond the funding period;
- coordinating school-based staff training activities, including those facilitated by outside agencies;
- providing technical assistance to magnet school leadership on all outreach and recruitment efforts, including organizing multimedia advertising campaigns, developing promotional materials (e.g., brochures, press releases), and planning events (e.g., open houses, school tours);
- monitoring the applicant pool and enrollment data for the magnet and feeder schools;
- editing ACES magnet publications, collaborating on the magnet school website, and using social media outlets to support the agency's marketing efforts;
- developing positive community support for the magnet programs through public presentations at widely advertised parent workshops, and other community forums, and supporting the school-based Parent-Teacher Advisory Council in their efforts to increase parent involvement;
- serving as the primary liaison to the USDOE MSAP Program Office and ensuring compliance with all requirements laid out by the USDOE and the Office for Civil Rights;
- monitoring all project expenditures and providing school staff with technical assistance in meeting fiscal and budgetary guidelines;
- overseeing a rigorous and ongoing process of continuous improvement, which will entail convening regular meetings with administrators, parents, teachers, and project partners to solicit and share feedback on program activities; and
- serving as a liaison to the project evaluator, assisting the school in the collection of required

program data and documentation, providing feedback to the evaluator on the evaluation design, instrument development activities, and data collection procedures; preparing required reports; and disseminating results to key stakeholders.

Two other school-based MSAP-funded staff will play integral roles in the significant revision of the WIMS magnet program, a full-time **Elementary Arts Integration Specialist** (serving grades K-5), and a full-time **Middle Grades Arts Integration Specialist** (serving grades 6-8). The responsibilities of the two Specialists will be similar, although differentiated for their respective grade levels:

- Planning and preparing arts integration units, lessons, and materials;
- Recruiting and supporting arts integration efforts in the school;
- Mapping curriculum across multiple content areas and the arts and in alignment with state and national standards;
- Planning and administering arts integration assessments;
- Demonstrating and co-teaching arts-integrated lessons, including modeling various arts strategies to be used in the classrooms;
- Designing and leading professional learning for project teachers in arts integration best practices and methods, as well as in technology integration to enhance arts learning in partnership with partner organizations (e.g., Lincoln Center, Harvard School of Education), including hiring facilitators and planning content;
- Managing digital documentation collection(s) and providing web content support; and
- Providing support for data collection efforts conducted by the external evaluator.

The principal, DREAMS Project Director, and the two Arts Integration Specialists will form the core of the **MSAP Project Management Team** at the school level. They will be

supported by the school's Leadership Team, comprised of the Assistant Principal, instructional coaches for literacy and math, a teacher from the Arts team, and one teacher representative each from grades K-2, 3-5, and 6-8. The magnet team will have multiple essential responsibilities for guiding theme revision and associated project activities, including the creation/revision and implementation of theme-based curricular units, the integration of the magnet theme in all school marketing and outreach, the implementation of other project-related changes at the building level, and project-related staff development. Also, with the support of the ACES Deputy Executive Director and Director of Fiscal Services, this team will oversee all facilities improvements and equipment and materials purchases related to the project. In collaboration with the Project Director, the magnet team will coordinate the activities of all DREAMS activities and programs in the school. It will also produce a growth plan for the school based on project outcomes, objectives, and progress measures.

In addition to the core magnet staff, the faculty at WIMS, including classroom teachers, support staff, and paraprofessionals will support the implementation of the magnet program at no cost to the MSAP grant:

- General and special education classroom teachers will be responsible for providing magnet school students with theme-based instruction. Other teachers, such as magnet enrichment arts instructors (grades 6-8), library media and technology integration specialists, and essential area teachers (e.g., music, art, physical fitness/health, dance, and theater) will provide direct instruction to students in the area of the magnet theme.
- To ensure that students and their families can participate in fully and benefit from the magnet school program, school-based support staff (e.g., guidance counselor, social workers, behavioral technicians, and psychologist) will offer access to a wide range of

social services designed to meet students' health, social, and emotional needs.

- The Parent-Teacher Advisory Council will play a key role in implementing parent outreach activities and representing the needs and interests of parents on the school's MSAP Project Management Team.
- Teacher assistants will be responsible for assisting the classroom teachers in providing magnet school students with theme-based instruction.

Project Implementation Plan

ACES seeks to achieve four overarching project-level objectives with the MSAP initiative. These objectives are directly aligned with the purposes of the MSAP Performance measures that have been established by the USDOE for the program. This section contains a timeline showing the key activity benchmarks by project objective, target date, and responsibility center.

Table 9. Project Implementation Timeline: Key Activities and Benchmarks by Objective

MSAP Objective 1: Reduce MGI among Black/African American students at WIMS by attracting a wider diversity of students from partner and Parent Choice districts.						
Key Activities	YR 1 Benchmarks 10/22-9/23	YR 2 Benchmarks 10/22-9/23	YR 3 Benchmarks 10/23-9/24	YR4 Benchmarks 10/24-9/25	YR 5 Benchmarks 10/25-9/26	Responsible Parties*
Create a marketing and outreach campaign that builds on ACES existing frameworks of communications	Develop templates for marketing materials (e.g., flyers, brochures) for customization by WIMS	Disseminate information on the new programming and focus at WIMS and build community awareness of and interest in the new magnet programming	Disseminate information on the new programming and focus at WIMS and build community awareness of and interest in the new magnet programming	Disseminate information on the new programming and focus at WIMS and build community awareness of and interest in the new magnet programming	Disseminate information on the new programming and focus at WIMS and build community awareness of and interest in the new magnet programming	PD, PP, MS, WM, MPC
Design and conduct school- level targeted and multi-faceted outreach campaign to profile the new magnet theme	Develop a suite of marketing materials (e.g., flyers, brochures), websites, and update social media presence for the magnet program (Facebook, Instagram Twitter) Translate marketing materials into languages spoken by the magnet school	Develop a suite of marketing materials (e.g., flyers, brochures), websites, and update social media presence for the magnet program (Facebook, Instagram Twitter) Use new promotional materials in conducting outreach to feeder schools and other	Disseminate promotional materials, build and expand social media presence, conduct marketing in the communities of targeted feeder schools and other venues with a focus on feeder schools that would support reducing the MGI of BB/AA students at WIMS	Disseminate promotional materials, build and expand social media presence, conduct marketing in the communities of targeted feeder schools and other venues with a focus on feeder schools that would support reducing the MGI of BB/AA	Disseminate promotional materials, build and expand social media presence, conduct marketing in the communities of targeted feeder schools and other venues with a focus on feeder schools that would support reducing the MGI of BB/AA students at WIMS	PD, PP, MS, WM, MPC

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	parent communities Use new promotional materials in conducting outreach to feeder schools and other venues with a focus on feeder schools that would support reducing the MGI of BB/AA students at WIMS	venues with a focus on feeder schools that would support reducing the MGI of BB/AA students at WIMS		students at WIMS		
Implement a fair, equitable, and race-neutral student selection and placement process	Receive applications for WIMS, integrate into ACES Magnet School Parent Choice enrollment process and run race-neutral selection process for Fall 2023	Receive applications for WIMS, integrate into ACES Magnet School Parent Choice enrollment process and run race-neutral selection process for Fall 24	Receive applications for WIMS, integrate into ACES Magnet School Parent Choice enrollment process and run race-neutral selection process for Fall 25	Receive applications for WIMS, integrate into ACES Magnet School Parent Choice enrollment process and run race-neutral selection process for Fall 26	Receive applications for WIMS, integrate into ACES Magnet School Parent Choice enrollment process and run race-neutral selection process for Fall 27	PD, MPC
MSAP Objective 2: Provide an arts-integrated and evidence-based instruction to ensure that all students at WIMS are prepared to excel academically and meet challenging content and achievement standards.						
Key Activities	YR 1 Benchmarks 10/22-9/22	YR 2 Benchmarks 10/22-9/23	YR 3 Benchmarks 10/23-9/24	YR4 Benchmarks 10/24-9/25	YR 5 Benchmarks 10/25-9/26	Responsible Parties*
Design, implement and refine thematic curricula	Develop one interdisciplinary unit focused on arts integration, the use of inquiry	Refine Yr. 1 units Create 2-3 new interdisciplinary arts-integrated units per grade	Refine Yr. 1 and 2 units Create additional 2-3 interdisciplinary	Refine Yr. 1, 2, and 3 units Create additional 2-3 interdisciplinary	Refine Yr. 1, 2, 3, and 4 units Create additional 2-3 interdisciplinary	EAS, MAS, LC, MC, CT
	through artful thinking routines, and aesthetic education per grade level.	level	arts-integrated units per grade level	arts-integrated units per grade level	arts-integrated units per grade level	

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7 Incorporate research- and evidence-based based instructional strategies aligned to CCSS, and Connecticut Core Standards curriculum frameworks	Pilot implementation of innovative and effective instructional strategies to support the implementation of the magnet theme	Expand implementation of innovative instructional strategies in at least half of the grades served by the school	School-wide implementation of innovative instructional strategies in all classes and grades	School-wide implementation of innovative instructional strategies in all classes and grades	School-wide implementation of innovative instructional strategies in all classes and grades	MC, LC, CT
MSAP Objective 3: Build capacity of WIMS leaders and instructional staff through professional development to implement and sustain a rigorous magnet curriculum and innovative instructional approaches.						
Key Activities	YR 1 Benchmarks 10/22-9/23	YR 2 Benchmarks 10/22-9/23	YR 3 Benchmarks 10/23-9/24	YR4 Benchmarks 10/24-9/25	YR 5 Benchmarks 10/25-9/26	Responsible Parties*
Provide staff development in cultural competence through the building and sustaining an equity team	Finalize scope of services with RE-Center to provide PD to all magnet school staff in building an equity team, including baseline needs assessment using Equity- Informed School Climate Assessment and begin training	Conduct equity team training with cohort one magnet school staff and provide baseline equity assessment for cohort 2	Complete the rooting an equity team training with cohort one magnet school teachers and train cohort two magnet school staff in building an equity team	Complete being an equity team training with cohort two magnet school staff. Continue to provide ongoing consultation in maintaining an equitable culture for cohort one magnet school teachers	Complete rooting an equity team training with cohort two magnet staff. Continue to provide ongoing consultation in maintaining an equitable culture for cohort one magnet school teachers	PD, P, PP
Provide staff development in	Finalize the scope of	Staff will participate in	Staff will participate in	Staff will participate in	Staff will participate in one	PD, P, PP

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the Artful Thinking Framework through work with Harvard University Project Zero researchers for all magnet teachers.	services to provide PD to all magnet school staff. Staff will participate in three one-day onsite embedded professional development days with Harvard Professional Development Specialist. Staff will participate in 12 hours of virtual consulting to support planning and implementation.	three one-day onsite embedded professional development days with Harvard Professional Development Specialist. Staff will participate in 12 hours of virtual consulting to support planning and implementation.	three one-day onsite embedded professional development days with Harvard Professional Development Specialist. Staff will participate in 12 hours of virtual consulting to support planning and implementation.	two one-day onsite embedded professional development days with Harvard Professional Development Specialist. Staff will participate in 6 hours of virtual consulting to support planning and implementation.	one-day onsite embedded professional development days with Harvard Professional Development Specialist. Staff will participate in 6 hours of virtual consulting to support planning and implementation.	
Provide staff development in Lincoln Centers (LCE's) inquiry- based approach through work with Lincoln Center Education for a core group of magnet teachers and artists.	Finalize the scope of services to provide PD to all magnet school staff.	Core group from WIMS attend LCE's summer convening training rooted in LCE's inquiry- based approach Core group participates in 3, 2-hour digital touchpoints with LCE	Core group from WIMS attend LCE's summer convening training rooted in LCE's inquiry- based approach Core group participates in 3, 2-hour digital touchpoints with LCE	Core group from WIMS attend LCE's summer convening training rooted in LCE's inquiry-based approach Core group participates in 3, 2-hour digital touchpoints with LCE	Core group develops a plan for the continued support of LCE's inquiry-based approach. Core group develops a calendar of support and implements it throughout the year.	PD, P, PP

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Provide magnet teachers at WIMS in grades K-1 with professional development to support mathematics achievement.	Finalize the scope of services with DreamBox to provide PD to K-1 magnet teachers and math coach. K-1 teachers and math coach will participate in three expert assisted webinars with a DreamBox Learning professional development specialist. K-1 teachers and math coach will participate in 4 hours of virtual consulting with DreamBox to support planning and implementation. K-1 teachers will participate in embedded professional learning based on student data through My Flex PD via DreamBox.	K-1 teachers and math coach will participate in three expert assisted webinars with a DreamBox Learning professional development specialist. K-1 teachers and math coach will participate in 4 hours of virtual consulting with DreamBox to support planning and implementation. K-1 teachers will participate in embedded professional learning based on student data through My Flex PD via DreamBox Learning.	K-1 teachers and math coach will participate in three expert assisted webinars with a DreamBox Learning professional development specialist. K-1 teachers and math coach will participate in 4 hours of virtual consulting with DreamBox to support planning and implementation. K-1 teachers will participate in embedded professional learning based on student data through My Flex PD via DreamBox Learning.	K-1 teachers and math coach will participate in two expert assisted webinars with a DreamBox Learning professional development specialist. K-1 teachers and math coach will participate in 2 hours of virtual consulting with DreamBox to support planning and implementation. K-1 teachers will participate in embedded professional learning based on student data through My Flex PD via DreamBox Learning.	K-1 teachers and math coach will participate in two expert assisted webinars with a DreamBox Learning professional development specialist. K-1 teachers and math coach will participate in 2 hours of virtual consulting with DreamBox to support planning and implementation. K-1 teachers will participate in embedded professional learning based on student data through My Flex PD via DreamBox Learning.	MC, CT
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	Learning.					
Provide magnet teachers at WIMS in grades K-2 teachers with professional development to support English Language Arts achievement.	Finalize scope of services with LLI to provide PD to K-2 magnet teachers and Literacy coach K-2 teachers and Literacy coach will participate in a three-day onsite LLI Institute provided by LLI consultants.	K-2 magnet teachers will receive ongoing, embedded professional development on the use of LLI.	K-2 teachers and Literacy coach will participate in a three-day onsite LLI Institute provided by LLI consultants.	K-2 magnet teachers will receive ongoing, embedded professional development on the use of LLI.	K-2 teachers and Literacy coach will participate in a three-day onsite LLI Institute provided by LLI consultants.	LC, CT
Adapt thematic curricula and instructional strategies to meet the needs of ELLs	Modify the one interdisciplinary unit per grade focused on arts integration, the use of inquiry through artful thinking routines, and aesthetic education level to meet requirements of ELLs.	Refine Yr. 1 modified unit Modify the 2-3 new interdisciplinary units per grade focused on arts integration, the use of inquiry through artful thinking routines and aesthetic education to meet the needs of ELLs	Refine Yr. 1 and 2 modified units Modify additional 2-3 interdisciplinary units per grade focused on arts integration, the use of inquiry through artful thinking routines and aesthetic education to meet the needs of ELLs	Refine Yr. 1, 2 and 3 modified units Modify additional 2-3 interdisciplinary units per grade focused on arts integration, the use of inquiry through artful thinking routines and aesthetic education to meet the needs of ELLs	Refine Yr. 1, 2, 3, and 4 modified units Modify additional 2-3 interdisciplinary units per grade focused on arts integration, the use of inquiry through artful thinking routines and aesthetic education to meet the needs of ELLs	EAS, MAS, MC, LC, CT, ELS
Adapt thematic curricula and instructional	Modify the one interdisciplinary unit per grade	Refine Yr. 1 modified unit Modify the 2-3	Refine Yr. 1 and 2 modified units Modify	Refine Yr. 1, 2, and 3 modified units	Refine Yr. 1, 2, 3, and 4 modified units	EAS, MAS, MC, LC, CT, SRT

strategies to meet the needs of students with disabilities	focused on arts integration, the use of inquiry through artful thinking routines and aesthetic education to meet the needs of SWDs	new interdisciplinary units per grade focused on arts integration, the use of inquiry through artful thinking routines and aesthetic education to meet the needs of SWDs	additional 2-3 interdisciplinary units per grade focused on arts integration, the use of inquiry through artful thinking routines and aesthetic education to meet the needs of SWDs	Modify additional 2-3 interdisciplinary units per grade focused on arts integration, the use of inquiry through artful thinking routines and aesthetic education to meet the needs of SWDs	Modify additional 2-3 interdisciplinary units per grade focused on arts integration, the use of inquiry through artful thinking routines and aesthetic education to meet the needs of SWDs	
Provide training to WIMS staff/teacher leaders and the Parent Advisory Council to enable the ACES Parent University Team to provide arts integration programming for families	Identify ACES Parent University Team ACES Parent University Team will participate in professional development that will focus on The Art of Family Engagement™ I: Moved-by- Math™. ACES Parent University Team will plan and implement one parent university session.	ACES Parent University Team will participate in professional development that will focus on The Art of Family Engagement™ II: Collaboration, Culture, and SEEKing Insights ACES Parent University Team will plan and implement a Fall and Spring parent university session.	ACES Parent University Team will participate in professional development that will focus on The Art of Family Engagement™ III: Preparing 21st Century Learners. ACES Parent University Team will plan and implement a Fall and Spring parent university session.	ACES Parent University Team will train new parents to replace graduating parents or parents team members that leave the school. ACES Parent University Team will plan and implement a Fall and Spring parent university session.	ACES Parent University Team will train new parents to replace graduating parents or parents team members that leave the school. ACES Parent University Team will plan and implement a Fall and Spring parent university session.	PD, P, PP, MSP

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Conduct school- level processes to share best practices and assess program implementation	Include magnet programming as an agenda item on all SLT, PTAC & Arts Advisory Council meetings to bring diverse perspectives to the discussion of program status, challenges, and lessons learned.	Include magnet programming as an agenda item on all SLT, PTAC & Arts Advisory Council meetings to bring diverse perspectives to the discussion of program status, challenges, and lessons learned.	Include magnet programming as an agenda item on all SLT, PTAC & Arts Advisory Council meetings to bring diverse perspectives to the discussion of program status, challenges, and lessons learned.	Include magnet programming as an agenda item on all SLT, PTAC & Arts Advisory Council meetings to bring diverse perspectives to the discussion of program status, challenges, and lessons learned.	Include magnet programming as an agenda item on all SLT, PTAC & Arts Advisory Council meetings to bring diverse perspectives to the discussion of program status, challenges, and lessons learned.	PD, P, PTAC, CT, B/AAC
MSAP Objective 4: Broaden student experiences, learning, and empathy by providing opportunities for all students to engage in real-life applications of arts and culturally responsive practices.						
Key Activities	YR 1 Benchmarks 10/22-9/23	YR 2 Benchmarks 10/22-9/23	YR 3 Benchmarks 10/24-9/25	YR4 Benchmarks 10/25-9/26	YR 5 Benchmarks 10/26-9/27	Responsible Parties*
Provide an opportunity for rising 6th-grade students to participate in a Middle School Arts Immersion program (MSAIP).	Finalize scopes of services with all external partners for curriculum enrichment Begin development of MSAIP. Implement MSAIP	Refine scopes of services based on feedback Refine and review the implementation of MSAIP and make modifications based on feedback from students and staff.	Refine scopes of services based on feedback Implement revised MSAIP.	Refine scopes of services based on feedback Offer MSAIP to current and prospective rising grade 6 students.	Refine scopes of services based on feedback Offer MSAIP to current and prospective rising grade 6 students.	PD, P, PP
Provide students training in cultural competence and provide them with the	Finalize the scope of services to provide training to all students in the school and begin	Complete building and being an equity team training with cohort 1 (grades 6-8: 175	Complete the rooting an equity team training with cohort 1 magnet school students and train	Complete being an equity team training with cohort two magnet school students.	Complete rooting an equity team training with cohort two magnet students. Continue to	PD, P, PP

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knowledge, skills, and abilities necessary to identify inequities and transform their school culture and community.	training.	students).	cohort 2 (grades 3-5: 225 students) magnet school students in building an equity team.	Continue to provide ongoing consultation in maintaining an equitable culture for cohort one magnet school students.	provide ongoing consultation in maintaining an equitable culture for cohort one magnet school students.	
Provide students with exposure to artistic performances and professional artists to support authentic experiences with arts and culture.	Each student will attend two artistic performances Grades K-2 will participate in two in-class workshops with a resident artist. Grades 3-8 will participate in three in-class workshops with a resident artist.	Each student will attend two artistic performances Grades K-2 will participate in two in-class workshops with a resident artist. Grades 3-8 will participate in three in-class workshops with a resident artist.	Each student will attend two artistic performances Grades K-2 will participate in two in-class workshops with a resident artist. Grades 3-8 will participate in three in-class workshops with a resident artist.	Each student will attend two artistic performances Grades K-2 will participate in two in-class workshops with a resident artist. Grades 3-8 will participate in three in-class workshops with a resident artist.	Each student will attend two artistic performances Grades K-2 will participate in two in-class workshops with a resident artist. Grades 3-8 will participate in three in-class workshops with a resident artist.	PD, P, PP

*Responsible Parties: PD=Magnet Project Director; S=Magnet Project Secretary; P=Magnet School Principals; CT=Magnet Classroom Teachers; PE=Project Evaluator; PP=Project Partners; MPC=Magnet School Parent Choice Coordinator; MS=Marketing Specialist; WM=Webmaster; EAS=Elementary Arts Integration Specialist; MAS=Middle Grades Arts Integration Specialist; MC=Math Coach; LC=Literacy Coach; ELS=English Language Learner Specialist; SRT=School Resource Teacher; B/AAC=Arts Advisory Council; PTAC=Parent Teacher Advisory Council; MSP=Magnet School Parents; A=Other ACES staff

(2) The extent to which the applicant is committed to the magnet school project and has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available. ([34 CFR 280.31](#))

Commitment to 2022-27 MSAP Project

As evidenced by the signed MSAP Program Assurances and the Governing Board's resolution approving the plans for the 2022-27 MSAP grant, the DREAMS Project enjoys support at the very highest levels of the ACES Governing Board.

In preparation for this proposal, the COVID-19 pandemic notwithstanding, the WIMS team actively participated to flesh out the details of the MSAP grant and to secure the buy-in of all key stakeholders. The initial planning for the grant began in the 2016-17 school year when the former principal of WIMS, the ACES Director of Curriculum & Instruction, the Director of Talent, members of the WIMS staff and the parent council, the principal of ECA, and district members from the WIMS steering committee came together to discuss the future of Wintergreen. The group met several times to review academic, demographic, and attendance data and met with parent groups, students, district partners, and WIMS administration. Through this process, the group concluded that the school over time had strayed away from its original theme of humanities and technology and that this lack of thematic focus hurt recruiting, academics, programming, and the perception of the school by districts and families. This conclusion led to the development of a new vision for WIMS; however, turnover at the school and central office levels sidetracked the completion of the plan. The work that was started in 2017 served as the foundation for this MSAP grant application.

ACES is collaborating with a range of organizational partners. They have committed to supporting the implementation of the DREAMS Project (see Quality of Project Design for details and letters of support in the Attachments). These organizations have the expertise and capacity to support the development and implementation of a high-quality curriculum that integrates the arts into teaching and learning. They are also committed to equity and support the inclusion of traditionally underrepresented groups in the arts professions. In their work, each partner takes active steps to reach out to underrepresented groups so that tomorrow's artists, scientists, and designers reflect the diversity of America's students and include voices from across the spectrum of society. They will bring this expertise, and this commitment, to their work with WIMS.

Sustainability of the MSAP Project

The DREAMS Project is designed with the following theory of action: when you change teaching practice, you change instruction, which in turn yields higher student achievement. Timelines and annual performance measures within the grant are designed to accommodate the transformation of all WIMS teachers' practices over the grant period of five years. Once grant-funded professional learning is completed, teachers will have enough gained knowledge to train any new members of staff and to sustain practice changes through their professional learning communities, which will lead to long-term gains in achievement, eliminating the need for contractual services.

The DREAMS planning team designed the project budget with sustainability in mind. Personnel and contractual expenses are significant compared to yearly totals, ranging from about a quarter in year 1 to a third each in years 1 through 3. However, as explained above, this is intentional, based on research on proven professional learning approaches. Contractual fees are designed to go to zero at the grant end, as pedagogical changes become fully integrated into school

practice. Several partners are integrated into the grant to “jump-start” professional learning through summer institutes and coaching at schools. However, this work diminishes over the life of the grant.

Similarly, personnel fees are either directly associated with grant work, or intended to become part of the school’s budget at the grant’s end. ACES will absorb the arts integration specialists’ full salaries, as enrollment numbers increase to grant targets by the end of the fifth year of grant funding. The project director’s and clerical salary will be obsolete by the end of the MSAP funding ends. One of the project director’s primary responsibilities is to implement the grant in a way that leads to sustainability through leadership systems at the schools, using existing personnel. ACES has a strong program development office, which will begin to leverage additional partnerships for future funding, particularly in years four and five. ACES Program Development, part of the ACES Institute, uses multifaceted funding strategies that involve the following elements: use of state and local funding, intentional planning, and ongoing grant-seeking activities. Partner Arts for Learning Connecticut has already expressed interest in leveraging additional relationships to sustain artists’ residencies at WIMS towards the end of the grant, and they are well positioned to do so. Each year, Arts for Learning Connecticut, with the support of public, private, and individual funders, can underwrite approximately [REDACTED] to subsidize programs through their Access for All initiatives, which allow them to reach 50,000 children and families who otherwise might not have been able to experience high-quality arts programs.

ACES will also explore partnerships with the University of New Haven, Yale University, and others, some of which may not require significant funding. For example, the use of the Yale Art Gallery as a site for encountering works of art does not require anything beyond the cost of the buses. In addition, ACES will leverage current relationships to create additional partnerships,

working through the ACES Business Advisory Council, Greater New Haven Chamber of Commerce, Quinnipiac Chamber of Commerce, Hamden Chamber of Commerce, and ACES Education Foundation. These business entities support ACES school by providing vocational opportunities for our older students and clients at ACES. WIMS plans to work with these same entities to identify members who can support programming at WIMS. The plan is to approach members to become a part of the WIMS Arts Advisory Council so that they become part of the WIMS community. Through the work of the Advisory Council, we will identify opportunities within their businesses that WIMS students can take advantage of and identify win-win situations for the businesses and WIMS (e.g., adopt a classroom program, mentorship programs, reading buddies, field trips, etc.).

ACES's past success in persuading legislators to continue supporting the work of its magnet schools, even in difficult economic times, speaks to the agency's ability to be an effective advocate for continued, sustainable levels of magnet school funding.

(3) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (34 CFR 75.210)

Programming Cost Reasonableness

Based on the budget the total direct cost (excluding equipment) in years 1-5 are below

Year 1:		Enrollment Year 1: 525	Cost per student	
Year 2:		Proj. Enrollment Year 2: 551	Cost per student	
Year 3:		Proj. Enrollment Year 3: 577	Cost per student	
Year 4:		Proj. Enrollment Year 4: 603	Cost per student	
Year 5:		Proj. Enrollment Year 5: 630	Cost per student	

Using the 19-20 combined tuition of [REDACTED] per student, the MSAP Direct Cost per student represents at the highest level (Year 1) approximately 10% of the combined tuition. By the end of the grant the MSAP Direct Cost per student represents approximately 6%. This estimate is conservative because historically there is anywhere from 2-3 percent tuition increase charged to the sending towns year over year. WIMS can only count on tuition increases from the district share as the State of Connecticut has only put in place a 2% increase over the last 10 years. Any increase in the combined tuition does not impact the yearly direct cost of the project. Therefore, the percentage the direct cost of the project represents will realistically be less than 6% per student by the end of the project. Using [REDACTED] as the basis and a conservative 2% increase in the combined tuition over the life of the grant, the tuition in year 5 would be approximately [REDACTED]. The direct cost of [REDACTED] per student would represent 5.6% of the combined tuition. The [REDACTED] per student calculates to approximately [REDACTED] in additional costs. The additional 116 students WIMS will attract would increase revenue by [REDACTED]. The program could cover the additional program maintenance cost after year 5 and still have approximately 1.3 million dollars left over due to the increased enrollment. The calculations above demonstrate that the fiscal benefits as well as the benefits from creating a more diverse magnet school, improving students achievement, improving climate and culture, improving teacher practice, and improving parent involvement clearly outweigh the costs identified in this project.

Quality of Personnel

(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project. The Secretary determines the extent to which—

As described in the Quality of Management section, ACES brings a full complement of experienced and qualified administrative personnel to the DREAMS project. All individuals

are fully committed to the transformation of WIMS into a whole-school arts integration magnet. ACES is dedicated to the MSAP project's success, and confident that, through careful adherence to project objectives, timeline, budget, and logic model, we will increase achievement and reduce minority group isolation at our target interdistrict magnet school.

ACES Leadership

William A. Rice took the helm of the ACES schools as the **Assistant Executive Director of Schools and Curriculum** in the summer of 2017, bringing 20 years of experience as a school leader and teacher.

Mr. Rice has been committed throughout his career to improving student achievement in urban school districts. In the three years that he has been Assistant Executive Director of Schools and Curriculum, magnet schools have seen growth in student achievement and a reduction in the achievement gap. ACES also operates ACES at Chase, a STEAM magnet in Waterbury, CT—formerly Thomas Edison Middle School (TEMS), in Meriden, CT. Since Mr. Rice's arrival and his focus on ACES at Chase, the school has experienced a renaissance, recognized for three consecutive years as a Project Lead the Way Distinguished School. The school entered into a partnership for professional learning with Discovery Education, developed a STEM Advisory Council, and began entering students into the Connecticut Expo Fest. In this engineering design competition, ACES at Chase students have placed in the top five each year. ACES at Chase students also experience significant growth on the Smarter Balanced assessment, as well as a substantial reduction in the achievement gap. In 2020, Magnet Schools of America recognized the school as a School of Distinction. There is no doubt that under the leadership of Mr. Rice, and with support from the grant, WIMS will experience the same kind of success.

In prior roles, Mr. Rice supported the development of content leadership teams to begin to develop an agency-wide curriculum grounded in an inclusive model of Universal Design for

Learning. He facilitated the agency-wide curriculum committees that led to improved student learning and achievement for Hartford Public Schools. He led the development of a new system for district-wide online assessment utilizing CTB/McGraw Hill. He successfully led the development and completion of a school turnaround plan that was accepted by the Connecticut State Board of Education for the Waterbury Public School district. As a principal, Mr. Rice's K-8 school in Bridgeport, Connecticut experienced an improvement in the percentage of students meeting proficiency or higher on the summative assessment, which went from 51% in math and 27% in reading to 75% in math and 49% in reading over his five-year tenure at the school.

Since assuming the position of Assistant Executive Director of Schools and Curriculum, Mr. Rice regularly visits all ACES schools and programs. He has convened various curricular and leadership events, including content leadership teams, academic intervention committees, and advisory council meetings. He is an active member of many executive leadership committees, such as the International Education Committee, the American Association of Colleges for Teacher Education (B/AACTE)/Connecticut Association of Public School Superintendents (CAPSS) Joint Committee, and the CAPSS Teaching and Learning Committee.

Mr. Rice has a Master of Science in Education with a concentration in Urban Education from Columbia University's Teachers College and a Master of Arts in Teaching from Sacred Heart University.

(a) *Qualifications of the Project Director*

The proposed full-time Project Director for DREAMS is Ingrid Ellinger-Doviak. Ms. Ellinger-Doviak helped to open WIMS in 1998, serving as a lead teacher and recruitment coordinator. For over 15 years, Ms. Ellinger-Doviak managed WIMS's Gifted and Talented Program. She then went on to become the school's instructional coach, training, and evaluating teachers.

Currently, Ms. Ellinger-Doviak is the Magnet School Coach at WIMS, overseeing all arts programming, as well as recruitment and public relations for the school. As Magnet Coach, Ms. Ellinger-Doviak is responsible for working with all districts to recruit and work with parents in terms of marketing the school. She initiates tours, open houses, informational sessions, and ongoing parent communication sessions. She works with the ACES agency marketing department to create commercials, as well as all print marketing for WIMS.

Before entering the education field, Ms. Ellinger-Doviak served for ten years as a recruitment specialist and Special Projects Coordinator for a marketing company called All Media, Inc. Upon entering the field of education, she was hired by Edison Schools as a New England consultant for Recruitment. For the last 20 years, Ms. Ellinger-Doviak has served as an adjunct faculty member at Southern Connecticut State University, teaching pre-service teachers. As WIMS is a teacher-lab site, she also oversees all student teaching candidates. Ms. Ellinger-Doviak received a Bachelor of Science degree in Corporate Communications with a focus on Marketing, and a Master of Science degree from Southern Connecticut State University. She is currently in the process of completing her Sixth Year Degree, focusing on becoming a Classroom Teacher Specialist.

(b) Other key personnel are qualified to manage the project

The following individuals will add to the experienced and qualified team that will provide direction and guidance to the MSAP project and responsibly steward grant funds. Résumés for these key staff are included in the Attachments.

Todd Solli became the **Principal** of WIMS in 2017. As Principal, he manages and evaluates all certified and non-certified staff members. Along with his administrative staff, Mr. Solli also oversees all curriculum and instruction implementation. Before serving as WIMS Principal, Mr. Solli served as a teacher and a teacher leader at a magnet high school in New Haven. He then came to ACES to serve as the Assistant Principal at TEMS, one of the other ACES interdistrict magnet schools, from 2013 to 2017

In addition to his role as WIMS principal, Mr. Solli serves as an adjunct instructor at Gateway Community College in New Haven. Mr. Solli earned his sixth-year degree from Southern Connecticut State University for certification in Educational Leadership, a Master's of Science in K-12 Science Education from Walden University, and a Bachelor's of Science in Biological and Physical Sciences from Albertus Magnus College.

Kathleen Naimo joined the WIMS family in August of 2015. She began as a kindergarten teacher for several years and later moved to 3rd grade as a teacher for a few years before taking on her current role as the **Dean of Culture and Numeracy**. She is highly trained in curriculum and instruction and builds a strong classroom culture by using Responsive Classroom and Restorative Practices. Her colleagues have recognized Ms. Naimo for her excellence in planning and organization, leadership, and commitment to students and families. She holds a Bachelor of Science degree in Elementary Education from Western Connecticut State University and a Master of Education degree in Multiple Intelligences from Saint Joseph's College in West Hartford. She is currently enrolled in course work at Southern Connecticut State University and will complete

her sixth-year degree in Educational Leadership with an 092 Certification with an anticipated graduation date of May 2023.

Anna Wasiolek joined the WIMS staff in 2012 as a **Literacy Coach** after many years of experience in classroom teaching, literacy coaching, and reading intervention. For the last eight years, Ms. Wasiolek has coached and supported classroom teachers in best practices surrounding balanced literacy. She provides professional development training to certified and non-certified staff in the Teachers College Reading and Writing Project framework. She also facilitates professional learning communities and student literacy intervention meetings.

Ms. Wasiolek currently holds a certification in Elementary Grades 1-6, Remedial Reading and Language Arts 1-12, and Reading and Language Arts Consultant. She received her original teacher certification from The City University of New York, The College of Staten Island. She later received her Elementary Education Certification, Masters of Science, and Reading Specialist Certification from West Chester University of Pennsylvania. Ms. Wasiolek received her Reading and Language Arts Consultant Certification from Southern Connecticut State University, and she received her Bachelor's of Science in Exercise and Sports Science from Pennsylvania State University.

Michelle Gohagan is the **Assistant Director** of Professional Development and School Improvement at Area Cooperative Educational Services (ACES) in Hamden, CT. At ACES, she works with school leadership teams in school improvement, equity leadership, and curriculum. Prior to joining ACES, Michelle served as a director of instructional technology, technology integration coach, and social studies teacher. Michelle is a member at large for Learning Forward, CT affiliate and has served on the board of the Connecticut Educators Computer Association (CECA). In 2018, she was awarded the ISTE Making It Happen Award for her outstanding leadership in improving digital learning opportunities for students. She holds a Master's in Special

Education from Simmons University and studied school leadership at Southern Connecticut State University.

Melissa Karp serves as the **ACES Grant Writer** and reports to the Deputy Executive Director. In March 2019, she joined ACES as the Project Coordinator for the ACES Professional Development and School Improvement unit. In January 2020, Ms. Karp transitioned into the role of Grant Writer, where she researches and tracks grant opportunities at the local and national level. She also solicits funds from businesses and organizations, completes grant applications, and collaborates with a wide array of stakeholders from around the agency and communities to determine needs aligned with the ACES mission and vision. Ms. Karp has over 10 years of experience working within the education, library, publishing, and technology fields. She holds a Bachelor of Arts degree from the University of Connecticut and a Master of Library Science degree from Southern Connecticut State University.

Elaine Sein serves as the **ACES Data Management Coordinator and Marketing Specialist** and report to the Deputy Executive Director. Elaine is responsible for development and management of a district data dashboard that captures agency services and program information to provide agency and customer insight and leverage agency and school goals. She utilizes school data to develop comprehensive marketing plans for all of the ACES Magnet Schools. Elaine has been with ACES for over 20 years and has served in many roles.

Rebecca Cuevas serves as the **ACES Director of Special Programs and Community Engagement** and reports to the Executive Director. Rebecca is responsible for overseeing the Head Start Programs, ACCESS program, and agency-wide Community Engagement efforts within our large Regional Education Service Center. The position is a cabinet level position and retains a seat on the Executive Leadership Council. She is responsible for assisting the magnets schools in cultivating

community partnerships to support their programming as well as supporting the school's equity and diversity agenda. Rebecca is a LCSW and has been with ACES for over 15 years and brings a wealth of experience and knowledge to the role.

Kevin Walton serves as the **ACES Director of Equity and Inclusion** and reports to the Executive Director. Kevin is responsible for collaborating with all stakeholders to enrich ACES' culture of equity, inclusion and anti-racism through practices and protocols, through education and outreach. Kevin is also responsible for the leading the development of a district-wide plan to encourage culture of equity, inclusion and anti-racism; support recruitment and hiring strategies to increase the racial, ethnic, and linguistic diversity of staff; facilitating the delivery of professional development related to cultural competency and anti-bias training for certified and non-certified staff; facilitating opportunities for student voice in matters related to diversity, equity, and inclusion; and acting a resource for faculty and staff in providing academic, emotional and social support for students/families of diverse backgrounds. Kevin will serve as the point person for the equity activities that will occur at WIMS.

Tache White serves as the **ACES Family and Community Engagement Specialist** and reports to the Assistant Executive Director of Schools and Programs. Tache is responsible for ensuring ensure effective involvement of families; supporting the development of partnerships among the schools, parents and the community to improve student academic achievement; building families' capacity for becoming involved in improving their child's academic achievement; encouraging families to be actively involved in their child's education at school and to be full partners in their child's education; and explaining parental choice options so families have information to make well-informed decisions for their children. Tache holds a Master's Degree and has been an ACES employee for over 10 years.

(c) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools

Highly qualified educators with substantial expertise staff WIMS. All of the teachers at the school are fully certified, and 72% have Master's degrees. Connecticut has rigorous teacher certification standards, which ensure that all teachers have substantial expertise in both content and instructional strategies. Teachers at the middle school level and higher must also have taken significant college coursework in the subjects they teach to attain certification.

Dawn Fitzpatrick-Hanna joined WIMS in 2015, serving as the school's **Library Media Specialist**. In her role, Ms. Fitzpatrick-Hanna is responsible for all facets of library administration, including cataloging, circulation, policies, and patron management. She provides 21st-century learning skills in daily instruction and works with classroom teachers to develop collaborative projects that promote technology and research literacy. Additionally, Ms. Fitzpatrick-Hanna trains and supervises her student volunteer program, in which students can fulfill librarian roles on a rotating schedule. Ms. Fitzpatrick-Hanna currently holds three Connecticut certifications, including Elementary Education K-6, Library Media Specialist K-12, and Intermediate Administrator and Supervisor. In 2019, she earned her Doctor of Education in Educational Leadership from Southern Connecticut State University.

Amy Perrone has been a **K-2 Educator** at WIMS since 1999. Throughout her 20-year career, Ms. Perrone has mastered the art of educating students through inquiry and innovation. She was nominated and awarded the ACES Teacher of the Year in 2018 for her excellence in education and commitment to her students, colleagues, and school community. She is also a member of the school's leadership team. Ms. Perrone also serves as a lead teacher in her grade level PLCs, as well as a certified cooperating teacher for student teaching candidates.

Sharee Baskin has been a **K-6 educator** for a total of 12 years, with 7 years at WIMS.

She has taught grades two, three, four and five. Throughout her career at WIMS, Mrs. Baskin has demonstrated her commitment to educating students through inquiry and innovation. In 2021, she was nominated and awarded the ACES Teacher of the Year for her excellence in education and commitment to her students, colleagues, and school community. Mrs. Baskin serves on various committees including the school's leadership team, PBIS Team, and the school's diversity committee. Mrs. Baskin also serves as a lead teacher in her grade level PLCs, as well as is a certified cooperating teacher for student teaching candidates.

Jennifer Place has been an **educator of the arts** at WIMS for the last 20 years. Ms. Place is dual certified in both Pre-K-12 Visual Arts and 6-12 ELA. Her role includes art instruction for all grade levels, as well as managing the school's Theatre Arts program known as Theatre Works. Ms. Place is a lead teacher for the Essentials department and is a member of the WIMS School Climate and Health and Safety committees. Her professional development opportunities include a Fund for Teachers fellowship, Lincoln Center workshops, and Narrative 4 writing seminars.

(2). To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies. ([34 CFR 280.31](#)) (up to 2 points)

ACES and WIMS staff have collective knowledge and experience of desegregation strategies as they work within the agency to implement equity-based learning opportunities in its schools and programs:

- As noted above, several of the key members of the ACES and WIMS teams have worked in and/or led magnet schools and/or held teaching positions in other magnet schools before being

hired at ACES.

Additionally, several members of the WIMS staff have participated in training in areas that directly support the integration goals of the MSAP grant, including Responsive Classrooms and Restorative Practices. All staff participated in both School Climate Training and Restorative Practice Training by JoAnn Freiberg at the CT State Department of Education, and eight staff leaders trained by her in Advanced Restorative Practices will now become trainers of both School Climate and Restorative Practice training.

- Finally, some members of the WIMS faculty participated in training with LCE. Four teachers (Art, Music, 5th grade, and 1st grade) participated in the week-long summer forum starting in 2015 to the summer of 2017. In addition, Teaching Artists from LCE came to WIMS regularly for a couple of years to work with several teachers on Aesthetic Learning and Arts Integration. The MSAP grant will allow the school to build on this foundation and ensure that the arts integration practices being supported will transfer throughout the building.

Quality of Project Evaluation

ACES propose to retain Metis Associates, a nationally-recognized research and evaluation firm with expertise in magnet programs, to conduct a comprehensive evaluation of the DREAMS MSAP project. The evaluation will examine the effectiveness of implementation, outcomes, and impact of the project on achieving the overall purposes of the MSAP: desegregation, student achievement, and sustainability. Metis has provided technical assistance and professional support for a wide range of education initiatives over the past four decades and has served as external evaluator for more than 35 MSAP grants over the past 13 MSAP funding cycles. In total, Metis has conducted evaluations of MSAP initiatives for 17 of the 32 community school districts in New York City, as well as for Wake County, NC; Baltimore County, MD; Broward County, FL; Houston, TX; St. Lucie County, FL; San Diego, CA; Metro Nashville, TN; Champaign, IL; Orangeburg County, SC; and Beacon, NY.

The DREAMS project evaluation will be directed by Claire Aulicino, Metis Managing Senior Associate, who has served as the lead evaluator for more than 20 MSAP grants over the past nine funding cycles. Over the past 22 years, Ms. Aulicino has also conducted evaluations in a range of topics related to K-12 education, including educational technology, STEM education, and out-of-school time programs (see Ms. Aulicino's résumé in the Attachments).

Ms. Aulicino will collaborate with Dr. Jing Zhu, Metis's Senior Associate for Design and Analysis (see résumé in Attachments) on all technical aspects of the evaluation, including the rigorous design to establish promising evidence. Dr. Zhu is an expert in research design, statistical analysis, survey research, and data management functions. She has played a key role in developing and/or implementing rigorous designs (both experimental and quasi-experimental) for our clients and applying advanced statistical techniques to evaluate intervention effectiveness and help

programs become evidence-based. Dr. Zhu is in the company of only approximately 300 researchers nationwide who are certified as eligible to review education research studies for inclusion in the What Works Clearinghouse (WWC)—an initiative of the U.S. Department of Education Institute of Education Sciences—and thus is intimately familiar with the level of evidence that the evaluation is expected to address. Metis is certified as Dr. Zhu’s organizational affiliation.

Metis has a duly constituted Institutional Review Board (IRB) that is registered with the U.S. Department of Health and Human Services (IRB #00003465) and assures compliance with Federal-Wide Assurance (FWA) requirements for the Protection of Human Subjects (FWA #00004755). Members of the IRB are specialized in various social sciences and are experienced in all aspects of field-based research and evaluation. The Metis IRB has submitted and gained approval for study protocols from numerous school district IRBs from around the country.

(1) How the applicant will assess, monitor, and evaluate the impact of the activities funded under this part on student achievement and integration.

As described throughout this section, the evaluation design will guide the collection of data from multiple sources and stakeholder groups to provide feedback and findings to examine the following overarching research questions (RQs):

1. To what extent are the MSAP-related outreach and student recruitment activities effective in helping to reduce MGI among Black/African American students at WIMS and meet the enrollment targets outlined in the grant? How can outreach and recruitment activities be improved?
2. To what extent is grant-funded professional development effective in building the capacity of teachers and staff to implement evidence- and research-based instructional strategies

into classroom instruction? How is PD delivered, and how can the offerings be improved?

3. How has the grant supported the development of unique thematic curricula and enrichment activities? How can curriculum development efforts and products be improved?
4. To what extent are academic achievement outcomes of all subgroups of students at WIMS improving over the five-year grant period?
5. Are there differences in academic achievement outcomes among subgroups of students, such as by demographic characteristics, and to what extent do those differences change over the five-year grant?
6. What impact does student participation in the WIMS arts-integrated thematic curriculum have on student academic achievement outcomes in reading and math? How does the achievement of treatment students compare to those of similar comparison students?

The evaluation will include formative and summative components to examine the research questions utilizing multiple measures (surveys, interviews, focus groups, program observations, activity and PD logs, curriculum review, and student data) over multiple groups of subjects (students, parents, teachers, school leaders, and other staff). Data from all sources will be synthesized and analyzed using qualitative content and quantitative statistical methods, to identify data trends and maximize precision of outcome information and enrich the capacity of the Project Director and the ACES magnet stakeholders to make informed and timely decisions about continuous improvement to program operations.

The **formative evaluation** will focus on program implementation and assessment of project activities and outputs at outlined in the DREAMS project logic model. Formative evaluation methods, including documentation reviews, written surveys, interviews, and biannual field observations, will be conducted to answer key questions about: the outreach and recruitment

strategies being used (RQ 1); the types of staff development being offered and the levels of participation in the training (RQ 2); and how WIMS is planning, developing, and implementing arts integration and ensuring that all students have access to the thematic curricula and activities (RQs 3 & 4).

Data from these methods will be gathered to provide ongoing formative feedback to the Project Director and the school-based magnet team about the extent to which project activities are being implemented as planned. This feedback and these data will be critical for ensuring that the project is well-positioned to meet its objectives and supportive of the intended outcomes of the grant and for developing program adjustments as part of a continuous improvement model. Ongoing feedback will be provided to the Project Director and ACES magnet staff through monthly telephone and email communications with the evaluator, biannual written project status updates, biannual formative reports, and presentations with formative feedback on program implementation and best practices.

Summative evaluation activities will be conducted to assess the program's attainment of the intended outcomes, as outlined in the logic model and project performance measures. The summative evaluation methods will include the analysis of data collected through program implementation logs, stakeholder surveys, enrollment and applicant pool data, student magnet skill assessments, and standardized achievement test scores. These methods will be conducted to answer research questions about: the extent to which the magnet schools are effectively decreasing minority group isolation (RQ 1); impact of staff participation in magnet-related PD on their knowledge and use of innovative and evidence-based instructional practices (RQ 2); and the extent to which the magnet programs are impacting student learning outcomes among all student groups at WIMS (RQs 4, 5 & 6).

Summative data findings will be used to inform reporting on project performance measures and will be integrated with formative findings in end-of-year reports that will be created for annually for WIMS and submitted to the Project Director to inform program planning and implementation for the upcoming grant year. The Project Director and other DREAMS MSAP staff will provide opportunities for other stakeholder groups, such as parents, staff, students, and other members of the school community to review and provide feedback on evaluation findings through a variety of methods. For example, the MSAP staff will conduct presentations of evaluation findings and recommendations to stakeholder groups, including parents and staff at PTA and faculty meetings. The Project Director will also work with WIMS to share information through press releases, social media posts, and information on the WIMS and ACES websites.

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

As designed, the evaluation of the DREAMS project will examine the relationships or statistical linkages between each of the project inputs and activities and the outputs and short-, mid, and long-term outcomes outlined in the conceptual framework for the project (logic model). This section presents the project objectives and performance measures that will be used to assess the extent to which the DREAMS program goals are being met in each year of the grant. This section also outlines the specific qualitative and quantitative methods that will be used to collect and analyze data to evaluate outcomes.

Project Objective 1: To reduce MGI among Black/African American students at WIMS by attracting a wider diversity of students from partner and Parent Choice districts.

Performance Measure 1.1: As of September 30 of each project year, WIMS will reduce MGI among Black/African American students (based on the enrollment projections presented in Table 3 in the attachments) to 45% in Year 1, 43% in Year 2, 41% in Year 3, 37% in Year 4, and 34% in Year 5.

Performance Measure 1.2: As of September 30 of each year, the number of applicants to WIMS from partner and Parent Choice districts will increase by 5% in each year of the grant compared with the previous year.

Evaluation Methods for Project Objective 1: Data to assess Performance Measure 1.1 will be obtained from an annual analysis of student enrollment data from ACES registers for all active students as of September 30 of each project year. Frequency calculations will be conducted by grade to determine the number and proportion of students by racial/ethnic group. Data to assess Performance Measure 1.2 will be collected from magnet application data to determine the number of applicants to WIMS in each year of the grant. Results from the enrollment and application data will be synthesized with data on outreach and recruitment logs and marketing materials to assess the effectiveness of the outreach and student recruitment plan.

Project Objective 2: To provide an arts-integrated and evidence-based instruction in order to ensure that all students at WIMS are prepared to excel academically and meet challenging content and achievement standards.

Performance Measure 2.1: By September 30 of each year of the grant, the proportion of students (in tested grade levels) at WIMS who achieve proficiency in the core academic subject of ELA will increase by 3 percentage points each year, as measured by the proportion of students who

score in Achievement Levels 3 and 4 on the Connecticut Smarter Balanced Assessment in ELA compared with the previous school year.

Performance Measure 2.2: By September 30 of each year of the grant, the proportion of students (in tested grade levels) at WIMS who achieve proficiency in the core academic subject of math will increase by 3 percentage points each year, as measured by the proportion of students who score in Achievement Levels 3 and 4 on the Connecticut Smarter Balanced Assessment in math compared with the previous school year.

Performance Measure 2.3: By June 30 of each year of the grant, 80% or more of the K-2nd-grade students who participate in LLI support will demonstrate growth in literacy skills, as measured by a 5 percentage point increase each year in the reading fluency and comprehension from the beginning of the year to end of year administrations of LLI benchmark assessments.

Performance Measure 2.4: By June 30 of each year of the grant, 80% or more of the K-1st-grade students who participate in DreamBox learning supplemental online support will demonstrate growth in math and numeracy skills, as measured by a 5 percentage point increase each year from the beginning of the year to end of year administrations of math benchmark assessments.

Evaluation Methods for Project Objective 2: Performance measures 2.1 and 2.2 will be assessed using scores from the Connecticut Smarter Balanced Assessments, which are administered annually to students in ELA and math in grades 3-8. Results for these tests are expressed both in scale scores and achievement level equivalents. Scale scores are equal-interval, criterion-referenced scores that create a continuous scale that extends across grade levels. For each grade, scores are categorized into one of four achievement levels: Level 1 (novice), Level 2 (developing), Level 3 (proficient), and Level 4 (advanced).

Student achievement results for ELA and math will be derived from achievement level analyses using matched data to calculate the proportions of students in each year who meet or exceed the learning standards (Achievement Levels 3 and 4). Chi-Square Tests of Independence or other appropriate statistical measures, such as McNemar tests, will be conducted to determine if changes in student achievement occur from one year to the next and if differences in achievement by student subgroup are statistically significant and educationally meaningful. All analyses will be conducted by grade level and by student subgroup, including each major racial and ethnic group, students with disabilities, low-income students, and ELLs, except in cases where the number of students in a category is less than 10 and therefore insufficient to yield statistically reliable information, and/or where the results yield personally identifiable information.

Performance measure 2.3 will be assessed using data from the benchmark assessments that will be administered to K-2 students who are targeted for LLI interventions at the beginning and end of the intervention cycles. Assessment data will be obtained from the Teachers College Reading and Writing Projects Benchmark Independent Reading Levels and teacher-created marking period performance assessments designed to support the triangulation of assessment data. The Teachers include some of the most valid and reliable measures of a student's overall reading level include by measuring word-recognition accuracy and speed, in and out of context. Researchers such as Rasinski (2000) and Torgesen, Wagner, Rashotte, Burgess, & Hecht (1997) support the use of the measures. Students who score one (out of a possible four points) on the assessment at the beginning of the school year will be considered to be performing "below average" based on progress in the concepts of print activities, phonics, phonemic awareness, and sight word activities. These students will be targeted for LLI intervention. Each year, data from the end of year reading benchmark assessments for targeted students will be obtained to calculate

the proportion of students who demonstrate growth, as measured by a five or more percentage point increase.

Performance measure 2.3 will be assessed using data from the iReady Diagnostic Assessment, which is used as a benchmark assessment for math. Curriculum Associates' i-Ready Diagnostic for Reading and Mathematics recently received near-perfect ratings in the Academic Progress Monitoring Tool category from the National Center on Intensive Intervention (NCII) of the American Institutes for Research. The ratings, which are based on psychometric and progress monitoring standards, signifies the validity and reliability of the online assessments for grades K–12. NCII's Technical Review Committee reviewed i-Ready Diagnostic's evidence of reliability of performance level, reliability of slope, validity of performance level, predictive validity of slope improvement, bias analyses, subgroup data, alternate form equivalence, end-of-year benchmarks, and rates of improvement. The program received a “Convincing Evidence” rating, the highest designation, in most categories. The assessment measures student performance related to the Common Core State Standards in the areas of number and operations, algebra and algebraic thinking, measurement and data, and geometry and is adaptive based on student response to target each student’s learning pathway. The assessment provides classroom teachers with data to target instruction and provide additional supports if necessary. Each year, data from the end of year reading benchmark assessments for targeted students will be obtained to calculate the proportion of students who demonstrate growth, as measured by a five or more percentage point increase.

Project Objective 3: To build capacity of WIMS leaders and instructional staff through professional development to implement and sustain a rigorous magnet curriculum and innovative instructional approaches. To build staff capacity, WIMS will implement a comprehensive five-year plan (see Quality of Project Design section) of staff development

directly related to the magnet theme and evidence- and research-based instructional practices that are outlined in the MSAP grant application and program logic model. The following performance measures will be used to evaluate the extent to which Project Objective 3 is met over the five-year grant period.

Performance Measure 3.1: By September 30 of each project year, the following proportions of pedagogical staff in each MSAP school will participate in 50 or more hours of magnet-related PD in each year of the grant: 25% or more in Year 1, 50% or more in Year 2, 100% by Year 3, and all new teachers in each of Years 4 and 5.

Performance Measure 3.2: By September 30 of each project year, the proportion of teachers at WIMS who report using strategies and concepts related to the arts integration magnet theme and innovative instructional strategies will be at least 40% in Year 1, 60% in Year 2, 75% in Year 3, and 95% or more in each of Years 4 and 5 of the grant.

Evaluation Methods for Project Objective 3: Data to assess Performance Measure 3.1 will be derived from a review of the annual PD plan, PD activity logs, and PD agendas and sign-in sheets. Data to assess Performance Measure 3.2 will be derived from an analysis of surveys completed by instructional staff that will be developed by the external evaluator in consultation with the Project Director and ACES staff to collect data on classroom practices and use of instructional strategies presented in grant-funded PD and job-embedded coaching. The staff survey will also be used to collect data from staff about their satisfaction with grant-funded PD, perceptions about impact of the PD on staff's knowledge, skills, and confidence in key concepts addressed in the magnet PD, and areas in which they need or would like additional PD. In addition, the survey will measure staff's awareness and support for the magnet program and their participation in and satisfaction with program planning. Data will be analyzed using frequency and cross-tabulation calculations.

The survey will be pilot-tested in Year 1 with item analyses and reduction conducted to ensure the validity and reliability of the items in measuring the intended outcomes.

Project Objective 4: To broaden student experiences, learning, and empathy by providing opportunities for all students to engage in real-life applications of arts and culturally responsive practices.

Performance Measure 4.1: By June 30 of each project year, all (100%) of students at WIMS will be exposed to the following number of new thematic units as part of the magnet program: at least one unit in Year 1; at least two units in each of Years 2 and Year 3; and at least four units in each of Years 4 and 5.

Performance Measure 4.2: By June 30 of project years 2-5, the proportion of WIMS students at each grade level who demonstrate mastery of a set of unique magnet value-added standards and skills through their participation in the arts-integrated magnet program will increase by at least 5 percentage points compared with baseline data collected in Year 1, using authentic performance assessments that are developed and pilot tested in Year 1.

Performance Measure 4.3: By June 30 of each project year, the percentage of parents/guardians at WIMS who express a high level of satisfaction with the rigorous, arts-integrated instructional program will increase will be at least 50% in Year 1, 66% in Year 2, 75% in Year 3, and 85% or more in Years 4 and 5.

Evaluation Methods for Project Objective 4: Data to assess Performance Measure 4.1 will be derived from a systematic review of curriculum development and implementation logs and copies of thematic curriculum units. Data to assess Performance Measure 4.2 will be obtained from the annual administration of authentic student performance assessments that will be developed by the WIMS staff in collaboration with the Project Director, ACES curriculum staff, the external

evaluator, and program partners and based on published literature and research. The assessments will be developed and pilot-tested in Year 1 of the grant. After the pilot testing, the assessments will be completed by teachers for each student to measure student attainment and mastery of unique magnet value-added skills. The skills will include theme-related content skills and 21st-century skills, such as motivation, persistence, and communication, and will be specific to the magnet theme of arts integration. The assessments will be administered in the spring of each project year and analyzed by grade using frequencies and cross-tabulations to determine the proportion of students who master the skills in each year. The assessments will be analyzed using item analyses and reduction conducted to ensure the validity and reliability of the items in measuring the intended outcomes.

Qualitative data to provide contextual information about the implementation of thematic curriculum units and student attainment of magnet value-added skills will be obtained from biannual site visits by the evaluator to WIMS in each project year that will include class observations, a school walk through, and interviews and focus groups with planning team members, teachers, parents, and students.

Performance measure 4.3 will be assessed using data from a survey that will be administered to all WIMS parents/guardians in the spring of each project year. The survey will collect data on parent/guardians' awareness of, satisfaction with and participation in magnet program activities, including family engagement efforts, as well as perceptions about the impact of the program on student outcomes and suggestions for improvement. The surveys will be administered online and in paper version, as preferred and will be available in English, Spanish, and other languages as needed.

In addition to the parent and staff survey, WIMS will conduct a student survey in each year

of the grant to collect data on participation in and satisfaction with different magnet program activities, perceived impact of the magnet program on student learning and other outcomes, such as interest in theme-related careers, and suggestions for improvement. The survey will be administered in the spring of each project year to students in grades 3-8. All surveys will be anonymous and will be analyzed using frequency calculations and cross-tabulations. These data will be used for formative evaluation and program development. The parent and student surveys will be pilot-tested in Year 1 with item analyses and reduction conducted to ensure the validity and reliability of the items in measuring the intended outcomes.

All data collected through the project evaluation will be triangulated across all data sources using content analyses to incorporate perspectives from the diversity of program stakeholder groups, including students, parents, teachers and staff, and school and district leaders. The findings will be synthesized to objectively *document* the effort expended to implement program activities and determine the *effectiveness* of project activities in meeting the goals of the grant.

Results of the external evaluation will be provided to the Project Director through bimonthly communications and status updates and biannual summary reports. The evaluator will also offer ongoing informal feedback as data are collected and participate in MSAP meetings that are conducted by the Project Director. Constant feedback will ensure that the evaluation supports the continuous improvement of the project.

The results of the quantitative and qualitative data analyses will be synthesized and presented by ACES to the USDOE in the Annual Performance Reports and Ad-Hoc Reports for each project year, including a final evaluation report and a final impact study report at the end of the grant period. The external evaluator will assist District staff in preparing the reports to present succinct findings of the success of the project in meeting the intended outcomes that are outlined

in the project goals and performance measures. The District will also provide data to the USDE to report on progress on the six program-level measures as required Education Department General Administrative Regulations (EDGAR).

The extent to which the methods of evaluation will, if well-implemented, provide promising evidence about the project's effectiveness.

The proposed evaluation plan will include a well-designed impact study to provide promising evidence, defined as evidence of the effectiveness of a critical project component in improving a relevant outcome based on a relevant finding from a study that utilizes a rigorous research design. Guided by the *What Works Clearinghouse (WWC) Procedures and Standards Handbook* (v4.1, 2020), as well as the Every Student Succeeds Act (ESSA) standards, the impact evaluation will utilize a quasi-experimental design study to examine the impact of student participation in a rigorous arts-integrated curriculum (key program component) on student outcomes in ELA/reading and math (relevant project outcomes) as presented in the logic model.

The impact study will be informed by qualitative and quantitative data to measure implementation of the arts integration magnet program, including teacher participation in magnet-related professional development; student exposure to the theme through curriculum units, residencies, and other enrichment activities; and family involvement in thematic activities. Because the program requires substantial professional and curriculum development, which is critical to effective implementation, the impact study will be situated in the latter two years of the proposed initiative, and the promising evidence will be presented in a final evaluation report in each of the years 4 and 5 of the grant. This will allow for effective and complete program implementation to take place before studying the effects of the program on student outcomes. Program implementation data, as described in the previous section, will be collected from

multiple sources and methods to measure model implementation fidelity and to describe any variations in implementation fidelity, such as whether implementation varies across classes and time. Following the implementation of data collection, the impact study will use a rigorous design to estimate the impact of the PD model on intended student outcomes at different points in time-based on treatment-comparison contrasts.

Study Design: Given that the intervention will be implemented school-wide in only one magnet school and the magnet lottery does not use a pure random assignment, it is not feasible to randomly assign students to the treatment. Given the infeasibility of a randomized controlled trial (RCT) design as well as the restrictions posed by one single magnet school in this study, Metis is proposing a well-designed and well-implemented correlational study with statistical controls for selection bias to address the promising evidence requirement. The correlational study proposed for the impact evaluation will be guided by the WWC standards for a quasi-experimental well-matched comparison group design in terms of establishing baseline equivalence at both the school-level and the student-level. .

An important first step for the proposed rigorous impact study is to find a set of non-MSAP schools in the partner districts that are most similar to the MSAP school where the treatment students receive the target intervention. Given there is only one MSAP school in the district, PSM would not be a feasible approach to matching the school. Instead, Mahalanobis distance method will be employed to conduct school-level matching based on the following key baseline school-level characteristics: school size, percent female, percent African American students, percent of students classified as special education, percent of students who are English language learners (ELL), percent of students eligible for free/reduced-price lunch (FRL), percent of students proficient in Connecticut Smarter Balanced Assessments in ELA and math, and aggregated school-

wide average daily attendance (ADA). A minimum of three similar comparison schools will be matched to the target MSAP school in order to provide a reasonably large pool of potential comparison students for student-level matching in the next step.

In this design, the treatment group will consist of students who are continuously enrolled in WIMS over the five years of the grant and who have test scores from the state assessments in ELA and math in one or more years of the study. A comparison group will be selected from students who are continuously enrolled in the matched non-treatment schools in one of three main partner districts (New Haven, Meriden, and Hamden) over the five-year grant. ACES regularly provide summative assessment reports disaggregated by sending district and compares them to the summative assessment results of students of the sending district that do not attend WIMS. Summative assessment results of resident districts along with demographic data can be obtained through Connecticut's EdSight data warehouse. If a sending district utilizes i-Ready as their diagnostic assessment then ACES can request permission from the sending district to see the data or request i-Ready to run a statistical analysis on the data of students at WIMS and the data of students in the resident districts. Baseline data for both groups will be collected and used to control for student characteristics before the intervention starts. Once a set of comparable non-MSAP schools is identified, propensity score matching (PSM) will be conducted to create 1:1 matches between treatment and comparison students, using a range of baseline characteristics at the student-level. Depending on data quality and availability, the matching variables may include, but not be limited to: baseline achievement (previous ELA and math scale scores as measured by the Connecticut Smarter Balanced Assessments), grade level, age, gender, race/ethnicity, FRL eligibility, ELL and special education status, and previous school year average daily attendance.

After PSM, baseline equivalence of the treatment and comparison students in each analysis

sample will be assessed to ensure that the evaluation eliminates overt selection bias at the student level. According to the WWC, baseline covariates are considered equivalent if the standardized mean differences between the treatment and the matched comparison groups are less than [REDACTED]. While this quasi-experimental design study would not be able to meet the WWC evidence standards with reservations as there is only one treatment school available, it is still capable of providing promising evidence based on the ESSA standards (i.e., ESSA Tier 3) as a well-designed and well-implemented correlational study with statistical controls for selection bias.

Analysis Plan: To provide information for project implementation and improvement as well as to better interpret project impacts, every effort will be made to track data on key project inputs (e.g., number of sessions of PD provided, number of thematic units implemented, student hours of participation in thematic instruction, student hours of participation in thematic enrichment, parent involvement in theme-related activities). Implementation data will be used in exploratory outcome analyses as appropriate to examine questions related to treatment dosage by using regression-type analyses.

To investigate if there are any differences in achievement between treatment and comparison group students, Metis will also use regressions to estimate program impacts on target student outcomes, with statistical control of various baseline characteristics. While hierarchical linear modeling (HLM) is the preferred analysis technique when the unit of assignment (i.e., schools) differs from the unit of analysis (i.e., students) based on the WWC standards, the approach is not feasible in this study given that there is only one MSAP school. Given this limitation, Metis plans to include various school-level characteristics (including all the matching characteristics and the partner districts as a location proxy), as well as students-level covariates in the regression modeling to further control for selection bias. Except for the treatment indicator, all independent variables

in the regression models will be centered around the respective overall sample means (based on both treatment and comparison groups). An impact estimate is considered statistically significant if the corresponding p -value is < 0.05 . Note that in addition to assessing intended program outcomes based on statistical significance level, an appropriate effect size index (i.e., Hedges' g) will also be generated to measure the practical importance of each finding for the impact study. Regression analysis summary tables included the analytic sample sizes, the unadjusted outcome means and standard deviations, the regression-adjusted outcome means for both the treatment and control groups, the estimated impact, the corresponding p -value, and Hedges' g .

Key Outcomes and Measures: The project logic model identifies ELA and Math academic performance as key target student outcomes. The Connecticut Smarter Balanced Assessments (ELA and math scores) administered at WIMS in each year of implementation will be used to measure student achievement. To meet the WWC outcome standards, Metis will ensure that each outcome measure used for the project impact study has face validity, adequate reliability, and consistency in measurement in both treatment and comparison groups, without over-aligning with the intervention.

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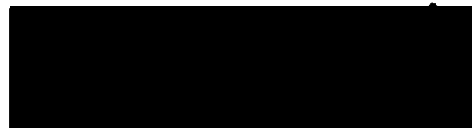
3. Magnet Schools Assistance Program Assurances

In accordance with section 4405(b)(2) of the ESSA, the applicant hereby assures and certifies that it will—

- (A) use grant funds under this part for the purposes specified in section 4401(b);*
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;*
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;*
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;*
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;*
- (F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and*
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.*

* * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.



4-18-22
Date

Representative

Thomas Donehy Executive Director
Printed Name & Title of Authorized Representative:

William A. Rice

OBJECTIVE

To obtain the position of Assistant Executive Director of Schools and Programs for the Area Cooperative Educational Services agency where I can use my administrative skills, leadership skills and entrepreneurial spirit for the benefit of the organization.

PROFILE

- Nineteen years of successful experience in education; with 14 years of experience as an administrator at the elementary, high school and central office. 5 years working directly with magnet schools.
- Experience in using collaborative practices in developing and implementing district wide professional development initiatives to support effective instruction in mathematics.
- Experience in overseeing the education of students in special populations including ASD, hearing impaired and medically fragile populations.
- Experience in the supervision and evaluation of elementary/secondary teachers, instructional coaches and administrators.
- Trained in NUA concept/ instructional strategies, Cambridge supervision and evaluation model; Leadership Training from University of Washington's Center for Educational Leadership, SRBI implementation, Data Driven Decision Making, and Data Teams.
- Experience at developing and implementing professional development programs aligned with the Improvement Plans at the elementary and secondary levels.
- Strong knowledge of state standards and curricular frameworks and leadership experience in curriculum development, evaluation and revision. Knowledgeable in Concept Based curriculum design, UBD curriculum design, UDL curriculum design and Rigorous curriculum design.
- Managerial and budgeting skills, to include fiscal management of Title I and Title II funds, grant writing/administration, excellent decision making and problem- solving skills.
- Prepared and administer budgets, and allocate fiscal and human resources to meet the goals of the department and district
- Strong interpersonal skills and experience in working with CSDE and other agencies to support district improvements.

EDUCATION

SUPERINTENDENT CERTIFICATE PROGRAM

Southern Connecticut State University

Completed May 2018

MASTER OF SCIENCE (Ed. M.) IN CURRICULUM AND TEACHING

Teachers College, Columbia University - New York, NY

Doctoral Student in Dept. of Curriculum and Teaching

MASTER OF ARTS IN TEACHING, 1998

Sacred Heart University - Fairfield, CT

Masters Project Title: Impact of Magnet and Focus Schools on Student Achievement

BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING, 1994

University of Connecticut - Storrs, CT

PR/Award # S165A220044

CENTRAL OFFICE/BUILDING ADMINISTRATOR EXPERIENCE

DIRECTOR OF CURRICULUM AND INSTRUCTION

Area Cooperative Education Services

2015-present

North Haven, CT

Support the development of content leadership teams to begin to develop agency wide curriculum grounded in an inclusive model of Universal Design for Learning. Support the analysis of achievement data to support schools and programs meet the needs of their students. Lead a team of curriculum coordinators and strategically deploy them to meet the needs of the schools and programs. Work cooperatively with magnet school and specialized school principals to develop comprehensive plans to support the implementation of curriculum, assessment and instruction at the schools. Co-facilitate agency data team and participated on the agency design team. Serve as project manager for the ACES Summer Academy program and an external partnership program with Derby Public Schools. Facilitate the agency wide curriculum committee with a mission to develop a supportive and comprehensive systems designed to support student learning and achievement.

DIRECTOR OF MATHEMATICS

Hartford Public Schools

2014-15

Hartford, CT

Support increased student achievement in mathematics in grades k-12 and facilitate the transition to, and implementation of, common core standards in math. Provide leadership in mathematics to teachers and building principals in grades k-12, as well as the Hartford magnet schools. Observe math teachers in grades k-12 and provide constructive feedback on the improvement of student achievement and on the effective implementation of the mathematics curriculum. Plan and conduct staff development as for math teachers in grades k-12. Serve as the conduit for sharing best practices in successful mathematics teaching and the content expert for grades k-12. Coordinate the mathematics curriculum to ensure rigor and consistency across grades and from building to building. Developing common assessments and lead data analysis/disaggregation efforts in mathematics in grades k-12.

INSTRUCTIONAL LEADERSHIP DIRECTOR

Waterbury Public Schools

2012-2014

Waterbury, CT

Worked one on one with principals as partners to grow their instructional leadership capacity. Worked with teacher teams to develop district wide concept based curriculum for English Language Arts. Developed principal professional learning networks focused on principals' growth as instructional leaders. Provided and brokered professional development for principals based on individual and group learning needs. Collaborated with ILD colleagues to share ideas and provide coherent support to principals. Collaborated with other units in the central office to provide necessary resources to support principals' instructional leadership. Modeled effective teaching and leadership practices; articulating a vision for effective instruction; creating learning networks; and inviting critique of own practice and reflecting upon it. Utilized evidence of principal and school performance to drive feedback to and teaching of principals, including observing and analyzing principal practice; using data on student, teacher, and principal performance to determine underlying causes; and providing differentiated support based on evidence.

K-12 MATHEMATICS SUPERVISOR

Waterbury Public Schools

2011-12

Waterbury, CT

Developed online assessment technology to support district wide testing in Mathematics. Established and promoted high standards and expectations for students and staff for academic performance in Mathematics. Worked cooperatively and collectively with Principals, staff and other supervisors to ensure that instructional programs and services are coordinated in the schools and are administered uniformly and equitably. Ensured coordination of services and articulation between the secondary and elementary levels of instruction. Provided supervision and coordinated responsibility for instructional programs in the development of K-12 Common Core Curriculum and Smarter Balance Assessment; trained instructional coaches in SBAC item writing process and supervised five mathematics instructional coaches.

PRINCIPAL

McKinley/Tisdale Elementary School

2006-2011

Bridgeport, CT

Provided effective instructional leadership to the school community that has led to consistent improvement on district and state assessments. Ensured that the students receive effective instruction and other professional support necessary given their individual needs and abilities. Provided leadership over grant opportunities to enhance students' educational experience. Develop a school-wide organization for optimum staff effectiveness. Ensure that the school's mission statement is the driving force for all school decision-making. Developed, implemented, monitored, and evaluated long-range strategic plans that are inclusive and focused on instructional improvement. Supervised and evaluated school staff to ensure optimum student achievement. Supervised and evaluated administrative staff to promote instructional leadership; Promoted parental, student, and community involvement.

HOUSEMASTER

Brien McMahon High School

2003-2006

Norwalk, CT

Responsible for the administration of effective instruction, learning and discipline of over 400 students. Primary responsibilities included coordination and evaluation of over 30 teachers in the mathematics and science departments, the supervision of the maintenance staff, the registration/withdrawal of students and the creation and submission of state reports. Secondary responsibilities included coordination of the CAPT testing, bilingual testing and graduation ceremonies. Ensured 100% participation for CAPT each year for students in grades 10 and 11.

ASSISTANT PRINCIPAL

Harding High School

Feb. 2002 – 2003

Bridgeport, CT

Responsible for the administration of effective instruction, learning and discipline of the students. Primary responsibilities included coordination, development, and evaluation of the Mathematics, Bilingual departments and IB small learning community. Developed application process, marketed and recruited students for first IB class. Provided leadership for the development of the computer science course in the IB program. Secondary responsibilities included coordination of the After School Academy program and graduation. Created and submitted state reports for dropout rate.

INSTRUCTIONAL EXPERIENCE

MATHEMATICS INSTRUCTOR

Housatonic Community College

Fall 2004/Current

Bridgeport, CT

Responsible for the instruction, grading and counseling of undergraduate students in an Intermediate Algebra course (MAT 137). Prepared lessons and assessments for a course where the students studied how to use algebraic techniques to solve equations and inequalities and to perform basic operations with polynomials and rational expressions. The class also included an introduction to the mathematical concept of functions and their graphs; a review of factoring and its applications to equation-solving and rational expressions; and an introduction to roots, radicals, and logarithms.

EDUCATION INSTRUCTOR

Saint Joseph College

Fall 2010-Current

West Hartford, CT

Responsible for the instruction, grading and counseling of graduate students in the Masters in Education program at Saint Joseph's College. Prepared lessons, discussions, debates and real life scenarios for a class entitled Children's Literature and Mathematics Interventions.

EDUCATION INSTRUCTOR

Southern Connecticut State University

Fall 2004

New Haven, CT

Responsible for the instruction, grading and counseling of graduate students in the education leadership department at Southern Connecticut State University. Prepared lessons, discussions, debates and real life scenarios for a class entitled ED 681 – Leadership Development. The class is based on the premise that effective school leaders are “human relations specialists” as well as task specialists. Development of relationship-building skills; accurate and empathetic listening, effective confrontation, conflict management and decision-making/problem solving skills.

HIGH SCHOOL TEACHER

Central High School

1997 - 2002

Bridgeport, CT

Responsible for planning, developing and implementing effective instruction in the disciplines of Chemistry, Mathematics and Computer Science. Devised and prepared daily lesson plans, materials, teaching aids and demonstration to effectively convey critical concepts, factual knowledge and link concepts to all aspects of the educational lives of the students. Provided clear expectations, and maintained an excellent rapport with students by advising and counseling individual students.

LICENSES & CERTIFICATIONS

Connecticut Superintendent Certificate (093) – in process

Connecticut Intermediate Administrators Certificate (092)

Chemistry (7-12); Mathematics Endorsement (7-12)

REFERENCES AVAILABLE UPON REQUEST



EDUCATION:

Sixth Year Degree, Southern Connecticut State University
New Haven, CT: completing
Focus: Classroom Teacher Specialist

Master of Science, Southern Connecticut State University
New Haven, CT August, 1998
Major: Elementary Education
G.P.A.: 3.88
Member of the Southern Connecticut State University Graduate Advisory Committee

Bachelor of Science, Southern Connecticut State University
New Haven, CT August 1993
Major: Communications

PROFESSIONAL EXPERIENCES:

Magnet Coach, *Wintergreen Interdistrict Magnet School*, 2018-Present

Collaboratively plan and conduct demonstration standards-based lessons with the classroom teacher that emphasize arts integration, including differentiation of instruction and the multi-tiered approach to support academic achievement and intervention.

- Work with teachers to manage, interpret, use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, intervention and accommodation strategies for all students. • Meets regularly with site administrator and teachers to analyze data and further communicate and strengthen instructional support to school staff, integrating an arts-oriented approach to learning design.
- Attend and facilitate professional development related to expanding coaching expertise, pedagogical repertoire, content knowledge, and systematic analysis of student work data.
- Assist the principal to maintain a comprehensive, instructionally effective and compliant program that accelerates the academic achievement of all students.
- Serve as the principal's liaison between the magnet program, parents and district.
- Manage recruitment for new school admissions, and conduct tours and information sessions throughout the year
- Assist with Magnet Fairs, tours, meetings to promote recruitment.
- Conduct meetings to disseminate information related to the magnet theme.
- Create partnerships with community members, local businesses and PTO to support the magnet theme
- Conduct/plan theme-based staff development for teachers and create articulation with other Magnets to discuss best practices.
- Collaboration with support staff, including Teacher Assistants.

Manage Arts Enrichment Teachers and fidelity of Arts Enrichment programming. Assist with hiring.

Instructional Coach/Director of Enrichment Programming, *Wintergreen Interdistrict Magnet School* 1998-2018
Hamden, CT

- Proposed, designed, and implemented an innovative program to provide differentiated instruction to the entire student body- (grades K-8)
- Devised programming to supplement regular classroom curriculum through the use of higher-level thinking activities to solve problems.
- Worked with entire classes grades K-8 to foster the natural desire to explore creatively while developing skills.

- Provided small-group pull-out for students who show a talent in a particular area or who demonstrate a special interest.
- Held meetings with regular as well as special education teachers to develop individualized enrichment plans for students.
- Created a teacher lab site for Early Childhood majors, integrating Southern Connecticut State University Undergraduate students, fostering 40 hours of field work instruction for each, while coaching teachers as mentors.
- Served as district liaison for student teachers and area universities.

Certified as a Teacher Evaluator.

- Conducted "Teacher Evaluations" for all certified staff.
- Trained and coached Teacher assistants ongoing, providing professional development during weekly meetings.
- Chosen as an acting member of "The Wintergreen Leadership Team".
- Nominated for "Disney's American Teacher Awards".
- Trained by the State Department of Education in Connecticut-Connecticut Mastery Test Writing scorer-grades 4, 6, and 8. Held workshops with staff to train in this area.
- Recipient of "Connecticut Educators Computer Association" Educator Award, 2014
- Presenter at the following Connecticut based workshops/events:

ACES Diversity Conference-Presentation: "Peace Means Different Things to Different People"

ACES Language Arts -Workshops "Readers Theatre as a Means for Differentiation" and "Fractured Fairy Tales to Teach Reading and the Legal System"

ATOMIC -(Associated Teachers of Mathematics in Connecticut)-Math Conference- Cromwell, CT - Workshop; "Problem Solving Creatively"

ATOMIC Math Conference-Uncansville, CT -Workshop;"Geometry for Grades 3-6", December 2008

Connecticut Association of Mathematically Precocious Youth- Wesleyan University, Middletown, CT- Workshop; "Problem Solving Creatively", 2000, 2001, 2002, and May 2009

CAS Leadership Conference- Naugatuck Valley Community Technical College- Naugatuck, CT Workshop-" Artist Writers Workshop for Communication"

CAS Leadership Conference- Naugatuck Valley Community Technical College- Naugatuck, CT, January 2009, "Productive Thinking"

Youth in Government Day presenter- Hartford, CT, 2000

*Examples of Ellinger-Doviak's press coverage:

<http://www.nhregister.com/articles/2012/03/25/news/metro/doc4f6fcef4d11fc217243158.txt>

<http://www.nhregister.com/articles/2012/03/18/news/metro/doc4f669db06b4b8712161109.txt>

http://www.nhregister.com/articles/2010/12/28/bb1_mon_hacampeau122810.txt

http://www.nhregister.com/articles/2010/11/30/dd1_hanickelodeon113010.txt

<http://www.nhregister.com/articles/2004/02/03/import/10906375.txt>

• Featured Writer, Opinion-Editorial, May 2015: The New Haven Register:

<http://www.nhregister.com/opinion/20150523/forum-testing-is-a-poor-device-to-nurture-student-learning>

Adjunct Instructor, Southern Connecticut State University 1998-present New Haven, CT

- Developed and implemented a volunteer reading program with both undergraduate and graduate students to provide a "hands-on" practical environment for them- incorporating twenty-five students per semester.
- Trained as a scorer of EdTPA, student teaching evaluation tool, through PEARSON.
- Taught course(s):

Child Development& Psychology for Educators, Fostering Growth in All Learners

Child Development

Principles of Early Childhood Education

Children's Literature

Integrated Curriculum for the Young Child-Pre-K, K

Integrated Curriculum in the Primary Classroom

Integrated Mathematics, Science, and Technology for Early Childhood Education

Principles of Education

Child Development for Elementary Grade Teachers

Integrated Curriculum, PK-3

Integrated Curriculum, 3-6
Individualized Instruction in the Elementary School
Social Studies in the Elementary Classroom
Mathematics in the Elementary School

Recruitment Coordinator, EDISON Schools August 1997-2002 New York, New York

- Responsible for procuring and interviewing potential educators for all EDISON schools throughout the country.
- Pre-interviewed prospective employees to determine placement.
- Attended career fairs, interviewing sessions, and area college education classes in the effort to locate top candidates.
- Posted openings of positions on-line on www.edisonschools.com web-site
- Named Eastern Division Lead Recruiter 1999, 2000

PREVIOUS EMPLOYMENT:

Special Promotions Manager, All Media, Inc.

Cheshire, Connecticut

1989 - January 1997

- Assisted owner of advertising agency in numerous projects.
- Organized meetings and promotions.
- Broadcast/produced both radio and television commercials from written scripts for various clients.
- Hired and trained staff

News Anchor Assistant, WFSB - Channel 3 TV

Hartford, CT

1992

- Worked for CBS affiliate station as assistant to Janet Peckinpugh, news anchor.
- Planned anchor's guest appearances, assisted in production, edited taped news stories, worked on news coverage, and pre-interviewed and booked candidates for potential news stories.

CERTIFICATION

STATE-PROVISIONAL EDUCATOR

- A professional portfolio is available upon request.

Todd Anthony Solli



Professional Experience

ACES (Area Cooperative Educational Services)

2017-Present ACES-Wintergreen K-8 Interdistrict Magnet School (Principal)

2013-2017 ACES-Thomas Edison 6-8 Magnet Middle School (Assistant Principal)

2010-2013 Hill Central preK-8 School (Administrator Intern)

2012-2013 S.T.E.M. Leader and Instructional Manager

2010-2012 School Culture Leader and Instructional Manager

2009-2010 New Haven Public Schools' Future Leaders Program

Selected by Director of High Schools to Participate

2009-2012 NHPS K-8 Summer Academy/Mandatory Summer School

Appointed Building Leader

2008-2010 High School in the Community

Elected Building Leader

2002- 2010 High School in the Community

Teacher (CT state certified and B.E.S.T. qualified)

Secondary Public School teacher (7th-12th) of Biology, Advanced Placement Biology, Environmental Science, Anatomy and Physiology and Forensic Science. and yearly students placing 1st, 2nd, or 3rd as well as receiving numerous special awards at both the New Haven Science Fair and CT state Science Fair for eight years.

Awards and Achievements:

- ☐ 2002-2010 mentored numerous students in Science Fair Projects resulting in each year students placing 1st, 2nd, or 3rd, as well as receiving numerous special awards at both the New Haven and CT State Science Fairs
- ☐ 2006-2010 Designed and instructed Advanced Placement Biology with yearly results in students earning college credit by passing the AP Exam
- ☐ 2010 Trained to be a T. E. A. M. Mentor and Cooperating Teacher

- 2008 Trained to be a B.E.S.T Mentor and Cooperating Teacher
- 2006 Reached tenure status as a teacher in the New Haven Public School System
- 2006 New Haven's T.A.P.S award for distinguished service to the New Haven Public School System
- 2006 Bayer Science Forum Excellence Award for outstanding dedication to furthering science education

2002-2019 Gateway Community College, New Haven, CT

Adjunct Instructor of Human Gross Anatomy and Physiology

2013-2015 Porter and Chester Institute, Watertown, CT

Program Advisor

Member of the Program Advisory Committee with the responsibility to make recommendations regarding the design and implementation of hybrid (web-based and classroom-based) courses.

1998 - 2002 Yale University School of Medicine, New Haven, CT

Research Assistant

Managed Neurobiology research laboratory focusing on the development of the cerebral cortex in rodents using cell biology and molecular biology techniques. Responsibilities included managing the animal colony as well as managing post-doctorate, research associates, research assistants, and graduate students.

Additional Professional Activities

- Published in Developmental Brain Research Volume 119 (2000) pp.139-153.

Education:

2008-2010 Southern Connecticut State University, CT

6th Year Diploma, Educational Leadership and 092 Certification

2006 – 2008 Walden University, Minneapolis, MN

Master of Science, K-12 Science Education Concentration

2002 - 2002 Gateway Community College, North Haven, CT

State of Connecticut Alternate Route to Teacher Certification (ARC)

1994 - 1998 Albertus Magnus College, New Haven, CT

Bachelor of Sciences, Biological and Physical Sciences

KATHLEEN NAIMO

INTRODUCTION

I am a teacher leader with valuable training in numeracy and culturally relevant pedagogy seeking to fill the role of a Dean.

EDUCATION & CERTIFICATIONS

Southern Connecticut State University, New Haven, CT. - Educational Leadership SYC, *Degree Anticipated 6/2023*

Google Certified Educator, Exp. 6/2023

Project Lead the Way Launch Teacher trained in engineering best practices, 2020

CREC, Hartford, CT. - AARC Special Education 2018-2019

Saint Joseph University, West Hartford, CT. - Education, M.A. 2011-2012

Western Connecticut State University, Danbury, CT. - Elementary Education, M.S. 1999-2007

CT Professional Educator Certificate, 013 K-6 Elementary Education; 165 Sp. Ed. K-12 Exp. 6/2022

EXPERIENCE

Classroom Teacher, ACES-Wintergreen Magnet School – 2015-Present

- Completed Cognitive Coaching training January 2022
- Complimentary Observer 2021-Present
- Completed Complimentary Observer training October 2021
- Fulfilling classroom teacher duties in Grade K and Grade 3 classrooms resulting in significant student academic achievement and growth.
- In the 2018/2019 school year 90% of students met or exceeded their individual learning targets in mathematics.
- Member of ACES WIMS leadership team - teacher representative and coordinator for WIMS Parent Teacher Advisory Council; grades K-2 liaison 2019-Present.
- Trained in Advanced Restorative Practices and facilitated in-house professional development to colleagues.
- Serving as a TEAM mentor and cooperative teacher to multiple new teachers and student teaching candidates including facilitating weekly meetings to support TEAM mentees.
- Member of ACES PDEC (Professional Development and Evaluation Committee) - collaborated to develop evaluation and support programs as well as the district professional learning plan 2020-Present.
- Member of the ACES Diversity Committee- collaborated to support the ACES vision equity and social justice 2020-2021.
- Served as a teacher leader in the area of reader's and writer's workshop serving as a lab site and mentor for TCRWP Units of Study implementation through attendance at multiple TCRWP Institutes and turn-keying pedagogy to peers
- Served on the Math Content Leadership team to develop and implement math curriculum including co-authoring a math workshop launching unit 2017-Present.
- Used the workshop model to teach literacy and math.
- Successfully collaborated to write grants to improve literacy practices including a 2019 Fund for Teacher Grant to attend TCRWP Reading and Writing Institutes and a 2021 Fund For Teacher Grant to participate in an Innovation Circle about Arts as a Lever for Equity.
- Served as the teacher representative/coordinator for the Parent Teacher Advisory Council including

Classroom Teacher, Bridgeport Public Schools 2007-2015

- Fulfilled classroom teacher duties in a Grade K and Grade 1 classrooms.
- Served as the PBIS co-coach at Columbus Annex including co-facilitating monthly meetings, planning kick off and booster events and related scheduling.
- Served as grade K-2 data team leader at Columbus Annex including reporting to whole school vertical data team.
- Received PBIS Teacher Recognition at Columbus School 2008 and Longfellow School 2009.
- Successfully collaborated to write a technology grant securing a set of chrome-books at Columbus Annex 2015.
- Columbus Annex School Teacher of the Year and Bridgeport Public Schools Teacher of the Year Nominee 2015.

PRESENTATIONS

Educators as Allies: Creating Safe, Inclusive and Gender Affirming Classrooms for All Students. ACES
Wintergreen Interdistrict Magnet School, March 18 2022

Introduction to Restorative Practices Norwich Public Schools. Wequonnoc Elementary School, March 11, 2022

Leveraging Student Talk Remotely: Using Digital Number Talks with K-5 Elementary Students.
Classrooms RESC Virtual Institute, July 16, 2020.

Anna Wasiolek

Passionate, skilled and dedicated educator, literacy coach and reading interventionist who continuously strives to improve instructional practices and inspire students.

Teaching Experience

Literacy Coach Grades K-8 (2012-present)

Wintergreen Inter-District Magnet School, ACES, New Haven, CT

Coach and support classroom teachers through the components of balanced literacy, the reading and writing workshop, and Units of Study for reading, writing, and phonics. Facilitate professional learning community and SRBI meetings. Conduct literacy workshops for teachers and parents. Supervise literacy tutors, tiered literacy instruction, and schoolwide literacy assessments. Coordinate staff development and collaborate with outside consultants.

Literacy Coach (2003-2007, 2009-2012)

New Haven Public Schools, New Haven, CT

Coached and supported classroom teachers through the district's literacy initiatives. Facilitated professional learning community and data team meetings. Monitored intervention programs. Conducted literacy workshops for teachers and parents. Supervised reading assessments and helped teachers to use this data to guide instruction.

External Literacy Facilitator for the Reading First Grant (2007-2009)

Cooperative Educational Services at John S. Martinez School, New Haven, CT

Coached and supported teachers in the implementation of reading program and initiatives.

Reading Specialist and Study Skills Teacher (2002-2003)

Concord Elementary School, Glen Mills, PA

Pushed into elementary education classrooms to provide reading support to Title I and Read to Succeed students. Team-taught and co-planned with classroom teachers for language arts block. Taught first and second grade test-taking skills and reading strategies.

Physical Education and Health Teacher (1997-2000)

The Michael J. Petrides School, Staten Island, NY

Taught physical education and health to primary, intermediate, and middle school students. Participated in curriculum mapping.

Graduate Assistant (2000-2002)

West Chester University, PA

Assisted literacy professors in research and publications.

Education

Southern Connecticut State University

Reading and Language Arts Consultant Certification

West Chester University of Pennsylvania

M.Ed. and Reading Specialist Certification

Elementary Education Certification

The City University of New York, The College of Staten Island

Teacher Certification

The Pennsylvania State University

BS in Exercise and Sport Science

Certifications

005 Elementary Grades 1-6, 102 Remedial Reading and Language Arts 1-12,
097 Reading and Language Arts Consultant

Professional Enrichment

2019 Teachers College Phonics Institute- Connecticut
2019 Teachers College Coaching Institute for Writing
2016 Teachers College Reading and Writing Project Summer Institute for reading
Frequent attendee of TCRWP Saturday Reunions
Cognitive Coaching Certified by 2/20

Research

Presented research at the 2001 National Reading Conference, San Antonio, Texas, with Dr. Sharon Kletzien. "I Like Real Books." Children's Genre Preferences.

PR/Award # S165A220044

Activities

Varsity Athlete, Penn State Women's Track and Cross Country Teams, 1991-1995

Michelle Gohagon



Education

- **Educational Leadership**, Southern Connecticut State University, New Haven, Connecticut, January 2013-May 2015
- **Educational Technology**, Central Connecticut State University, New Britain, Connecticut, September 2007-August 2009
- **M.S in Education, Special Education**, Simmons College, Boston, Massachusetts, January 2003–January 2006
- **B.S. in Education, History and Secondary Education**, University of Hartford, West Hartford, Connecticut, January 1997-May 2000

Experience

Administrator, Assistant Director of Professional Development and School Improvement, ACES, July 2021-present

- Support districts within region in professional development, school improvement, curriculum writing, and executive leadership
- Facilitate Leadership Academy for new administrators at ACES
- Facilitate Principal's Professional Learning Communities (PLCs)
- Develop professional learning series for educators, administrators and support staff in areas of curriculum, grading reform, equity, CTE, and STEM

District Administrator, Director of Instructional Technology & Professional Development, Middletown Public Schools, Oct 2016-June 2021

- Facilitates the writing of the District Improvement Plan and support all eleven school principals in creating School Improvement Plans and implementation of the Strategic Operating Plan
- Develop, implement, and facilitate professional development for all educators and PPS staff including training facilitators, evaluation of success, and bridge to practice
- Co-lead facilitator of the Re-Entry Task Force who determines the re-entry plan, expectations for instruction and learning, and focus on social emotional learning for post-remote re-entry during 2020-2021
- Develop and implement professional development in which educators determine and self select professional learning to support remote and hybrid learning environments
- Lead the District Equity Leadership Team (DELT) in the development of the 3 year Middletown Racial Equity Plan, and policy development and revision to promote equity
- Develop and facilitate monthly equity leadership professional learning for district administrators, instructional leaders and educators
- Lead implementation of restorative practices district-wide including professional development and supervising restorative practices coaches
- Support administrators in the evaluation of teachers including evaluation process, its fidelity to the plan and accountability to the State Department of Education
- Lead the implementation of the 2021 MEED Teacher Evaluation flexibilities including emphasis on SEL and high effective instructional strategies

- Support elementary and secondary curriculum supervisors in the SRBI/MTSS process
- Prepare for, plan, and lead all District Data Team Meetings, including the District Climate sub-committee
- Support in the transition of comprehensive elementary school to K-5 STEM Academy
- Oversee in the transition of elementary school to K-5 International Baccalaureate (IB) school
- Provides professional development to board members, administrators, and educators on ESSA, Next Generation Accountability indicators, Smarter Balanced growth target model and how to effectively use data to determine professional development needs and learning shifts
- Lead implementation of creating blended learning models for Tier I instruction and intervention in ELA and Math grades K-12
- Design and facilitate new teacher orientation
- Design and develop curriculum for MakerSpaces in 8 elementary schools
- Evaluate 10 teachers grades K-8

District Administrator, Interim Chief Academic Officer, Middletown Public Schools, Middletown, Connecticut, August 2020-December 2020

- Supervise district curriculum supervisors
- Prepare 2020-2021 district budget
- Interface with vendor partners including preparing professional development, budgeting, and implementation of contract agreements
- Meet with teachers' unions
- Collaborate with cross-department teams in Senior Management Team
- Support district administrators, including principals, and curriculum supervisors in the evaluation process
- Oversee and implement curriculum writing cycles and professional development

Educator, Technology Facilitator, Middletown Public Schools, Middletown, Connecticut, November 2013-October 2016

- Planned for, provide professional development on blended learning and outline funding sources for 1:1 Google Chromebook initiatives for high school
- Prepared or assisted in preparing state reports including TCS, PSIS, ED166, ED165, and CRDC
- Led district in the implementation of PowerSchool student information system and Pearson Inform including identifying data needs for district data and leadership team, and evaluation purposes, and developing reporting procedures
- Presented to parents and youth service organizations on the CT Core Standards, specifically helping families understand ELA and Math standards and standards-based grading
- Led grade 6 middle school in the transition to standards-based grading
- Provided professional development in assessment practices including differentiating formative assessments, aligning assessments to measure growth for meeting standards, and reviewing and revising summative assessments (CFAs)
- Member of Curriculum Leadership Team
- District Data Team facilitator

Educator, Technology Integration Specialist, Regional School District 13, Durham, Connecticut, August 2008-November 2013

Teacher, History and Social Studies, New Britain High School, New Britain, Connecticut, August 2005-June 2008

Teacher, History and Social Studies, Randolph, Massachusetts, Randolph, Massachusetts, August 2002-June 2005

Teacher, History and Social Studies, A. Crosby Kennett High School, Conway, New Hampshire, August 2000-June 2001

Certification

- Intermediate Administrator Certification (092)
- History/Social Studies (026)

Awards

- ISTE Make 'It' Happen Award for State of Connecticut, May 2018
- Teacher of the Quarter, Consolidated School District of New Britain, Spring 2007
- Fulbright-Hayes Scholarship Winner, Yale University, Travel to Ghana to study culture, history, teach, and develop curriculum for African Studies, July 2004-June 2005
- Thank a Teacher Winner, Patriot Ledger Newspaper, Brockton, MA, May 2005

Publications

- "Coding and Comprehension: Reading, Thinking, and Empowering 21st Century Students", *Connecticut Reading Association Journal*, January 2014

Presenter

- Presenter, Connecticut Association of Boards of Education (CABE), "Designing for Equity: Blended Learning for All", Mystic, CT, November, 2019
- Presenter, Connecticut Association of School Librarians (CASL) "A Kid, a Librarian, and a Mom: Creating Libraries that Represent All Children", Hartford, CT, October 2019
- Presenter, The 4th Annual Dismantling Systemic Racism Conference (SERC), "Journey to Conversations about Race", May, 2019
- Presenter, The 12th Annual Retreat of the Consortium on School Attendance, State of Connecticut, Westbrook, CT, November, 2016 "Using Data to Combat Chronic Absenteeism: Strategies for Getting Started"
- Presenter, Connecticut Educators' Network (CEN) Hartford, CT May, 2015. Presentation topic: "Continuous Learning in Schools and Libraries: Training and Professional Development"
- Presenter, Tech & Learning Live Boston, Boston, MA, May 2015. Presentation topic "Mobile Learning Apps and Application"
- Presenter, Connecticut Educators' Computer Association Conference (CECA), Hartford, CT, October, 2014. Presentation topic: "Rethinking Research with Social Media"
- Virtual Presenter. Global Education Conference 2013, November, 2013. Presentation topic: "Global Learning Celebrations"
- Presenter, American Association of School Librarians (AASL) National Conference, Hartford, CT. November 2013. Presentation topic 'Common Core Crusaders: Empowering Educators to Teach Research in the Lower Grades'

Melissa Karp

Grant Writer

Melissa Karp



Skills

Computer: Linux (Ubuntu Desktop and Ubuntu Server), Macintosh, Oracle VM VirtualBox, PgAdmin (PostgreSQL), Windows (Windows Server 2012, Hyper-V Management, Microsoft Office Suite, Outlook, Sharepoint), Kirby CMS

Editorial: Line editing, copy editing, fact-checking, style guide knowledge

Experience

Area Cooperative Educational Services (ACES) / Grant Writer

JANUARY 2020 - PRESENT, NORTH HAVEN, CT

- Researches grant opportunities at the local and national level, including CSDE, federal and private and corporate foundation sources
- Communicates with businesses and organizations to solicit funds
- Completes applications for grants and tracks grant opportunities
- Communicates and reports outcomes with funding sources as required
- Collaborates with a wide array of stakeholders from around the agency and communities to determine needs aligned with ACES mission and vision
- Establishes working relationships with ACES staff and clients
- Manages systems for grants management and reporting
- Creates time-tables to work on funding opportunities
- Represents ACES at appropriate meetings and conferences

Area Cooperative Educational Services (ACES) / Project Coordinator

MARCH 2019 – JANUARY 2020, HAMDEN, CT

- Managed conference, event and workshop registration, attendance, and other related recording-keeping
- Managed various software/web-based platforms and applications used for registration, marketing, and networking (e.g., Schoology)
- Supported staff in the use of various software/web-based platforms and applications
- Collaborated with team members to develop project timelines, managed deadlines, and coordinated work on multiple projects
- Wrote, edited, and coordinated development of promotional materials, training manuals, newsletters, and/or brochures, as appropriate to the program
- Coordinated with ACES Marketing & Outreach, as appropriate, to send marketing emails to prospective applicants and stakeholders
- Coordinated with ACES Marketing & Outreach, as appropriate, to add, revise, and update website content
- Collected and maintained contact lists for various programs
- Ensured processing of instructional materials and certifications of program completion for various programs
- Coordinated third party opportunities

Choice, a publishing unit of the Association of College and Research Libraries, American Library Association / Project Manager

SEPTEMBER 2017 - PRESENT, MIDDLETOWN, CT

- Work closely with the Choice Editor and Publisher, third-party collaborators, and internal and external software developers to plan the scope, functionality, and user experience for *Open Choice*, an online platform, review

PR/Award # S165A220044

service, and tool for higher education teaching faculty to discover, evaluate, and share open educational resources (OER)

- Generate and maintain a work plan and project timeline
- Create a master template and rubric for *Open Choice* reviews
- Alongside the Choice Editor and Publisher, negotiate collaborations and partnerships with sponsoring agencies
- Recruit and supervise a reviewer panel of over 1,000 teaching faculty
- Input and maintain reviewer records within an in-house database
- Assign OER materials to reviewers by matching content to reviewer academic qualifications, research interests, courses taught, and availability
- Commission reviews, maintain an editorial schedule, traffic manuscripts through the editorial process, and ensure the timely delivery of commissioned reviews
- Evaluate reviews for content, subject knowledge, and conformance to the *Open Choice* review template
- Supervise editors and copy editors and approve edited manuscripts

Choice, a publishing unit of the Association of College and Research Libraries, American Library Association / Science and Technology Editor

MAY 2016 - SEPTEMBER 2017, MIDDLETOWN, CT

- Selected newly published books for undergraduates from the science, engineering, medical, and technology fields to be sent out for review by teaching faculty subject experts
- Edited high-quality book reviews for daily publication on Choice's online platform and for monthly publication in Choice's print magazine
- Edited other features for online and print publication, such as bibliographic essays and web-exclusive content
- Consistently followed *The Chicago Manual of Style* and Choice's house style guide while editing content
- Upheld a daily quota for editing reviews and sending out book review assignments
- Maintained and grew a reviewer pool of teaching faculty subject experts
- Created an editorial department social media schedule and generated daily editorial content for Choice's blog and social media feeds

Bibliomation, Inc. / Evergreen Systems Manager

JANUARY 2016 - MAY 2016, WATERBURY, CT

- Served as Project Manager for *findIT CT* and *requestIT CT* (the Connecticut State Library union catalog and interlibrary loan system) and coordinated all aspects of the project with the Connecticut State Library, software developers, and other parties responsible for implementation
- Planned and managed the implementation of new member libraries joining the Bibliomation library consortium network
- Managed day-to-day operations of the Evergreen integrated library system using a virtual Linux multi-server environment, as well as a Windows multi-server environment
- Investigated software issues by performing log analysis and error debugging
- Made new recommendations or modified existing system configurations based on member library needs
- Performed systems integration testing of various operating systems, databases, system utilities, and hardware upgrades
- Participated in system crisis resolution
- Implemented proper monitoring services to detect system vulnerabilities and failures

Bibliomation, Inc. / Evergreen Systems Specialist

PR/Award # S165A220044

OCTOBER 2013 - JANUARY 2016, WATERBURY, CT

- Worked alongside the Evergreen Systems Manager to maintain the Evergreen integrated library system
- Assisted in technical tasks associated with backup and recovery activities
- Monitored system performance, operating systems, and other applications to avoid performance issues
- Installed and tested new Evergreen software patches and releases on Bibliomation's servers
- Performed systems integration testing of various operating systems, databases, system utilities, and hardware upgrades
- Tested changes to system software and, when appropriate, acted as a liaison with vendors for problem resolution
- Tested and upgraded services and applications as technology developed
- Participated in system crisis resolution
- Documented code and processes to provide technical guidance to other team members and library staff
- Actively monitored the field of knowledge and maintained a level of familiarity with the evolving state of the art

Education

Southern Connecticut State University / Master's Degree, Library Science

AUGUST 2008 - MAY 2010, NEW HAVEN, CT

GPA: 4.0/4.0

University of Connecticut / Bachelor's Degree, English

AUGUST 2004 - MAY 2008, STORRS, CT

GPA: 3.756/4.0

Awards

Phi Beta Kappa

Lifetime Member, Initiated Spring 2008

University of Connecticut Honors Scholar

Professional Associations

American Library Association

Member, October 2009 – present

Connecticut Library Association

Technology Section Chair, August 2014 – 2016

Member, August 2014 – 2016

Elaine Sein



EXPERIENCE

AREA COOPERATIVE EDUCATIONAL SERVICES

North Haven, CT

(MARCH 1999-PRESENT)

- Work as the Data Coordinator and Marketing Specialist for ACES for over 5 years
- Work as the Assistant to the Executive Director for over 10 years
- Work as the lead for the ACES Educational Foundation for over 10 years
- Work as the community engagement liaison for ACES programming
- Work with ACES schools and Program Directors Customer Engagement Program to execute the lead generation marketing campaigns
- Work with product marketing to develop and promote customer and client success stories
- Create, execute, and optimize marketing plans to ensure traffic goals are met for ACES website
- Work with internal and external constituents to gather information pertinent to proposals, brief designers on creative elements and assist in marketing budget creation
- Reporting to the Deputy Executive Director, the Marketing Specialists applies knowledge of business objectives, marketing strategy, customers, and the market to develop and produce marketing campaigns and collateral. Channels such as print, digital, television and radio are leveraged to make families aware of ACES schools and program and clients aware of our services.

EDUCATION (2000)

Bachelor's Degree in Marketing

SOUTHERN CONNECTICUT STATE UNIVERSITY

SKILLS

- Strong project management skills, including the ability to independently manage multiple projects, meet deliverable dates, prioritize and organize effectively
- Strong attention to detail, highly organized
- Proven ability to be highly organized and effective in handling multiple detail-oriented projects in a fast-paced environment
- Excellent writing skills with the ability to create basic content and edit the work of others
- Ability to use excellent judgment, handle confidential materials and display a professional demeanor
- Ability to change priorities and respond quickly during urgent situations, while remaining calm, focused, professional and effective
- Strong verbal/written communication skills with strong attention to detail
- Strong and deep overall business acumen and good knowledge of Accenture's area of business and overall business strategy
- Strong collaboration, communication and an ability to influence cross-functional groups along with the ability to thrive in an environment of constant change
- Strong project management skills, detail orientated and highly organized

Rebecca Cuevas, LMSW



EDUCATION:

- University of Connecticut, Masters in Social Work, August 2017
- Albertus Magnus College, Bachelors in Psychology, August 2005
- Gateway Community College, Associates in Human Services, June 1992

EXPERIENCE:

07/17-present **Early Head Start & Head Start Director**
Employment: ACES Early Head Start & Head Start Services, Middletown, CT
Supervisor: William Rice, (203) 498-6800

08/03-06/17 **Early Head Start Partnership Manager/Early Childhood Specialist**
Employment: ACES Early Childhood Services, Middletown, CT
Supervisor: Alice Torres, retired (203) 407-4441

Director/Coordinator - ACES Early Head Start & Head Start

- Responsible for Head Start program operations, fiscal management, and governance.
- Liaison to Region 1 Federal Office of Head Start
- Oversee compliance of content areas in education, child development, assessment, social services, mental health, disabilities, program development and professional development in accordance with the Federal Head Start Performance Standards
- Oversee and coordinate all eligibility, recruitment, selection, enrollment and attendance for the program.
- Responsible for management functions related to family and community engagement.

Partnership Manager – ACES Early Head Start

- Ensure daily program operations are efficient and running smoothly across program services
- Manage and maintain full enrollment of expectant families and children
- Manage the systems, policy, and procedures for eligibility, recruitment, selection, enrollment, and attendance (ERSEA) for the EHS program
- Monitor and implement the Head Start performance standards as they relate to my content areas of ERSEA, Family & Community Partnerships, Program Governance, and Mental Health
- Coordinate and facilitate meetings and communication with staff to address program and family needs
- Provide professional development training & guidance to EHS staff on content areas and data systems
- Lead manager of our information management system Child Plus
- Maintain community partnerships and ongoing collaboration that are supportive of family well-being, education, mental health, health and safety such as; the Department of Children and families, Opportunity to Knocks, WIC, Columbus House, School Readiness Councils, Family Advocacy, libraries, and adult education.

Past responsibilities within ACES:

Parents' Place/Family Resource Center at Mill Road

- Coordinator, Lead Parent Educator and facilitator of weekly parent/child educational groups, charged with implementing home visiting services, family learning seminars, developmental screenings, Family Read and Raising Readers Literacy program, and the People Empowering People (PEP) parent leadership program.

Interdisciplinary Consultation Team (ICT)

- Coordinator of referrals for children and professional development trainings for staff in early childhood programs
- Provided workshops on child development and various topics that reflect the issues that affect families, licensed home and center based childcare providers
- Provided support and onsite technical assistance.
- Facilitated meetings to discuss program interventions with our team of consultants with expertise in special education, physical and occupational therapy, speech, pathology, nursing, nutrition, child behavior and psychology.

Training in Child Development (CDA)

- Coordinator, instructor, and CDA Advisor of the training program preparing candidates in the early childhood field in obtaining a Child Development Associate (CDA).

Open Choice

- Family Intervention Specialist serving as a parent/school liaison fostering communication between the home and school, attending planning and placement team meetings, home visits, and coordinating outside community resources.

Parents and Communities for Kids (PACK)

- Outreach Coordinator responsible for working in partnership with the Hamden Public Library to engage families in the Highwood and Newhallville section of Hamden in innovative, recreational, social, learning activities outside of school.

Older Employment History

08/99-08/05:	Case Manager Bank of America Private Client Trust 157 Church Street, New Haven, CT
01/04-04/05:	Early Intervention Associate/Service Coordinator Rehabilitation Associates of Connecticut 1931 Black Rock Tpk, Fairfield, CT
10/97-12/03:	Family Support Provider/Service Coordinator/Early Intervention Associate Reachout Incorporated 60 Connolly Parkway, Hamden, CT
12/96-10/97:	Assistant Teacher/Early Interventionist Hill Health Center, Early Stimulation Program New Haven, CT
05/94-06/96:	Service Coordinator ACES Regional Family Service Coordination Center-Birth to Three

Licensure

Master Level Social Worker

Organizations

CT Association for Infant Mental Health

CT Head Start Association, Connecticut Treasurer

National Head Start Association, Member

ADDITIONAL SKILLS/ACTIVITIES

Other Language: Fluent in Spanish

Computers: Proficient

Child Plus /Information Management System-since 2014/Lead Manager

Certified: Parents as Teachers Parent Educator & Supervisor since 2005

Certified Administrator/Trainer: Ages & Stages, April 2004 & July 2007

Circle of Security, September 2012

Perinatal Mood & Anxiety Disorders: Components of Care, March 2015

Unresolved Trauma/Trauma Lens into Infant Mental Health Practice, March 2015 & May 2015

Trauma-Focused Cognitive Behavioral Therapy course completion, April, 2016

Intensive in Home Child & Adolescent Psychiatric Services (IICAPS) - August 2016

References Available Upon Request

Kevin E. Walton, Sr.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Education:

Southern Connecticut State University, New Haven, CT – B.S. Corporate Communications, 1992
St. Peter's Boys High School, Staten Island, NY, 1986

Skills:

- ❖ Leadership
- ❖ Interpersonal
- ❖ Communication: Writing / Oral
- ❖ Decision Making
- ❖ Coordinating
- ❖ Administrative
- ❖ Relationship Building
- ❖ Analytical
- ❖ Fair / Equitable
- ❖ Ability to Work Collaboratively
- ❖ Ability to Work with People on All Levels
- ❖ Marketing
- ❖ Community Building

Work Experience:

2004 - Present ***Area Cooperative Educational Services*** North Haven, CT
Human Resources Specialist / Minority Teacher Recruiting Coordinator: Responsible for agency's recruitment and hiring activities, developing and maintaining relationships with staff and administrators and assisting employees with work related issues. Investigate complaints of employee misconduct and working closely with the unions on disciplinary hearings. Manage all aspects of the agency's workers compensation program including cross referencing information on out of work claims, facilitating return to work options and following all HIPPA guidelines. Provide on-going training to the staff in the areas of sexual harassment, protection and advocacy and child abuse and neglect. Manage the agency's summer school program which entails accurate job postings, communicating with administrators and employees and assigning summer school positions for over two-hundred fifty (250) employees. Serve as the Co-Chair of the ACES Diversity Committee and member of the Central Safety Committee. Prepared and delivered workshops for the American Association of School Personnel Administrators annual conference. Collaborate with outside agencies on ACES related projects. Work with Superintendents, elected officials, Connecticut State Department of Education, community and civic organizations and

other stakeholders to develop, implement and market programs and activities. Minority Teacher Recruiting responsibilities include implementing programs and activities that support ACES mission to recruit and retain a diverse educator workforce including coordinating, planning and marketing all aspects the annual ACES Minority Teacher Recruiting Education Career Fair which matches qualified educators of color with vacancies in the ACES partner districts. Work collaboratively with the RESC MTR Alliance to coordinate and implement programs to support the RESC MTR efforts to ensure a diverse public education workforce throughout the state including Peer Networking Professional Development workshops for educators of color and providing scholarships for prospective teachers of color who are enrolled in certification programs.

2004 - 2008 *Area Cooperative Educational Services* New Haven, CT
Director of Outreach: Responsible for marketing, promoting and recruiting middle and high school students for the Educational Center for the Arts, a half-time inter-district Magnet High School, serving twenty-five (25) school districts in south central Connecticut. Additional responsibilities included developing and maintaining community partnerships, scheduling and facilitating tours for prospective students and their parents, facilitating in-school presentations for prospective students, teachers and guidance counselors, developing and maintaining relationships with building principals and guidance counselors and providing counseling and guidance for ECA students when appropriate.

2012 - Present *New Haven Public Schools* New Haven, CT
Head Boys Basketball Coach - Wilbur Cross High School: Responsible for the overall development and coordination of boys' basketball program. Coaching responsibilities include player development, program development, scheduling of games and overall management of team activities.

1997 - 2012 *New Haven Public Schools* New Haven, CT
Head Girls Basketball Coach - Hill Regional Career High School: Responsible for the overall development and coordination of girls' basketball program. Coaching responsibilities include player development, program development, scheduling of games and overall management of team activities. Led team to eight (8) Housatonic / Oronoque Division Championships, three (3) Southern Connecticut Conference Championships and three (3) Connecticut Interscholastic Athletic Conference State Championships, including the 2011 Class "LL" championship.

2001 - 2003 *Alliance for Strong Communities, Inc.* New Haven, CT
Program Director: Responsible for management and oversight of social service contracts for services provided to public housing and Section 8 residents. Developed and implemented trainings, programs, workshops and social activities for children, families and elderly residents. Supervised Program Coordinators and Outreach Workers, maintained partnerships with area social service providers and represented agency at numerous internal and external community meetings. Responsible for primary oversight of the organization after the departure of the Executive Director in May 2003.

2000 - 2001 *Waverly Tenant Management, Inc.* New Haven, CT
Community Organizer / Block Parent: Served as community organizer for public housing authority site. Responsible for initiating community collaborations, identifying and securing needed

resources for developing youth and family programming. Implemented and supervised youth summer employment program that focused on employment readiness and leadership development skills for youth in the community.

2000 - 2001

City-Wide Youth Coalition

New Haven, CT

Community Liaison: Representative for network of community-based youth agencies and advocates throughout Greater New Haven responsible for stimulating and nurturing collaborations and coalitions among participating agencies. Worked collaboratively with the New Haven Public Schools and the New Haven Police Department to plan and implement a social development curriculum for youth.

Community / Professional Affiliations:

- Omega Psi Phi Fraternity Inc.
- Omega Life Membership Foundation, Immediate Past Region I Director
- New Haven Parks & Recreation Board of Commissioners
- New Haven Scholarship Board of Directors
- American Association of School Personnel Administrators Board of Directors
- Greater New Haven NAACP
- Connecticut High School Coaches Association
- Graustein Memorial Community Leadership Program Alumni Engagement Team

Tache D. White M.H.S.

[REDACTED]
[REDACTED]
[REDACTED]

Objective

To obtain and secure a position that will allow me to apply my educational, personal experiences and enthusiasm to succeed while offering room for growth and advancement. To gain knowledge and experience while doing what interests me the most and helping people.

Education

*September 2001- May 2006, Gateway Community College, New Haven, CT.

Major: Human Services (Associates Degree)

*October 2009- May 2012, Albertus Magnus College, New Haven, CT.

Major: Human Services (Bachelor Degree)

*August 2012-May 2014, Albertus Magnus College, New Haven, CT.

Major: Human Services (Masters Degree)

*April 2019- Present, Capella University

Major: Human Services (Doctoral Degree)

Work Experience

Teacher Assistant

August 2008-Present, ACES, North Haven, CT. 203-234-0303

*Assists teaching, frequently leads classroom when teacher is in meetings

*Assign homework, and correct homework

*Knowledge, patience, and experience with dealing with behavioral students

Individual Aide

August 2006- August 2008, ACES, North Haven, CT. 203-234-7611

*One to one with a child with special needs

*Teach reading, language, math lessons

*Teach day to day life skills

Child Care Worker

July 2006-August 2007, St. Francis home for Children, New Haven, CT. 203-777-5513

*Providing a safe stable, nurturing and therapeutic environment for children

*Monitoring of children at all times

*Assistance with a clinician during therapeutic group

*Teach day to day

Internships

September- November 2004, Crossroads, New Haven, CT.

*Monitor Meds

*Lead group therapy

*Monitor clients

December 2012- May 2014, The Roger Sherman House

*Monitor clients activity

*Monitor case manager client intakes and case loads

*Teach day to day life skills

Education & Certifications

Ed.D Educational Leadership, Southern CT State University, New Haven, CT	2019
MS Library Information Science, Saint John's University, Queens, NY	2007
MST Education, Iona College, New Rochelle, NY	1998
BA Speech Pathology & Audiology, Iona College, New Rochelle, NY	1990
Psychology of Leadership Certification, Cornell University, Cornell, NY	2020
Connecticut Professional Certifications	
K-6 (013)	
Library Media Specialist K-12 (062)	
Intermediate Administrator and Supervisor (092)	
New York Professional Certifications	
NY State Permanent PK-6	
New York State Public Library Certification	

Experience:

Area Cooperative Educational Services – Wintergreen Interdistrict Magnet School

Library Media Specialist 2015 – Present

- Responsible for all facets of library administration including cataloging, budgeting, collection development, managing patrons, circulation data and library policies.
- Implement 21st century literacy skills in daily instruction and additionally incorporate research skills into collaborative projects with classroom teachers.
- Train and supervise all volunteers, both parent and student.
- Host digital safety workshops for parents.
- Supply necessary support for PowerSchool for staff, students, and parents.
- Participate in monthly AITC meetings and One to One Technology meetings.
- Participate in AITC subcommittees such as the Digital Citizenship Committee.
- Responsible for creating daily informational slideshow that is displayed on all TV monitors within the building.
- Design and maintain library website for district.
- Help support staff and administration respond to calls dealing with behavioral issues.
- Take on administrative role per need of supervisors.
- Act as liaison between middle school team and leadership team.

Shelton Board of Education – Long Hill School

Library Media Specialist 2006 – 2015

- Initiated and organized all collaborative planning with building faculty to ensure incorporation of technology and multi-media resources into the curriculum.
- Implemented 21st century literacy skills, assured experiences, and data-driven lessons into daily instruction.
- Maintained library budget provided by the district and other acquired finances, such as my family based Sponsor-a-Book program and Book Fair profits.
- Selected and purchased resources that were aligned to the common core state standards, supported the various grade level curriculums, and met the needs of staff and students.
- Cataloged newly purchased books and materials manually or through the use of an outside service such as Marcive.
- Managed online library catalog and circulation system.
- Evaluated, located, and used various resources with students and teachers to increase exposure to, and circulation of, differentiated materials.

- Instructed students and staff on the use of the Dewey decimal classification system, multi-media resources, district software and programs, and all library reference tools.
- Supplied necessary directions and support for proper use of A/V tools.
- Created and implemented professional learning technology workshops for colleagues.
- Hosted evening workshops for parents on topics such as common core support and internet safety.

New York Archdiocese – St. Athanasius School

Library Teacher 2004 – 2006

- Member of School Development Team, participated in writing and received grants for capital improvement projects and library programs promoting Early Childhood literacy.
- Applied for and awarded position in *Library Connections* program which resulted in the completion of a \$250,000 Media Center.
- Worked closely with architect and oversaw all stages of development including but not limited to: demolition, construction, furniture selection, and color schemes.
- Began and developed Media Center's curriculum and collection, aligning it with New York State's Learning Standards and the New York Archdiocese's Scope and Sequence.
- Implemented Media Program and collaborative projects without traditional school library setting by utilizing local New York Public Library facility, online databases, and supplying materials by cart to the classroom settings.
- Created all schedules and library policies.

Pre-Kindergarten Teacher 1996 – 2004

- Responsible for a full day Pre-Kindergarten classroom containing 25 students aged 3-5.
- Developed and implemented a skill based curriculum for a Pre-Kindergarten classroom.
- Designed developmentally appropriate experiences and presented new ideas through thematic teaching which incorporated the arts.
- Set up learning centers to reinforce skills and concepts introduced in group lessons and circle meetings.
- Organized classroom to allow for small group instruction.
- Incorporated the theory of multiple intelligences throughout the curriculum in order to individualizing activities for the different learning styles of students.
- Maintained ongoing student evaluation and assessment through observation, interaction, anecdotal notes, and student portfolios.
- Administered testing to incoming Pre-Kindergarten and Kindergarten students.

New York Archdiocese – St. Dominic School

Computer Teacher 1995 – 1996

- Prepared daily lesson plans to teach basic computer and keyboarding skills to students in grades K-8.
- Introduced universal word processing features.
- Used software that helped to supplement Math and English skills.
- Examined faculty lesson plans and designed computer lessons that would effectively integrate the varying grades' curriculum into the computer lab class.

Professional Service:

Area Cooperative Educational Services

- School Leadership Team
- ACES Technology Leadership Committee and its various subcommittees
- District Science Curriculum Committee (2016-2017)
- PTO Treasurer (Aug 2015 - June 2017)

Shelton Public Schools

- School Leadership Team
- School Safety Team
- School Climate Team
- School Data Child/Study Team
- PBIS Committee
- Member of Library Media Curriculum Committee.
- Member of District Technology Curriculum Committee.
- PTA Co-Chairperson of Curriculum Services.
- Administered Technology & Media Literacy based workshops for district-wide professional development and afterschool lessons for voluntary participants.

New York Archdiocese

- Headed steering committee and compiled all documents for submission which resulted in Middle States Accreditation of the school.
- Created and maintained the school website, alumni database, and school mailing list.
- Designed and taught specialized literacy based units for after school enrichment program.
- Solely responsible for the planning and organization of the school's 90th Anniversary Alumni Dinner Dance.
- Delivered numerous workshops for school faculty and Library Connections members.
- Provided one-on-one computer instruction to colleagues after school.

Computer Skills:

- Adept in using both PC and Mac operating systems.
- Advanced knowledge of programs including but not limited to: Word, Excel, PowerPoint, Project, Publisher, PowerSchool, EdReflect, TalentEd, SMART tools/notebook, MagicBox, and Active Inspire for Promethean Interactive White Boards.
- Proficient with several library automation systems including Destiny, Athena and Horizon.
- Mastery of database resources such as ICONN, Britannica, and other academic databases.

Grants / Awards:

2019 - Kappa Delta Phi – Educational Leadership Honors, SCSU
2014 - Golden Key International Honor Society, SCSU
2008 - Connecticut Association of School Librarians Carlton W. H. Erickson Award
2007 - Shelton I.D.E.A grant for 3rd grade collaborative project on Bats and Adaptations.
2004 - Library Connections Program

Professional Affiliations:

American Library Association
Connecticut Library Association
Connecticut Association School Librarians
Northeastern Educational Research Association
Member of the New England Educational Research Organization Review Committee, 2015

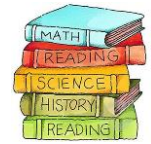
References

- Todd Solli, Principal
Wintergreen Interdistrict Magnet School
[REDACTED]
[REDACTED]
- Vicki Rose, Assistant Principal
Wintergreen Interdistrict Magnet School
[REDACTED]
[REDACTED]

- Dr. Wanda Wagner, D.M.
ACES Director of Educational Technology and Technology Services

[REDACTED]
[REDACTED]

Amy Perrone



Objective

To use my comprehensive experience to attain a classroom teaching position for kindergarten through sixth grade.

Certifications

- 013 Elementary –Kindergarten through Grade 6
- 102 Remedial Reading and Remedial Language Arts, Grade 1 through 12

Experience

ACES Wintergreen Interdistrict Magnet School

February 1999 – Present

ACES magnet school with a focus on educating the whole child, through inquiry, innovation and the arts in a diverse, compassionate and mindful learning community

Reading Tutor

February 1999 – June 1999

I planned and implemented small reading groups to help individual student needs. I also worked one on one with students that needed specialized attention.

Second Grade Classroom Teacher

September 1999 – June 2002

Kindergarten Classroom Teacher

September 2002 – June 2004

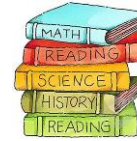
First Grade Classroom Teacher

September 2004 – Present

I have worked collaboratively to plan and implement differentiated lessons in support of the common core state standards. I am trained in the Responsive Classroom Approach and Restorative Practices, as well as the Teacher's College Columbia University Reading and Writing Workshop Project, Math in Focus Singapore Math Curriculum, Wilson Language Foundations program and Arts Integration with Crayola.

Skills

I participate in my school **leadership team** where we run as a shared leadership model and work together to **create and implement our school's strategic plan**. I also lead my academy by **planning** and **facilitating academy leadership meetings** and **PLC meetings** on a weekly basis. I am **trained in TEAM** and have mentored beginning year teachers and hosted student teachers in my classroom. I also have **worked with Southern Connecticut State University** undergraduate students as an offsite classroom partnership. I have **hosted AARP experience corps** tutors in my classroom and am trained in **mindfulness**. I also have experience **working with Lincoln Center Education** and **Crayola** implementing **inquiry** through the arts. I offer outstanding **organizational skills, classroom management, motivational skills, and commitment** to the area of education.



Education

Southern Connecticut State University (Undergraduate) [Fall 1992-Fall 1996]

Earned BS Degree in Education and BA Degree in Psychology

Southern Connecticut State University (Graduate) [Spring 1998-Spring 2002]

Earned MS in Reading

Recommendations

Available upon request

SHAREE BASKIN



OBJECTIVE

Experienced educator seeking the opportunity to participate in the ARCTEL Program designated to provide advanced learning that will aide in the instruction of English Language Learners.

EDUCATION

Master of Science in Instructional Design, May 2018

Quinnipiac University, Hamden, Connecticut

Master of Arts in Curriculum & Instruction (TESOL Concentration), June 2015

Concordia University, Portland, Oregon

Master of Arts in Elementary Education and Certification Program (K-6), May 2010

Sacred Heart University, Fairfield, Connecticut

Bachelor of Arts in Spanish, May 2009

Sacred Heart University, Fairfield, Connecticut

Graduated Magna Cum Laude and Dean's List with a GPA of 3.6 on a 4.0 scale

EXPERIENCE

EDUCATOR

Fourth Grade Teacher, August 2022 to current- Wintergreen Magnet School, Hamden, CT

Third Grade Teacher, August 2015 to current- Wintergreen Magnet School, Hamden, CT

Second Grade Teacher, August 2013 to 2015, Irving School, Derby, CT

Fifth Grade Teacher, August 2010 to 2013 King Robinson Magnet School, New Haven, CT

- Preparation and implementation of meaningful lessons in all content areas (Reading, Writing, Math, and Science)
- Organization and monitoring of student progress through accurate record maintenance
- Participation in Grade Level Meetings
- Communication with parents consistently via phone and email
- Participation in Math Curriculum Planning
- Demonstration of leadership skills (creating agendas, facilitating meetings, and implementing grade-level action plans for reading and math) as a data team leader
- Commitment as co-chair to a NEASC committee
- Participation in monthly literacy workshops held by the literacy coaches

SKILLS

- Strong foundation with merging technology and instruction within the classroom
- Spanish-speaking, reading, and writing ability
- Organization and ability to manage a high-paced environment.

Jennifer Place

[REDACTED]

[REDACTED]

Employment

1999 to present Wintergreen Inter-district Magnet School
670 Wintergreen Avenue
Hamden, CT 06517
Visual Arts, Language Arts, Theater Arts

Current Responsibilities

Teach students in grades K-8 Visual Arts, 3-4 Theatre Arts
Lead Teacher to Essentials Teachers
Host student teachers
Mentor new teachers and Evaluate new teacher essays
Evaluate Fund for Teachers Applications
Member of Climate Committee
Member of School Health and Safety Committee
Member of Scheduling Committee

Education

Southern Connecticut University 6th Year Degree ILS Oral Tradition
University of Connecticut M.A. Education/Gifted and Talented
Eastern Connecticut University B.A. Fine Arts, B.A. English
Graduate Art Courses from various institutions

Certification

6-12 English Language Arts
Pre K – 12 Visual Arts

Professional Development (a very brief overview list)

Yale Council on Middle Eastern Societies e.g., Refugees 3 Day Summer Program

University of Southern California (USC U.S. China) "Visual China"

Fund for Teachers Fellow – Study Tour to Ireland (Focus on Authors, Writing and Narrative4)

Responsive Classroom

Narrative 4 – NYC Office and Ireland

Lincoln Center – Aesthetic Learning Summer Institutes (2)

Yale Gallery of Art – Art Educator's Workshops e.g. "Approaches for Responsibly Teaching with Native American Art"

Yale British Museum of Art – Writing in response to art

Wadsworth Atheneum Museum Workshops and Educator Evenings

Teaching American History Grant – 4 years

Mystic Seaport Educator Workshops

Restorative Justice Climate Training

Connecticut Science Center – Teaching through Inquiry Institute

Metropolitan Museum of Art Educator Workshops

Yale Peabody Museum Workshops

Yale PIER Workshops

USC/NCTA Online Book Discussions and History of China

Audubon Society Training

National Geographic Online Workshops

References:

Dawn Fitzpatrick

WIMS [REDACTED]

Vicki Rose, Vice Principal

WIMS [REDACTED]

Zachary Maher

WIMS [REDACTED]

Claire Aulicino

Managing Senior Associate

Summary	Ms. Aulicino has 22 years of experience in research and evaluation. Since joining Metis in 1999, she has worked on a range of school improvement initiatives, including magnet school and choice programs, STEM education, education technology and digital learning, and youth development.
Knowledge and Skills	Survey development, design, and analysis; qualitative research methods, including focus groups, field studies, and literature reviews; quantitative statistical analysis and interpretation; program and grant development
Education	M.A., Economics and Education, Columbia University Teachers College B.A., Economics, Duke University
Experience	<p>Program Evaluation</p> <p><i>Evaluations of Educational Equity and Choice Programs</i></p> <p>Ms. Aulicino has more than 19 years of experience designing and implementing evaluations of magnet and special academic programs that support educational equity and choice. Her work in this areas has included:</p> <ul style="list-style-type: none">• External evaluations of 25 federally-funded Magnet Schools Assistance Program (MSAP) grants for 17 school districts over the past eight funding cycles. The evaluations have provided formative and summative feedback to support districts in creating new whole-school magnet programs that promote racial and ethnic diversity within and across schools and support improved academic outcomes for all students.• External evaluation of two Charter Schools Program (CSP) grants for Responsive Education Solutions, a non-profit charter management organization. The five-year grants, which were awarded in 2019 and 2020, provide funding for the expansion and replication of high-quality charters across more than 30 sites in Texas and Arkansas. The evaluations include surveys, interviews, focus groups and data and documentation analysis to assess the implementation and impact of grant activities on student outcomes.• District-wide reviews and audits of magnet and choice programs for Montgomery County Public Schools (MD), Baltimore County Public Schools (MD), Broward County Public Schools (FL), and Pittsburgh Public Schools to examine issues related to equity, access, program quality, and alignment to industry and consumer (family) demand. The reviews have included: analyses of student enrollment, application, demographic, and achievement data; surveys, interviews, focus groups, and forums with community, school, and district stakeholders; and examinations of district policies and procedures. Ms. Aulicino also managed a study of parental attitudes toward elementary school choice for Greenwich Public Schools in 2013, which included a survey of parents of all elementary school students and focus groups with a sample of parents.• Evaluations of the locally-developed Single Gender Initiative and Student Success Opportunity Schools Initiative in Broward County Public Schools to examine the impact on student outcomes of providing unique

educational choices for families. For these projects, Ms. Aulicino collected qualitative and quantitative data on program design and implementation; effects on teaching and learning; and impact on student achievement, attendance, and school behavior.

Evaluations of STEM Education Initiatives

Ms. Aulicino has worked with school districts and non-profit organizations to conduct evaluations of programs designed to support student learning in the areas of science, technology, engineering, and math (STEM). Her work in this area includes:

- Evaluation of the Urban Advantage (UA) Elementary Program for the American Museum of Natural History in New York City. Since September 2017, Ms. Aulicino has managed an evaluation of the UA program which provides intensive professional development and support to elementary-level teachers in the area of innovative science pedagogical practices and content. The evaluation methods include observations of professional learning, class observations, and teacher surveys and focus groups.
- In 2013, Ms. Aulicino directed research on a pilot initiative of the National Action Council for Minorities in Engineering (NACME) STEM Integration Model. The model was designed to create a pathway for minority and low-income middle and high schools students to pursue careers and education in engineering fields. For the project, Ms. Aulicino was responsible for conducting interviews with program leaders and participants and analyzing preliminary data on program services and impact.

Evaluations of Community-Based Initiatives

Since 2018, Ms. Aulicino has worked with the Princeton Area Community Foundation to conduct a comprehensive evaluation of the *All Kids Thrive* initiative to address chronic absenteeism across four municipalities, near and including Trenton NJ. For the evaluation, Ms. Aulicino has:

- Worked with representatives from 10 grantee organizations to develop logic models and data collection plans to guide program development and evaluation;
- Collected data from grantees and local school districts about chronic absenteeism and attendance needs and the effect of program activities on addressing those needs; and
- Worked with Foundation staff to report findings from the evaluation to inform the field on best practices in chronic absenteeism.

Program and Grant Development

Ms. Aulicino has 22 years of experience working with district and school leaders as well as school staff in developing comprehensive school reform program designs and drafting evaluation plans for inclusion in grant proposals. She has worked on a range of federal and state-level grants including: U.S. Department of Education Magnet Schools Assistance Program grants for 14 school districts that

have yielded approximately \$140 million in funding over the past four grant cycles; U.S. Department of Education Charter School Program grant that was awarded in 2019 and 2020 for more than \$55 million; other U.S. Department of Education grants such as Professional Development for Arts Educators, Carol M. White Physical Education Program, Investing in Innovation Fund, and Race to the Top District grants; U.S. Department of Labor Youth Career Connect; and state-level grants, such as 21st Century Community Learning Centers and Math and Science Partnership.

To support grant development, Ms. Aulicino conducts planning meetings with key stakeholders, reviews program documentation, conducts stakeholder surveys and literature reviews, and develops comprehensive evaluation plans and rigorous research designs.

Work History	2020-present	Managing Senior Associate, Metis Associates
	2015-2019	Senior Associate, Metis Associates
	2008-2014	Senior Research Associate, Metis Associates
	2002-2007	Research Associate, Metis Associates
	1999-2002	Research Analyst, Metis Associates
	1998-1999	Research Assistant, Public Agenda
	1994-1996	Litigation Consulting Associate, Deloitte & Touche, LLP

Jing Zhu

Senior Associate for Design and Analysis

Summary Dr. Zhu is a What Works Clearinghouse (WWC) certified reviewer, with more than twelve years of experience in research design, data analysis, program evaluation, and grant writing. She is proficient in evidence-based research and various advanced statistical approaches, and has worked extensively on large-scale datasets for impact studies of educational and social interventions. Since joining Metis Associates in 2008, Dr. Zhu has worked on many federal and statewide evaluation projects using randomized controlled trials and rigorous quasi-experimental designs and applied the WWC procedures and standards to these evaluations.

Knowledge and Skills Linear/logistic regression, hierarchical linear modeling (HLM), propensity score matching (PSM), factor analysis, structural equation modeling (SEM), generalized linear models, linear mixed models, experimental design, ANOVA, ANCOVA, MANOVA, discriminant analysis, survey sampling techniques, time series; statistical packages (e.g., SAS, SPSS, R, SPLUS, MATLAB, HLM, LISREL, SYSTAT, MINITAB); qualitative research techniques; grant writing; program evaluation, educational interventions including dropout prevention interventions, youth development, child welfare, home visitation, and substance abuse prevention

Education Ph.D., Quantitative Research, Evaluation, and Measurement, The Ohio State University
M.A.S., Statistics, The Ohio State University
M.A., Educational Policy and Leadership, The Ohio State University
Graduate Interdisciplinary Specialization in Survey Research, The Ohio State University
B.A., English, Nanjing University, China

Experience Program Evaluation

Since joining Metis, Dr. Zhu has served as a senior researcher for the evaluation of several large-scale intervention initiatives, primarily in charge of research design and impact analysis. Examples of Dr. Zhu's work include the following:

Magnet Schools Assistance Program (MSAP) Grants

Dr. Zhu works on the external impact evaluations of federally-funded MSAP grants for 7 school districts, focusing on building evidence of promise for these programs in supporting improved academic outcomes for all students. Her key responsibilities include:

- Designing a rigorous quasi-experimental well-matched comparison group study that can at least establish promising evidence for program impacts
- Matching MSAP schools to comparable non-MSAP schools using the Mahalanobis distance method
- Conducting propensity score matching to select similar comparison students from non-MSAP schools for treatment students in MSAP schools
- Estimating program impacts on student outcomes and interpreting key results

Single Stop USA's College Initiative: Community College of Philadelphia (CCP)

Dr. Zhu served as a co-Principal Investigator for a three-phase evaluation of Single Stop USA's program impacts on student academic outcomes (i.e., persistence, credit accumulation, GPA, and graduation) at CCP (a subgrant from the GreenLight Fund's

Social Innovation Fund [SIF]). Collaborating with multiple parties including Single Stop and CCP, Dr. Zhu was responsible for the following:

- Managing the impact study portion of the evaluation to ensure it is completed on time with high quality at each phase
- Leading bi-weekly check-ins with Single Stop staff and coordinating additional conversations with other parties
- Finalizing the design and analysis details based on both the SIF requirements as well as the WWC standards
- Conducting matching and key impact analyses to estimate program impacts in the short-term, intermediate-term, and long-term

Investing in Innovation (i3) Development Grant: Arts Achieve Initiative

Dr. Zhu worked on an i3-funded 5-year project for improving student arts achievement led by Studio in a School and the NYC Department of Education. The project used a rigorous experimental design, whereby 44 schools were randomly assigned to treatment and 35 to control conditions. Dr. Zhu played a key role in developing and implementing a group randomized design and applying various statistical techniques to assess intervention effectiveness. Her major responsibilities include:

- Applying WWC procedures and standards to major aspects of the evaluation and completing the design and analysis plan summary
- Working with the federal technical assistance provider, Abt Associates, on a regular basis
- Conducting advanced statistical analyses to estimate intervention impacts

Regional Partnership Grants (Round III): Montefiore Medical Center Initiative

Dr. Zhu provided design and analysis support for the evaluation of a five-year Regional Partnership Grant, designed to improve the well-being of children affected by parental substance abuse. Working closely with the grantee Montefiore Medical Center, her major responsibilities included:

- Designing a rigorous quasi-experimental well-matched comparison group study that can meet the WWC evidence standards with reservations
- Implementing propensity score matching techniques to generate an equivalent comparison group for treatment subjects
- Estimating program impacts on target outcomes and interpreting key results
- Working with the federal technical assistance provider, Mathematica Policy Research, on a regular basis to comply with all federal requirements
- Presenting at the annual grantee conferences

Striving Readers Grant: Chicago Public Schools

Dr. Zhu worked on the federally-funded Chicago Striving Readers Grant, which aimed to help middle school- and high school-aged struggling readers. For this grant, she specified and conducted a rigorous impact study based on a group randomized design. Her key responsibilities included:

- Developing and finalizing statistical analysis plans
- Interpreting results for the targeted and whole school interventions
- Working with federal technical assistance provider, Abt Associates, on a regular basis
- Presenting at the annual grantee conference
- Assisting in generating the annual reports to the U.S. Department of Education

City University of New York: Accelerated Study in Associate Initiative

Dr. Zhu provided technical assistance for the City University of New York (CUNY) Accelerated Study in Associate Program (ASAP) program. Her key tasks included:

- Conducting a technical independent peer review of the CUNY Office of Institutional Research and Assessment's comparison group study of interim graduation rates and other important program outcomes
- Using the optimal matching algorithm to help re-generate a more appropriate comparison sample for the ASAP students
- Re-conducting all impact analyses that rigorously confirmed CUNY's original findings
- Writing technical reports based on new matching and outcome analysis results

School District of Philadelphia: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Partnership Initiative

Dr. Zhu works on a multi-year evaluation of the Philadelphia GEAR UP Partnership initiative, which is being implemented in 26 middle schools and 8 high schools and serves over 4,000 students. Dr. Zhu is responsible for the following:

- Using PSM algorithms to generate an equivalent comparison group for GEAR UP students from the remaining schools in the School District of Philadelphia based on a rigorous quasi-experimental design
- Conducting overall program impact analyses and differential subgroup analyses of target program outcomes
- Synthesizing analysis results and writing study findings for the annual reports

Work History	2013-Present	Senior Associate for Design and Analysis, Metis Associates
	2010-2012	Senior Research Associate, Metis Associates
	2008-2010	Research Associate for Design and Analysis, Metis Associates
	2006-2008	Graduate Research Associate, Reading Recovery National Data Evaluation Center, The Ohio State University



U.S. Department of Education Evidence Form

OMB No. 1894-0001

Exp. 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
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A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Ransford-Kaldron, C., Flynt, E.S., Ross, C.L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). <i>Implementation of effective intervention: An empirical Study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention system (LLI)</i>. Memphis, TN: Center for Research in Educational Policy, University of Memphis.</p> <p>Meets WWC Design Standards without Reservations. The WWC Intervention Report retrieved from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_leveledliteracy_091917.pdf</p>	<p>The intervention, Leveled Literacy Intervention (LLI), is small-group reading intervention that will be implemented with students in grades K-2 at WIMS and is a key component of the proposed DREAMS Project (as outlined in the logic model).</p> <p>The cited study utilized a randomized control trial design to measure the impact of LLI on student outcomes in reading (a key program outcome in the DREAMS Project logic model). The results found that students in grades K-1 who received LLI (treatment group_ demonstrated statistically significant increases in general reading achievement compared with students who did not receive the intervention (control group), with medium to large effect sizes (pp.3-4). Specifically, findings showed that:</p> <ul style="list-style-type: none"> • In kindergarten, the treatment group had a mean gain of 1.56 benchmark levels on the LLI assessment compared with a 0.78-level gain for the control group. • In 1st-grade, the treatment group had a mean gain of 4.46 benchmark levels compared with 2.63 levels for the control level. <p>Positive and statistically significant gains were also measured using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment that was administered pre and post-intervention. At both the kindergarten and 1st-grade levels, the gains among treatment students exceeded those of control students on outcomes for nonsense word fluency, letter naming fluency, and oral reading fluency. The data also showed that English language learners and Hispanic students in the treatment group outperformed similar students in the control group (pp. 3-4).</p> <p>The study meets the WWC standards for design without reservations and provides strong evidence of the effectiveness of LLI on general reading achievement.</p>	<p>The study was conducted in five elementary schools in rural Georgia and four elementary schools in suburban New York and included a sample of 222 treatment and 205 control students in grades K-2—the target grade levels for LLI intervention in the proposed WIMS magnet program. The sample included a demographically diverse group with 37% Hispanic/Latino students, 33% Black/African American students, and 29% White students. A majority (84%) of students were low-income, and 13% were English language learners.</p> <p>The study sample overlaps with the proposed magnet school in terms of both population (students in grades K-2) and setting (demographically diverse elementary school).</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Wang, H. & Woodworth, K. (2011). <i>Evaluation of Rocketship Education's use of Dreambox Learning's online mathematics program</i>. Menlo Park, CA: SRI International.</p> <p>Meets WWC Design Standards without Reservations under review standards 2.0 https://ies.ed.gov/ncee/wwc/Study/78475</p> <p>WWC Intervention Report retrieved from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dreambox_121013.pdf</p>	<p>DreamBox is an adaptive online learning platform that engages students in math and numeracy skills using fun activities that include continuous formative assessments to guide students' individual learning paths. The intervention (as outlined in the DREAMS Project logic model) will be integrated into the WIMS magnet program to support math development of students in grades K-1.</p> <p>The cited study used a randomized control trial research design to compare the math achievement (key program outcome in logic mode) of students in grades K-1 who received online supplemental math instruction using the DreamBox Learning platform to control students who did not receive the intervention. Math achievement was measured using pre/post administrations of the Northwest Evaluation Association's Measures of Academic Progress (MAP) test based on total math scores and subtest scores for problem solving, number sense, computation, measurement and geometry, and statistics and probability. Findings from the analyses found that students in the DreamBox treatment group scored an average of:</p> <ul style="list-style-type: none"> • 2.3 points higher than control students on overall math achievement with an effect size of .14, and which equated to a 5.5 point increase in percentile rank; and • 2.9 points higher than control students on the measurement and geometry subtest with an effect size of 0.16, which equated to a 6.4 point increase in percentile rank (p. 9) <p>Furthermore, the effects on problem solving, number sense, computation, and statistics and probability subtests were positive, but not statistically significant (p. 9).</p>	<p>In the randomized control trial, 583 K-1 grade students across three schools were assigned to the treatment (intervention) or control (no intervention) conditions (p. 4).</p> <p>The study sample overlaps with the proposed magnet school in terms of both population (K-1 students targeted for math intervention) (p. 4) and setting (schools serving diverse populations, with 80% or more students of color (p. 4).</p>

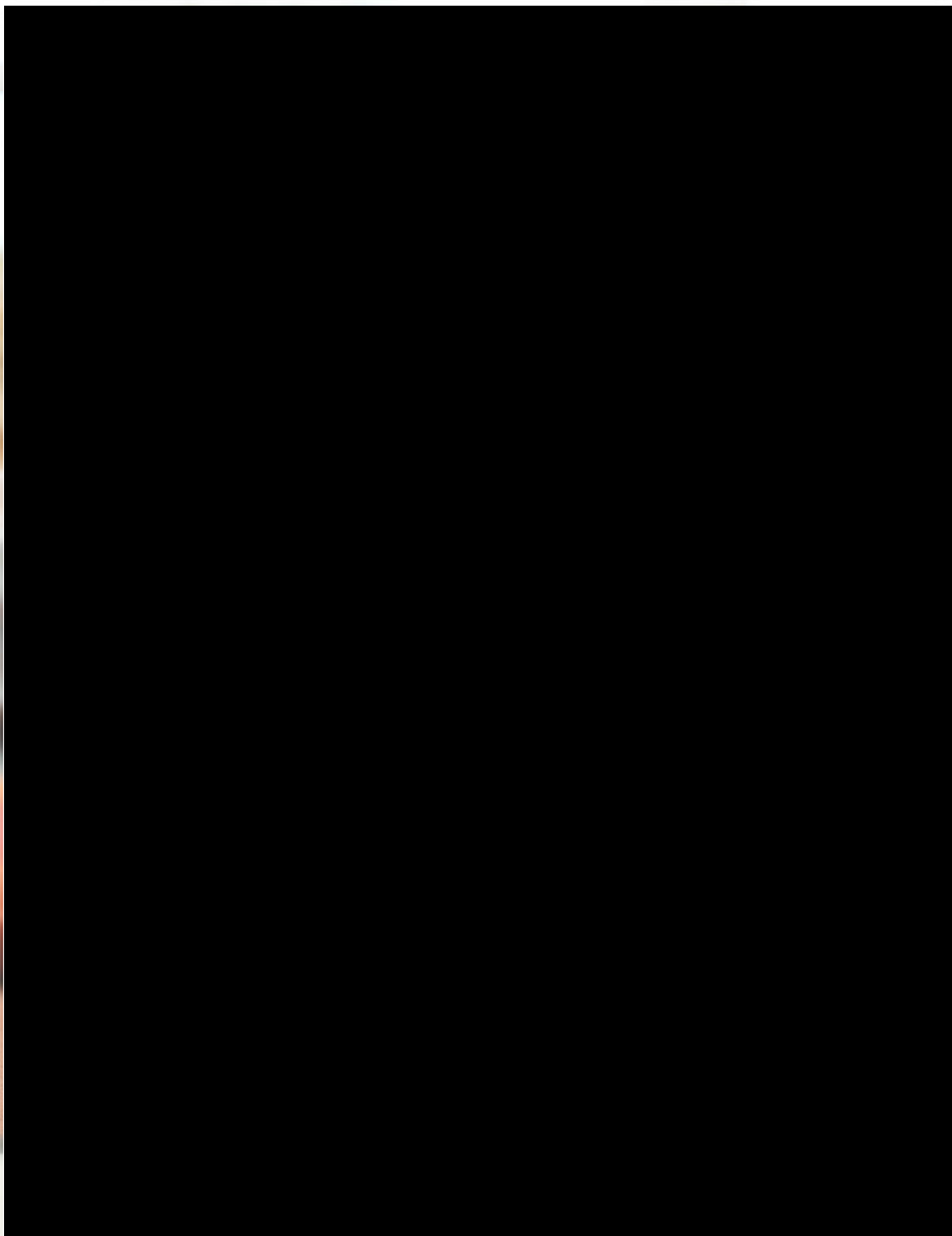


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Implementation of Effective Intervention:

An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI)





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Implementation of Effective Intervention:

An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI)

2009-2010

September 2010

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Executive Summary

This report summarizes evaluation results for an efficacy study of the Leveled Literacy Intervention system (LLI) implemented in Tift County Schools (TCS) in Georgia and the Enlarged City School District of Middletown (ECSDM) in New York during the 2009-2010 school year. Developed by Fountas & Pinnell (2009) and published by Heinemann, LLI is a short-term, small-group, supplemental literacy intervention system designed for students in kindergarten through second grade (K-2) who struggle with literacy. The goal of LLI is to provide intensive support to help these early learners quickly achieve grade-level competency.

Both school districts evaluated in this study adopted the targeted, small-group implementation model of LLI in their schools with support from Heinemann consultants providing LLI professional development. This report focuses on the implementation and impact of this model during the first full school year of the system in these schools.

Research Questions

The purpose of this study was threefold: (1) to determine the efficacy of the Leveled Literacy Intervention system (LLI) in increasing reading achievement for K-2 students; (2) to examine the implementation fidelity of LLI; and (3) to determine perceptions of the LLI system according to relevant stakeholders. This study focused on two U.S. school districts and comprised 427 K-2 students who were matched demographically and randomly assigned to treatment and control groups. This evaluation used a mixed-methods design to address the following key research questions:

1. What progress in literacy do students who receive LLI make compared to students who receive only regular classroom literacy instruction?
2. Was LLI implemented with fidelity to the developers' model?
3. What were LLI teachers' perceptions of LLI and its impact on their students' literacy?

Participants

Five elementary schools in TCS in Tifton, GA, and four elementary schools in ECSDM in Middletown, NY, volunteered to participate in the study.¹ TCS is a rural school district located approximately 181 miles south of Atlanta, GA, that served 7,551 students during the 2008-2009 school year. Most of the schools in TCS are small and serve primarily White and African American populations (48.0% and 35.0%, respectively), with more than half of students (65.0%) identified as "economically disadvantaged" by the Georgia Department of Education. Twenty-one K-2 teachers trained in LLI and 209 K-2 students eligible for LLI in TCS participated in this study.

ECSDM is a suburban school district located approximately 72 miles northwest of New York City, NY, that served 6,764 students during the 2008-2009 school year. The size of the schools in ECSDM ranges from 435 to 2,048 students. This district serves primarily Hispanic and African American populations (46.0% and 27.0%, respectively), with more than half of students (64.0%) identified as

¹ Georgia and New York were chosen because both states have a fairly extensive literacy assessment system.

“economically disadvantaged” by the New York Department of Education. Seven K-2 teachers trained in LLI and 218 K-2 students eligible for LLI in ECSDM participated in this study.

Methods

The present study of the LLI system employed a randomized controlled trial, mixed-methods design, which includes both quantitative and qualitative data and allows students to be randomly selected for the treatment (i.e., LLI in the first semester) or control (i.e., LLI in the second semester, if needed) condition. A matched-pair design was also utilized to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, assessments of fidelity of LLI implementation included both independent observations and feedback from teachers and independent on-site researchers, and yielded both observational and self-reported survey data.

Multiple instruments were utilized in the evaluation, including two measures of reading achievement for evaluating students’ progress in literacy; one observational tool for assessing teachers’ LLI instructional practices; and two teacher surveys and focus groups to obtain teachers’ and on-site researchers’ feedback on LLI .

Procedure

The current study extended from March 2009 through June 2010. In the spring of 2009, three CREP researchers were responsible for ensuring that the districts understood and agreed to participate in the study while implementing LLI as intended by the developers. CREP researchers provided on-site orientation to the project and trained school coordinators and on-site researchers in each district to assist with data collection. At the beginning of the 2009-2010 school year, each district provided CREP with a list of first and second grade students that they had identified as eligible for LLI using their own selection criteria and whose parents had provided consent to participate in the study. Pre-testing of these students with the LLI Benchmarks and DIBELS began during the first three weeks of school. Subsequently, CREP conducted the randomization of the matched pairs of first and second graders based on demographic characteristics (i.e., gender, ethnicity, ELL status, special education status, and free/reduced lunch status) and pre-test LLI benchmark scores of instructional reading level. Students in the treatment group were then placed in LLI groups by LLI teachers, and the planned 90 days of LLI instruction for first and second graders began. Control group students did not receive LLI until the first and second grade evaluation period ended, and neither treatment nor control students received any additional pull-out literacy interventions during the study period.

Once at the beginning of the study period and once at the end, on-site researchers used the LLIOT to conduct random observations of each first and second grade LLI group. Post-tests with the LLI Benchmarks and DIBELS for the first and second grade students were completed at the conclusion of LLI in February for TCS and March for ECSDM. The LLI teachers and first and second grade classroom teachers with students in the study also completed an online survey regarding LLI or the school’s core literacy program, as applicable, at this time. After CREP researchers conducted mid-year follow-up visits in each district, the entire procedure was repeated for kindergarten students, who began LLI in February (TCS) and April (ECSDM) and concluded in May (TCS) and June (ECSDM). Finally, CREP researchers visited each district at the end of the school year to address any remaining issues related to the study and to conduct structured focus groups with LLI teachers and on-site researchers.

Results

Student Achievement: Fountas & Pinnell LLI Benchmarks and DIBELS

Kindergarten LLI Benchmarks

On average after 38 days of LLI instruction, kindergartners who received LLI achieved a mean gain of 1.56 benchmark levels as compared to 0.78 benchmark levels for kindergartners who did not receive LLI. Also, kindergartners in LLI started, on average, below grade level in benchmark testing (i.e., pre-A = 0) but finished at a level between A and B, whereas their counterparts in the control group started near pre-A and finished around Level A. Thus, kindergartners in LLI finished the school year close to grade level in literacy (i.e., end-of-year kindergarten grade level goal = Level C). Also of note, English Language Learner (ELL), African American, and Hispanic students in LLI exceeded those in the control group. ELL students in LLI achieved a mean gain of about 1 ½ benchmark levels (M = 1.55) compared to a ½ benchmark level (M = 0.50) for ELL students not in LLI. African American LLI students also gained about 1 ½ benchmark levels (M = 1.44) while those in the control group only gained less than a benchmark level (M = 0.79). Finally, Hispanic students in LLI made the most gains—almost 2 benchmark levels (M = 1.76)—versus their counterparts in the control group who gained less than a benchmark level (M = 0.70). Also, all three subgroups finished closer to grade level (i.e., Level C) than their counterparts who finished around Level A or below.

Kindergarten DIBELS

Overall, fewer significant gains were seen with the DIBELS outcomes. However, kindergartners in LLI significantly exceeded those who were not in LLI on nonsense word fluency (NWF) (M = 10.64% and M = 6.88%, respectively). Also, for phoneme segmentation fluency (PSF), ELL students in the treatment group (M = 46.72%) outperformed ELL students in the control group (M = 23.96%), *as well as* non-ELL students in both the treatment and control groups (M = 23.24% and 24.24%, respectively). Thus, kindergartners who participated in LLI showed more significant gains on subtests of the DIBELS as compared to those who did not have LLI.

1st Grade LLI Benchmarks

On average after 73 days of LLI instruction, 1st graders who received LLI achieved a mean gain of 4.46 benchmark levels as compared to 2.63 benchmark levels for 1st graders who did not receive LLI. Also, 1st graders in LLI generally started below grade level in benchmark testing (i.e., A = 1) but finished at a level between E and F, whereas their counterparts in the control group started near Level A and finished around Level D. Thus, 1st graders in LLI finished their LLI sessions at the grade level mid-year goal in literacy (i.e., mid-year grade level goal for 1st grade = Levels E/F), while the control group students were still slightly behind. Also of note, African American and Hispanic students in LLI exceeded those in the control group. African American LLI students made the most gains—they gained about 5 ½ benchmark levels (M = 5.20) while those in the control group only gained about 2 ½ benchmark levels (M = 2.60). Finally, Hispanic students in LLI also made significant gains—about 4 benchmark levels (M = 4.18)—versus their counterparts in the control group who gained about 2 ½ benchmark levels (M = 2.57). Also, both subgroups finished at the grade level goal (i.e., Level E/F) compared to their counterparts in the control group who finished close to Level D. Of importance to note, the finding for African American 1st graders in LLI appears particularly robust and educationally significant. These LLI students finished the highest out of all subgroups as well as the aggregate—close to Level G—versus all others who finished between Levels C to F.

1st grade DIBELS

Overall, similar significant differences between treatment and control groups were seen with the 1st grade DIBELS outcomes. 1st graders in LLI significantly exceeded those who were not in LLI on nonsense word fluency (NWF) (M = 22.00% and M = 17.00%, respectively). Also, for NWF, Hispanic students in the treatment group (M = 19.00%) outperformed their counterparts in the control group (M = 17.00%). Additionally, 1st graders who received LLI performed better than their counterparts on Oral Reading Fluency (ORF) (M = 14.00% and M = 11.00%, respectively), as well as on Letter Naming Fluency (LNF) (M = 17.00% and M = 11.00%, respectively). Thus, 1st graders who participated in LLI showed more significant gains on subtests of the DIBELS as compared to those who did not have LLI.

2nd Grade LLI Benchmarks

On average after 73 days of LLI instruction, 2nd graders who received LLI achieved a mean gain of 4.64 benchmark levels as compared to 2.99 benchmark levels for 2nd graders who did not receive LLI. Also, 2nd graders in LLI started, on average, below grade level in benchmark testing (i.e., E = 5) but finished at Level J, whereas their counterparts in the control group started closer to Level F but only finished around Level I. Thus, 2nd graders in LLI finished the school year close to the grade level mid-year goal in literacy (i.e., mid-year grade level goal for 2nd grade = Level J/K). Also of note, a robust overall effect was found for students with a special education designation who received LLI. These students in the treatment group started around Level C and finished close to Level H, while their counterparts in the control group started at Level D and finished around Level F. Also, regarding ethnicity subgroups, White students in LLI finished above their counterparts in the control group, gaining about 5 benchmark levels (M = 5.05) compared to about 3 benchmark levels (M = 3.14) in the control group. Additionally, African American and Hispanic students in LLI exceeded their counterparts in the control group. Of particular educational significance, African American LLI students finished at the highest level compared to all others—just above Level I; however, this was closely followed by the Hispanic LLI students who also finished slightly above Level I on average. The African American students in the treatment group gained about 4 ½ benchmark levels (M = 4.46), while those in the control group only gained about 2 ½ benchmark levels (M = 2.67). Finally, Hispanic students in LLI gained more than African American students in LLI (M = 4.53 and M = 4.46, respectively), while Hispanic students in the control group only gained about 3 benchmark levels.

2nd Grade DIBELS

Overall, no significant differences were found between treatment and control groups for 2nd grade on either DIBELS subtest that was administered as intended for 2nd graders (i.e., Nonsense Word Fluency and Oral Reading Fluency). While unexpected, this result may simply indicate that the 2nd grade DIBELS measures were not sufficiently in alignment with the 2nd grade LLI curriculum or benchmarks to detect small effects, or changes, in DIBELS scores. However, it is also plausible that the lack of an overall effect may be due to district-level differences in these scores. One district appears to have made significant gains on the 2nd grade DIBELS tests compared to the other, but taken together, no overall effects were able to be seen (i.e., a wash-out effect from averaging across both districts' scores).

Observations: Leveled Literacy Observation Tool (LLIOT)

The results from the LLIOT revealed that 5 of the 10 LLI lesson components were rated “Acceptable” or “Excellent” over 90% of the time, indicating a high level of implementation fidelity across both districts. The highest rated lesson components (i.e., those demonstrating the highest degree of implementation fidelity) included phonics/word work, reading a new book, and rereading. The lowest rated lesson components (i.e., those demonstrating the lowest degree of implementation fidelity) included classroom and home connections. Teachers were also rated highly on their use of literacy instructional strategies, such as modeling and encouraging fluent oral reading and appropriate reading strategies and assisting students in problem-solving. Further, in the majority of observed lessons, instructional materials were readily available; the lesson was well-organized; and students were engaged and attentive. Additionally, the majority of observed groups had 3 students and lasted approximately 30 minutes, which was consistent with LLI’s design. Overall, observers perceived that the lesson was delivered as designed 96.3% of the time.

The LLIOT was conducted at both the beginning and the end of LLI for each of the observed groups in order to measure changes in implementation over time. For the 25 observed kindergarten groups, there were no significant differences on any of the 3 LLIOT subscales (Quality of LLI Implementation, Literacy Instructional Strategies, and Learning Environment) from the first observation to the second. For both the 25 observed first grade groups and the 33 observed second grade groups, only scores on the Learning Environment subscale improved significantly from pre-test to post-test. For each subscale at each grade level, the average rating was between “Acceptable” and “Excellent” at both time points.

Teacher Surveys: LLITQ & CTLIQ

Overall, on the Leveled Literacy Intervention Teacher Questionnaire (LLITQ), LLI teachers were most likely to agree that they understood the goals and implementation procedures for LLI, that LLI positively impacts student literacy achievement, and that their districts and other teachers within their schools were supportive of LLI. LLI teachers also reported a positive impact of LLI on their reading instruction, particularly their understanding of the role of comprehension and phonics/phonemic awareness in the reading process and the relationship of leveled texts to successful reading. LLI teachers were least likely to agree that the parents of their LLI students participated in home literacy activities with their children, that their schools had sufficient faculty and staff to provide LLI to all students who needed it, and that LLI helped their students with special needs and ELL students. All of the surveyed teachers agreed that their school should continue using the LLI system.

In terms of the regular classroom literacy instruction provided to both treatment and control students in the study, results from the Classroom Teacher Literacy Instruction Questionnaire (CTLIQ) revealed that the K-2 classroom teachers were most likely to provide individual or small-group reading instruction, integrate vocabulary and comprehension into their literacy instruction, and utilize high-quality literature to read to students and engage them in interactive discussions about the text. Teachers were least likely to report utilizing whole-class reading instruction and assigning home literacy activities for students to complete with parents. Overall, the classroom teachers were most likely to agree that they understood the goals of their literacy program, that it was aligned with state and district reading/language arts standards, and that their faculty, staff, and administration believed that all students could learn to read and write. Similar to the LLI teachers, classroom teachers were least likely to agree that the parents of their students participated in home literacy activities with their children,

that their schools had sufficient faculty and staff to fully implement their literacy program, and that their literacy program helped their students with special needs and ELL students. The majority of surveyed teachers agreed that their school should continue their current literacy program.

Focus Groups

Structured focus groups conducted with the LLI teachers in the study revealed that most of the LLI teachers liked LLI and felt that it was beneficial to their students. Some teachers felt that the system needed more work, and others felt that school-level variables (e.g., support, time, materials) needed improvement in order to implement LLI correctly. LLI teachers reported that the most frequently encountered logistical issue when implementing LLI was time and/or scheduling of LLI groups to coordinate with classroom teachers' schedules and complete lessons during the designated 30-minute timeframe. In terms of strengths, LLI teachers most frequently identified the instructional materials, particularly the books and take-home books. LLI teachers also liked the design (e.g., group size, lesson layout, guided format of lessons). When asked about areas of improvement for LLI, LLI teachers most frequently mentioned an inability to adequately complete a lesson in 30 minutes, an inconsistency of materials (e.g., the lesson did not "match" the written materials), and the fact that the system was too fast-paced for their lower-level students. LLI teachers also discussed problems with using the new online LLI Data Management System, including slowness and missing data, and recommended on-site training and additional resources for using the system.

Structured focus groups were also conducted with on-site researchers who completed the DIBELS assessments and LLIOT observations for the study. Based on their observations of LLI lessons, on-site researchers described the LLI teachers' group management skills as a strength of the LLI implementation during the current study. On-site researchers were also impressed with the well-organized, adaptable nature of LLI and its ability to build student confidence. When asked about areas of improvement for LLI, on-site researchers most frequently mentioned the length of the Reading Records, the difficulty of completing a lesson in 30 minutes, and the fact that the system was too fast-paced for slower learners. Overall, the on-site researchers in the focus groups were positively supportive of LLI, but they did caution that the system's effectiveness could be affected by the teacher's experience and level of LLI training.

Conclusions

1. What progress in literacy do students who receive LLI make compared to students who receive only regular classroom literacy instruction?

Across the three grade levels, the current study found that LLI positively impacts K-2 student literacy achievement in rural and suburban settings. Further, we determined that LLI is effective with ELL students, students with a special education designation, and minority students in both rural and suburban settings. Finally, the current study showed that LLI is effective with economically disadvantaged children in both rural and suburban settings.

This study found robust effects on the LLI Benchmarks across all grade levels for students who received LLI. Across the three grade levels, students in LLI achieved between 1 ½ benchmark levels up to almost 5 ½ benchmark levels, while students who did not receive LLI achieved between less than 1 benchmark level to 3 benchmark levels.

Further, these effects were particularly strong for various subgroups (e.g, ethnicity, special education or ELL status) within each grade level. For kindergarten, significant effects were found, compared to the control group, for African American students, Hispanic students, and ELL students on the LLI Benchmarks, with all three subgroups finishing closer to grade level (i.e., Level B) than their counterparts who finished at or below Level A. First grade African American and Hispanic students in the treatment group also showed more gains than their counterparts in the control group. In second grade, strong, educationally meaningful effects were found for African American and Hispanic LLI students. Second grade African American LLI students finished at the highest level overall, closely followed by the Hispanic LLI students.

Additionally, effects found with the DIBELS measures of reading fluency provided corroboration of the results with the LLI Benchmarks. In kindergarten, students in LLI showed significant gains on subtests of the DIBELS as compared to those who did not have LLI. In particular, for phoneme segmentation fluency, ELL students in the treatment group outperformed ELL students in the control group, *as well as* non-ELL students in both the treatment and control groups. In 1st grade, LLI students significantly exceeded the control group on 3 of 4 subtests: nonsense word fluency, letter naming fluency, and oral reading fluency. Finally, on the nonsense word fluency subtest, 1st grade Hispanic students in the treatment group outperformed their counterparts in the control group.

Taken together, all of the student achievement results provide strong evidence that students who are eligible for and participate in LLI make significant progress in literacy compared to students who are eligible to receive LLI and only receive regular classroom literacy instruction.

2. Was LLI implemented with fidelity to the developers' model?

Across all observations, the observation results from the current study suggest that LLI was implemented with a high degree of fidelity to design across both districts. The majority of lesson components received high fidelity ratings in most of the observations that were conducted. Additionally, observation results revealed that LLI implementation was consistent across the year, with high fidelity scores received at both time points when the observations were conducted. Finally, although students received, on average, less than the model's recommended number of instructional days, students in all three grade levels made significant progress in their literacy achievement. This finding suggests that LLI can still be effective during a relatively short timeframe, which may be valuable to districts with a large number of students to serve or limited time in which to implement early literacy interventions.

3. What were LLI teachers' perceptions of LLI and its impact on their students' literacy?

Overall, the LLI teachers in the current study supported LLI and believed that it had a positive impact on their students' literacy achievement and attitudes toward literacy. LLI teachers indicated that they had a good understanding of the system; received support in implementing LLI from their district, school administration, and other school staff; and perceived a positive impact of LLI on their reading instruction. LLI teachers were particularly impressed with the system's leveled texts as well as the small-group format and guided lesson structure; however, many LLI teachers felt that the lessons could not be completed in 30 minutes, that the system was too fast-paced for their lower-level students, and that there were some inconsistencies in the materials. Finally, in addition to the LLI teachers, a small number of classroom teachers with students in the current study provided feedback on their perceptions of the LLI system. Most of these teachers were positive about the system and noticed that their students'

literacy in the classroom improved after receiving LLI, with one classroom teacher even commenting, "...I believe that children that struggle would give up hope in the realm of reading without the LLI program."

Recommendations

Altogether, the results from this evaluation allow us to conclude that LLI positively impacts students' literacy skills. These results also suggest that continued implementation of LLI would be beneficial in both Tift County Schools and the Enlarged City School District of Middletown. While the long-term impacts of LLI have yet to be determined, the positive results found in this evaluation suggest that additional benefits may be seen with the continuation of LLI. This evaluation provided a randomized controlled trial and efficacy study for the LLI system as well as offered an opportunity for research-based recommendations that may enhance the system, future research, and ultimately student achievement. From this evaluation, CREP proposes the following recommendations with regard to LLI and its implementation in schools:

- When possible, schools should begin kindergarten instruction in LLI as soon as possible in order to provide the recommended amount of instruction (i.e., 14 weeks) for kindergarten students.
- Professional development for building principals and central office supervisory staff, although not measured in this study, surfaced as being critical to the implementation.
- Likewise, regular classroom teacher involvement and professional development to familiarize them with LLI and its features also appears to influence the quality of implementation.
- LLI teacher professional development should be ongoing with at least a refresher training to supplement and resolve any district-specific issues.
- Providing scenarios or examples of how prior adopters have developed schedules that allow for full implementation of the 30-minutes-a-day, five-days-a-week instructional pattern would be helpful to school districts who are new adopters of LLI.
- Suggestions and recommendations of how LLI teachers might plan and organize their LLI sessions so they can accomplish the instructional goals in a typical 30-minute session would benefit prior and new adopters of LLI.
- Additional suggestions from the authors about how best to instruct LLI groups whose members are not at the same level or who have members progressing at a slower rate would be helpful.
- Providing some type of video for parents of the LLI students could not only explain the system but could provide clips of how they should be working with their child. This is particularly important for the parents of ELL children and the parents of economically disadvantaged children.
- A careful review of all materials and resources is recommended to ensure consistency and accuracy throughout the system.

- There is a great need to conduct a similar study in at least one major urban district.
- Future research of LLI should include longitudinal tracking of student reading achievement to look at the long-term impact of LLI beyond one school year.
- The LLI benchmarking system would benefit from additional systematic comparisons with other nationally recognized literacy assessments.

Introduction

This report summarizes evaluation results for an efficacy study of the Leveled Literacy Intervention system (LLI) implemented in Tift County Schools (TCS) in Georgia and the Enlarged City School District of Middletown (ECSDM) in New York during the 2009-2010 school year. Both school districts adopted the targeted, small-group implementation model of LLI in their schools with support from Heinemann consultants providing LLI professional development. This report focuses on the implementation and impact of this model during the first full school year of the system in these schools.

Developed by authors Irene C. Fountas and Gay Su Pinnell (2009) and published by Heinemann, LLI is a short-term, small-group, supplemental literacy intervention system designed for students in kindergarten through second grade who struggle with literacy. The goal of LLI is to provide intensive support to help these early learners quickly achieve grade-level competency. The LLI materials are based around a series of “leveled” texts (i.e., texts of progressing difficulty) with difficulty measured by the Fountas & Pinnell Text Level Gradient™, A-Z (Fountas & Pinnell, 2007). The system emphasizes systematic and explicit instruction in phonological awareness, phonics, fluency, comprehension, and the expansion of oral language skills, including vocabulary.

Heinemann consultants provided professional development sessions for teachers regarding the LLI materials and instructional strategies. The teachers also received professional development training on the LLI online data management system, used to track student progress and attendance. The evaluation was designed to examine the extent to which participation in LLI influenced student literacy achievement and teachers’ instructional practices regarding literacy. Additionally, this study was designed to determine the strengths and weaknesses of LLI according to relevant stakeholders.

The work reported here was conducted by the Center for Research in Educational Policy (CREP), a State of Tennessee Center of Excellence, located at the University of Memphis. The Center's mission is to implement a research agenda associated with educational policies and practices in preK-12 public schools and to provide a knowledge base for use by educational practitioners and policymakers. Since 1989, the Center has served as a mechanism for mobilizing community and university resources to address educational problems and to meet the University's commitment to primary and secondary schools. Functioning as a part of the College of Education, the Center seeks to accomplish its mission through a series of investigations conducted by Center personnel, college and university faculty, and graduate students.

Theoretical Framework

Research suggests that children with poor early reading skills continue to struggle with reading and writing in the later grades and are more likely to drop out of school (Alexander, Entwisle, & Horsey, 1997; Juel, 1988; Tabors, Snow, & Dickinson, 2001). However, there is evidence that quality early intervention programs can prevent the development of long-term reading deficiencies (Heibert & Taylor, 1994; Wanzek & Vaughn, 2007). Previous studies by Harrison, Peterman, Grehan, Ross, Dexter, and Inan (2008) and Peterman, Grehan, Ross, Gallagher, and Dexter (2009) showed that K-2 students enrolled in LLI made significant gains on the Gates-Mac Ginitie Reading Test, with 25 to 44% of students reading at or above average by the end of the study. The LLI system has its roots in the theoretical and empirical work of Marie Clay (1991) and of Fountas and Pinnell (1996, 2006), and its lesson design draws from empirical research on reading acquisition and reading difficulties, language learning, and student

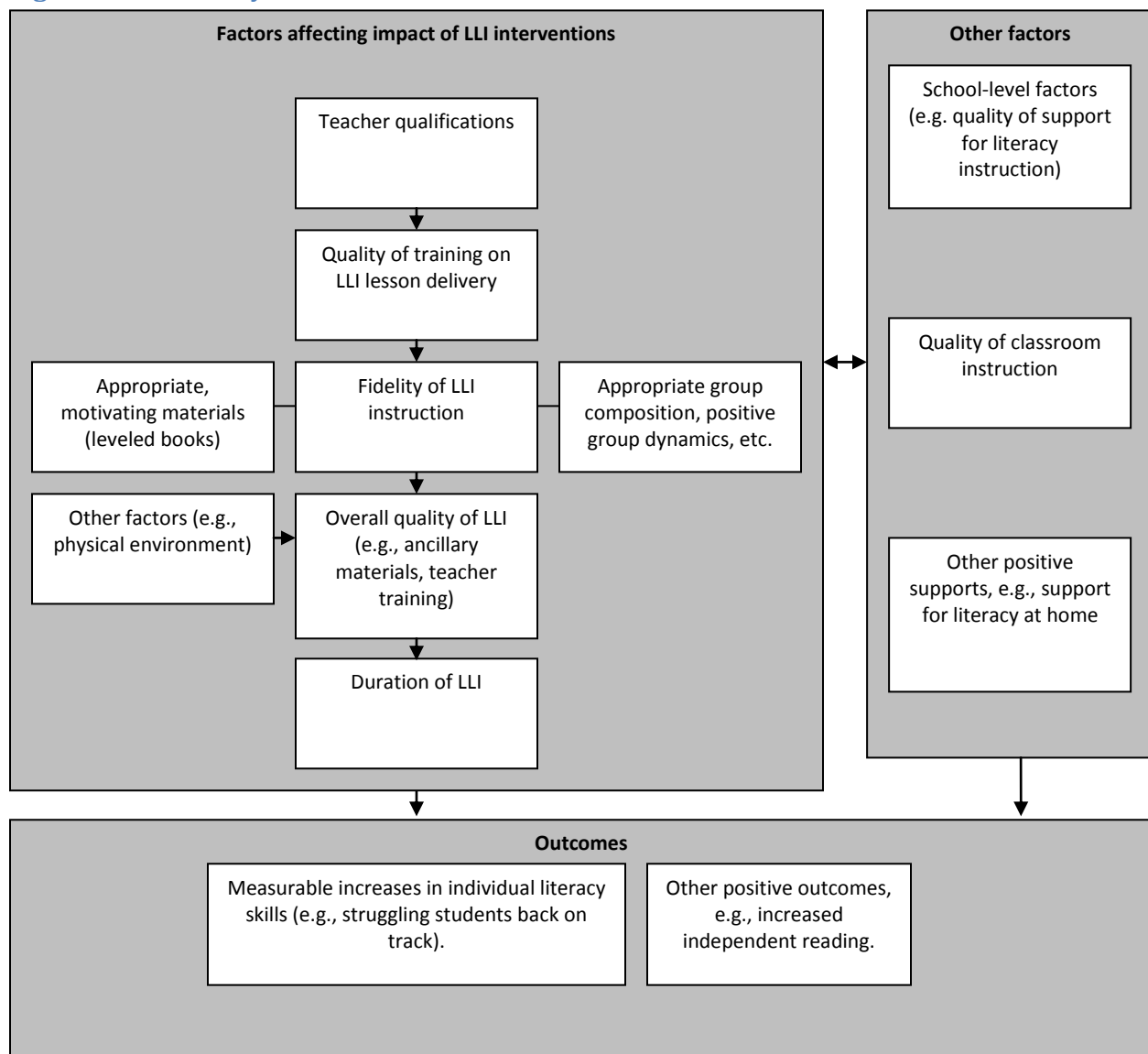
motivation (e.g., Armbruster, Lehr, & Osborn, 2001; National Institute of Child Health and Human Development, 2000a; National Institute of Child Health and Human Development, 2000b).

The current study expanded on these findings by utilizing a multi-site, randomized experimental design to examine whether students in LLI achieved greater gains in literacy than students receiving classroom literacy instruction alone.

Theory of Action

Figure 1, below, represents our preliminary identification of some of the key factors that impact the quality of LLI and its overall impact on student learning. Generally, the model states that measurable increases in student literacy growth and other positive outcomes will result upon completion of a certain number of intervention sessions as well as from a combination of factors, including those directly related to the intervention itself—and other non-LLI factors such as the quality of the students' regular classroom instruction and support they receive for literacy at home.

Figure 1: LLI Theory of Action



LLI Factors

Factors that we propose that may directly affect the quality of LLI include: teacher qualifications and skills; the quality of training; the level of materials matched appropriately to students' reading level and progress (e.g., teachers select appropriate sequence of leveled books at the students' reading level); the overall quality and fidelity of LLI instruction; composition of the student group (e.g., students at more or less the same reading level or combinations that include students with special needs and ELL students); and other factors such as the learning environment and the duration of the intervention. We discuss each of these factors in turn, along with how these factors may be measured.

Teacher Qualifications and Training

A cluster of teacher factors may affect the overall quality of LLI. For example, teachers who already have a certain level of experience and skill in delivering literacy interventions may be more likely to benefit from LLI training and more likely to make good use of the materials than teachers who are less experienced. It was, therefore, important to have background information on the teachers providing the intervention—including years of experience, degrees attained, and other relevant training and job experience. Finally, the professional development provided to LLI teachers, subsequent to their selection, is critical to LLI implementation.

Appropriate Selection of LLI Materials

The LLI system depends heavily on the use of leveled, high-interest texts that are selected after assessing students with the Fountas & Pinnell benchmarks in order to determine each student's beginning instructional reading level and independent reading level. As the intervention progresses, teachers select the progress or sequence of the leveled texts that students read. Therefore, it was important to evaluate the match between the leveled texts used for instruction, at the beginning and throughout the LLI intervention. It was also important to assess students' degree of engagement in using the materials. At a minimum, this implies a careful log of the books used along with data on each student's instructional reading level. Careful observations of the interventions themselves, along with teacher surveys and logs from the LLI data management system, were used to measure students' achievement and the level of student engagement during lesson instruction.

Fidelity of LLI

High-fidelity implementation of LLI depends in part on the amount and quality of professional training provided, the support of school administrators, and a commitment from the teachers selected to be LLI interventionists. We also wanted to know how much training had been provided—as well as the quality and relevance of the training from the teachers' perspective. Relevant teacher demographics and perceptions were obtained from the participating teachers. The developers provided details about the professional development that was provided to each district.

Group Composition and Behavior

Since LLI is a small-group intervention, it was important to know about the individual characteristics of each group. For example, if students have different needs (e.g., students can be struggling at the same instructional reading level for different reasons), it could be difficult for a teacher to provide instruction that meets the needs of the group as a whole. Also, if one student is unmotivated

or disruptive, this could presumably impact the social dynamics of the group—and ultimately affect the success of the intervention. It was also important to know whether some or all of the students in the group had been identified as students with special needs or ELL students. With this in mind, we did ascertain each group’s demographics and characteristics (i.e., literacy level).

Other Intervention Factors

The impact of LLI is directly affected by other factors, such as the duration of the intervention. We utilized part of the LLI data management system to obtain a record of the actual number of days of intervention for each group (14 weeks is recommended for kindergarten and 18 weeks is recommended for first and second grades). In addition, data was collected relative to adherence to the recommended 30-minutes-a-day, 5-days-a-week instructional cycle. Finally, we conducted structured focus groups with on-site researchers and LLI teachers to gather additional qualitative data related to instructional time, student absences and mobility, materials, and several other tangential factors.

Non-LLI Factors

Non-LLI factors include school-level variables, such as the overall support for literacy in the school and the quality of instruction in the child’s regular classroom.

School-Level Variables

A full understanding of how LLI works in a particular context—and why it may be more or less successful from one school to another—will be usefully informed by understanding school-level factors, such as overall support for literacy in the school (e.g., literacy may receive more emphasis and resources in some schools than in others) and school-level attention to the needs of struggling students. Certain schools, in other words, may provide contexts that tend to promote a high-quality implementation of LLI. In the current study, we measured these factors through surveys of both LLI teachers and regular classroom teachers.

Quality of Regular Classroom Literacy Instruction

Students receiving LLI in the current study were also receiving literacy instruction from their regular classroom teacher, and some portion of any measured gains in literacy skills over the period of the study may be attributable to the quality of literacy instruction that the children received in their regular classroom. Students who are receiving high-quality literacy instruction in the classroom *and* high-quality intervention are more likely to show progress than students who receive the same quality of intervention but lower-quality classroom instruction. We used a teacher survey regarding the school’s literacy program as a measure of the nature of regular classroom instruction that the intervention students received.

Research Questions

The purpose of this study was threefold: (1) to determine the efficacy of the Leveled Literacy Intervention system (LLI) in increasing reading achievement for K-2 students; (2) to examine the implementation fidelity of LLI; and (3) to determine perceptions of LLI according to relevant stakeholders. This study focused on two U.S. school districts and comprised 427 K-2 students who were

matched demographically and randomly assigned to treatment and control groups. The evaluation used a mixed-methods design to address the following key research questions:

1. What progress in literacy do students who receive LLI make compared to students who receive only regular classroom literacy instruction?
2. Was LLI implemented with fidelity to the developers' model?
3. What were LLI teachers' perceptions of LLI and its impact on their students' literacy?

Methods

The present study of the LLI system employed a randomized controlled trial, mixed-methods design, including both quantitative and qualitative data. A matched-pair design was also utilized to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, an assessment of fidelity of implementation, including both independent observations and feedback from teachers and independent on-site researchers, yielded both observational and self-reported survey data.

Multiple instruments were utilized in the evaluation, including two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers' and on-site researchers' feedback on LLI. Details of each instrument will be discussed later in this section.

System Description: Leveled Literacy Intervention (LLI)

The Leveled Literacy Intervention system (Fountas & Pinnell, 2009) is a short-term, intensive, small-group intervention designed for children in kindergarten through second grade who are having difficulty learning early reading and writing skills. The goal of the system is to accelerate these children's progress in order to bring their skills up to grade level so their early literacy difficulties do not become long-term deficits. The system is appropriate for struggling regular education students and students with special needs, and there are minor modifications for English language learners (ELL students).

Children enrolled in LLI meet in small groups (ideally three students) for daily 30-minute lessons, and the intervention lasts a maximum of 18 weeks, depending on the progress of the individual child. According to developers (Fountas & Pinnell, 2008), LLI emphasizes the development of oral language skills as a foundation for reading and the five components of reading instruction identified by the National Reading Panel (National Institute of Child Health and Human Development, 2000a): phonological awareness and phonics, fluency, vocabulary, and comprehension. Phonics instruction is systematic, explicit, and follows a prescribed sequence of sound-letter relationships and spelling patterns. Additionally, reading comprehension skills are taught through intensive interactions between the teacher and the students and amongst students. LLI also is designed to develop students' motivation and interest in reading and writing.

An underlying premise of LLI is that children benefit from experience with texts that they can read without difficulty at their "independent level," as well as with more challenging texts written at their "instructional level" (Fountas & Pinnell, 2008). The LLI system provides students with both kinds of

reading experiences, alternating between easier texts and more challenging ones. Easier texts build fluency and give students success at reading that builds confidence and positive self-esteem. More challenging texts, which students read with scaffolding and support from the LLI teacher, give children the opportunity to develop more sophisticated reading skills. LLI materials specify concepts that teachers can emphasize when discussing each book in the sequence. Other key ideas underlying the design of LLI are the following:

- Struggling children learn best when lessons follow a predictable sequence. All LLI lessons have the same basic structure, allowing children to focus most of their processing attention on reading, writing, phonics, and word study activities.
- Children who are struggling with reading and writing need to learn fast, automatic processing of oral and written language. For this reason, LLI lessons are designed to be fast-paced, with a specified set of literacy activities for each day of the intervention. The fast pace promotes rapid processing and keeps children engaged in the lessons and motivated to participate in the literacy activities and discussion.
- Literacy interventions should be linked to classroom instruction and the home environment. Children take LLI books home to read aloud to their parents, along with simple homework assignments, and they also may take books back to the classroom.
- A system of ongoing formative assessments conducted during the 18 weeks gives teachers information about student learning that can inform their instructional decision-making.

Literacy teachers selected to be LLI teachers receive eight days of professional development focused on how to implement the LLI instructional program. They also receive the necessary LLI materials and a detailed teaching guide. Additional professional development is provided throughout implementation, including training in how best to facilitate comprehension skills through teacher-student and student-student interactions.

In addition to the professional development regarding LLI materials and instructional strategies, TCS and ECSDM educators also received training on the LLI online data management system, used to track student progress and attendance. Further, for the purposes of the study, the two school districts voluntarily agreed to provide the LLI system as specifically designed by the developers. A strict implementation plan was utilized, which included the following guidelines:

- No additional pull-out literacy interventions for either treatment or control students for the duration of the study
- The maximum number of instructional days (i.e., each district attempted to provide 90 days of LLI instruction to first and second graders and 70 days to kindergarteners, according to the recommendations of developers)
- Three students per group
- Consistent LLI completion across the district (i.e., all students in the study within each district would begin and end LLI at the same time)

Setting and Population of Participants

Five elementary schools in Tift County Schools (TCS) in Tifton, Georgia, and four elementary schools in the Enlarged City School District of Middletown (ECSDM) in Middletown, New York, volunteered to participate in the study.² TCS is a rural school district in a small town located approximately 181 miles south of Atlanta, Georgia, that served 7,551 students during the 2008-2009 school year. Most of the schools in TCS are small and serve primarily White and African American populations (48.0% and 35.0%, respectively), with more than half of students (65.0%) identified as “economically disadvantaged” by the Georgia Department of Education’s free and reduced lunch status. Twenty-one K-2 teachers trained in LLI and 209 K-2 students eligible for LLI in TCS participated in this study.

ECSDM is a suburban school district in a small city located approximately 72 miles northwest of New York City, New York, that served 6,764 students during the 2008-2009 school year. The size of the schools in ECSDM ranges from 435 to 2,048 students. This district serves primarily Hispanic and African American populations (46.0% and 27.0%, respectively), with more than half of students (64.0%) identified as “economically disadvantaged” by the New York Department of Education’s free and reduced lunch status. Seven K-2 teachers trained in LLI and 218 K-2 students eligible for LLI in ECSDM participated in this study. Table 1 summarizes the overall demographic characteristics of both districts.

Table 1: Demographic Overview of TCS and ECSDM Schools (PreK-12)

School District	Grade Levels	School Wide Population		Student Population						
		Students	Teachers	% Asian	% African American	% Hispanic	% White	% Economically Disadvantaged	% Students with Disabilities	% English Language Learners
Tift County	PK-12	7551	552	1.0	35.0	13.0	48.0	65.0	11.0	8.0
Middletown	PK-12	6764	478	2.0	27.0	46.0	25.0	64.0	6.9	12.0

Note: Demographic information for TCS obtained from 2008-09 School Report Card and

http://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=+&InstName=tift&State=13&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=1304980

Demographic information for ECSDM obtained from 2008-09 School Report and

http://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&City=+middletown&State=36&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=3619320&details=+

Teacher Demographics

A total of 28 LLI teachers and 125 classroom teachers across both districts participated in this study. According to data obtained from a survey of all participating LLI teachers, the majority of LLI teachers in the study had been teaching in their current school (84.1%) or any school (93.2%) for 6 or more years. Most LLI teachers had also completed a Master’s degree or beyond (65.9%). LLI teachers were all female, 97.7% White, and almost all held their professional teaching certification (95.5%). Additionally, almost all of the LLI teachers in the study (93.2%) had completed the LLI professional development. Overall, these teachers had a solid background of teaching experience at their current

² Georgia and New York were chosen because both states have a fairly extensive literacy assessment system.

school and teaching in general. Around two-thirds of them had pursued advanced degrees and continuing education in their field. Taken together, they appear to have been well positioned to receive and implement a new curriculum. Table 2 summarizes the demographic characteristics of the LLI teachers in the study, as reported on the LLI teacher survey.

Table 2: Demographic Characteristics of Participating LLI Teachers (n = 28)

Item	Percent Responded
Years of teaching experience at current school	
5 years or less	15.9
6-10 years	40.9
11 or more years	43.2
Years of teaching experience at any school	
5 years or less	6.8
6-10 years	18.2
11 or more years	75.0
Highest level of education completed	
Bachelor's Degree	34.1
Master's Degree	31.8
Master's plus 30 hours, Education Specialist, or Doctoral Degree	34.1
Ethnicity	
Asian or Pacific Islander, American Indian or Alaskan Native, or Multi-racial/other	0.0
African-American/ Black	2.3
Hispanic	0.0
White, not of Hispanic origin	97.7
Gender	
Male	0.0
Female	100.0
Age group	
29 years or less	4.5
30-39 years	22.7
40-49 years	29.5
50-59 years	31.8
60 years or older	11.4
Level of LLI training	
Completed training	93.2
Partially trained	2.3
None	2.3
Teacher certification level	
Paraprofessional	0.0
Alternative certificate	0.0
Initial/apprentice certificate	4.5
Regular/professional certificate	95.5

Note: Item percentages may not total 100% because of missing input from some respondents.

According to data obtained from a survey of 89 of the 125 participating classroom teachers, the classroom teachers in the current study were fairly evenly distributed across K-2 grade levels (31.5%, 36.0%, and 32.6%, respectively). The majority had been teaching in their current school (67.4%) or any school (77.5%) for 6 or more years. Most K-2 classroom teachers had also completed a Master's degree or beyond (74.1%). K-2 classroom teachers were 96.6% female, 94.4% White, and 98.9% held their professional teaching certification. Overall, the participating classroom teachers generally had a good level of experience with their current school and teaching in general, and nearly three quarters of them had pursued advanced degrees and continuing education in their field. Table 3 summarizes the

demographic characteristics of the classroom teachers in the study, as reported on the classroom teacher survey.

Table 3: Demographic Characteristics of Participating K-2 Classroom Teachers (n = 89)

Item	Percent Responded
Grade level	
K	31.5
1	36.0
2	32.6
Years of teaching experience at current school	
5 years or less	32.6
6-10 years	34.8
11 or more years	32.6
Years of teaching experience at any school	
5 years or less	21.3
6-10 years	24.7
11 or more years	52.8
Highest level of education completed	
Bachelor's Degree	24.7
Master's Degree	60.7
Master's plus 30 hours, Education Specialist, or Doctoral Degree	13.4
Ethnicity	
Asian or Pacific Islander, American Indian or Alaskan Native, or Multi-racial/other	1.1
African-American/ Black	1.1
Hispanic	1.1
White, not of Hispanic origin	94.4
Gender	
Male	3.4
Female	96.6
Age group	
29 years or less	18.0
30-39 years	38.2
40-49 years	20.2
50-59 years	19.1
60 years or older	4.5
Teacher certification level	
Paraprofessional	0.0
Alternative certificate	0.0
Initial/apprentice certificate	1.1
Regular/professional certificate	98.9

Note: Item percentages may not total 100% because of missing input from some respondents.

Student Demographics

Across the five participating schools in TCS and the four participating schools in ECSDM, there were a total of 427 students who participated in this study. Of these students, 146 were in kindergarten, 130 were in first grade, and 151 were in second grade. A total of 222 students comprised the randomly assigned treatment group for the study, while 205 students made up the control group; the slight discrepancy in group size is attributable to student attrition that occurred after randomization was completed. On average across both districts' participating schools, 37.0% of students in the sample were Hispanic, 33.5% were African American, and 28.5% were White. The majority of participating students (84.5%) qualified for free or reduced price lunch, 13.5% were English Language Learner (ELL)

students, and 8.5% were classified as eligible for special education services. Table 4 summarizes the participating K-2 students across both districts.

Table 4: Demographic Overview of Participating K-2 Students (n = 427)

School District	Grade Levels	Students	% African American	% Hispanic	% White	% Other/Mixed Ethnicity	% Economically Disadvantaged	% ELL	% SpEd
Tift County	K-2	209	39.0	31.0	29.0	1.0	89.0	24.0	12.0
Middletown	K-2	218	28.0	43.0	28.0	1.0	80.0	3.0*	5.0*

Note: Demographic information obtained from each school district's records; ELL = English Language Learners; SpEd = students with a special education designation

*Middletown limited the number of ELL students and students with special education status who could participate in the study due to sheltered classrooms.

Instrumentation

Both quantitative and qualitative data were collected in this evaluation. CREP researchers used two measures of reading achievement for evaluating students' progress in literacy: the Fountas & Pinnell Benchmark Assessment System and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). One observational tool, the Leveled Literacy Intervention Observation Tool (LLIOT), was used to evaluate LLI literacy practices and instructional strategies in the classroom. Two teacher surveys, the Leveled Literacy Intervention Questionnaire (LLITQ) and the Classroom Teacher Literacy Instruction Questionnaire (CLITQ), were also used to ascertain teachers' feedback on LLI and classroom literacy instruction. Additionally, structured focus groups were conducted with LLI teachers and on-site researchers to gather additional qualitative feedback regarding LLI. Details of each instrument are discussed below.

Student Literacy Achievement

Fountas & Pinnell Benchmark Assessment System (LLI Benchmarks)

The Fountas & Pinnell Benchmark Assessment System was used to measure the following literacy skills: phonemic awareness, letter-sound relationships (decoding), vocabulary, comprehension, fluency, and writing. Both treatment and control students in the study were tested by LLI teachers at the beginning and the end of LLI. This data was used to measure individual student gains as well as the composition of the groups in respect to homogeneity of student needs.

The Fountas & Pinnell Benchmark Assessment System is an individually administered assessment tool designed by the developers of LLI to reliably place K-2 students on the Fountas & Pinnell Text Level Gradient™, A-Z (Fountas & Pinnell, 2007), an A-Z gradient of text difficulty. LLI is comprised of three systems: Levels A-C are in the Orange System; Levels A-J are in the Green System; and Levels C-N are in the Blue System. The Orange System is generally used in Kindergarten; the Green System in Grade 1; and the Blue System in Grade 2. The goal of the LLI system is to bring children up to their current grade level in reading, starting from the earliest Level A (mid-kindergarten) to Level N (early third grade).³

³ Product description from the Heinemann LLI Field Study Request for Proposal

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS, developed by the Early Childhood Research Institute on Measuring Growth and Development at the University of Oregon, is a tool for early identification of children with potential literacy problems and an assessment of response to instruction. The DIBELS assessment is designed to enable educators to modify their approach if a student is not on course to achieve reading goals. The Institute reports that it has validated the instrument's ability to predict outcomes and has tested its reliability with young children across the country. The measures were developed based upon the essential early literacy domains discussed in both the National Reading Panel (National Institute of Child Health and Human Development, 2000a) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code.

DIBELS consists of seven subtests, most of which can be used for either benchmark or progress-monitoring assessments. Different subtests are administered depending on the time of year and the grade. Benchmark assessments are given to all children in a grade three times a year, while progress-monitoring assessments are used electively. Administering each subtest should take from five to seven minutes. The seven DIBELS subtests⁴ are:

- Initial Sound Fluency (Pre-Kindergarten through Mid-Kindergarten) – This subtest measures the child's ability to identify, isolate, and pronounce the first sound of an orally presented word.
- Letter Naming Fluency (Kindergarten through Beginning of Grade 1) – This subtest asks students to name as many letters, both uppercase and lowercase randomly mixed, as they can in one minute.
- Phoneme Segmentation Fluency (Mid-Kindergarten through Grade 1) – This subtest is a direct measure of phoneme awareness. Students are asked to say the individual sounds that make up a word or syllable containing three or four phonemes.
- Nonsense Word Fluency (Mid-Kindergarten through Beginning of Grade 2) – This subtest measures a student's ability to link letters with sounds and use that knowledge to decode three-letter syllables that alone are nonsense words.
- Oral Reading Fluency (Mid-Grade 1 through Grade 3) – This subtest includes benchmark passages at each grade level that are used to measure accuracy and speed in reading graded passages.
- Oral Retelling Fluency (Mid-Grade 1 through Grade 3) – This optional assessment asks the student to tell as much as they can about a passage that they are asked to read.
- Word Use Fluency (Pre-Kindergarten through Grade 3) – This optional subtest is designed to assess vocabulary knowledge and expressive language for students in each grade level.

⁴ Information is obtained from University of Oregon Center on Teaching and Learning online resource at <http://dibels.uoregon.edu/dibelsinfo.php>.

To streamline the assessment process for the purposes of the study, only the first five subtests were administered. The subtests were administered in an identical manner at both pre-test and post-test. To ensure the identifying and coding of reading variables occurred in an accurate manner for the purposes of the study, the on-site researchers used to conduct the DIBELS assessments received formal training and user's manuals from CREP researchers. On-site researchers conducted DIBELS with both treatment and control students at the beginning and end of LLI.

Intervention Fidelity

Leveled Literacy Intervention Observation Tool (LLIOT)

The LLIOT, developed by CREP researchers for the purposes of the study, involves a targeted, 30 minute observation of a randomly selected LLI lesson. The LLIOT is used to rate LLI teachers' fidelity to the LLI model as well as the quality of their literacy instructional strategies and the learning environment of the lesson. Ratings are provided using a 4-point scale that ranges from 0 (Not Observed) to 3 (Excellent). Containing 20 items, the LLIOT is comprised of 3 subscales: Quality of LLI Implementation, which is designed to measure LLI teachers' implementation of the 10 main LLI lesson components; Literacy Instructional Strategies, which is designed to assess LLI teachers' use of general teaching strategies that should be present in a successful literacy intervention; and Learning Environment, which is designed to assess the quality of lesson factors such as organization, pacing, and the availability of materials. On-site researchers trained by CREP conducted observations of two intervention sessions with each participating LLI group, one near the beginning of the study period and one near the end, using the LLIOT. This observation data contributed to the evaluation of fidelity to the LLI model. To ensure the reliability of data, observers received a manual which provided definitions of terms, examples and explanations of target strategies, and a description of procedures for completing the instruments. Observers also received instruction on the instrument in a group session and participated in practice exercises.

LLI Data Management System Intervention Record

The Intervention Record in the LLI data management system was used for tracking student and teacher attendance, reasons for absence, student reading selections, and achievement level. This data management tool allows for individual or group reports to be created based on various criteria. CREP utilized the new online version of this data management program to access these intervention records, which provided an additional source of measurement of the fidelity of LLI implementation at each school.

School Support for Literacy: Instructional Staff Surveys

LLI Teacher Questionnaire (LLITQ)

An existing LLI teacher questionnaire that CREP had developed for a previous evaluation of LLI was modified and used in this study as a measure of the participating LLI teachers' views of the efficacy of LLI, their implementation of the LLI model, and their students' progress and enthusiasm for literacy. The LLITQ consists of 21 items on a 5-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), 5 items on a 4-point scale ranging from 0 (Not At All) to 3 (Extensively), 5 items on a 5-point scale ranging from 0 (Never) to 4 (Always), and 3 open-ended items regarding LLI's strengths and areas for improvement as well as reasons to continue or not continue using the LLI system. The LLITQ was administered to participating LLI teachers at the end of LLI.

Classroom Teacher Literacy Instruction Questionnaire (CTLIQ)

CREP also modified a previously developed teacher survey regarding literacy programs as a measure of the overall support for literacy in the participating schools and the nature of the regular classroom literacy instruction received by the students in the study. The CTLIQ assessed classroom teachers' self-reported literacy instructional practices and their perceptions of the core literacy program at their schools. The CTLIQ consists of 20 items on a 5-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), 5 items on a 4-point scale ranging from 0 (Not At All) to 3 (Extensively), 10 items on a 5-point scale ranging from 0 (Never) to 4 (Regularly), and 3 open-ended items regarding program strengths and areas for improvement as well as reasons to continue or not continue the school's current literacy program. The CTLIQ was administered to K-2 classroom teachers with either treatment or control students in the study at the end of LLI.

Focus Groups

Structured focus groups were conducted with both LLI teachers and on-site researchers at the end of the study period. Participating LLI teachers discussed their general view of LLI, logistical issues they encountered with implementing the system throughout the school year, LLI's strengths and areas for improvement, and their perceptions of the LLI online data management system, which was piloted by the publisher during the current study. On-site researchers also discussed their perceptions of LLI's strengths and areas for improvement as well as their general opinion of LLI, based on their random observations of LLI lessons.

Table 5 summarizes each of the research questions and the participants and provides the data sources and methodology used to investigate each question.

Table 5: Summary of Data Sources and Participants by Research Question

Research Questions	Participants	Data Sources	Method
1) What progress in literacy do students who receive LLI make compared to students who receive only regular classroom literacy instruction?	<ul style="list-style-type: none">• LLI treatment and control students• LLI and classroom teachers	<ul style="list-style-type: none">• Fountas & Pinnell Benchmarks• DIBELS• LLITQ• CTLIQ• LLI teacher focus groups	<ul style="list-style-type: none">• Quantitative assessments of student progress in reading achievement• Qualitative assessment of student progress through teacher feedback
2) Was LLI implemented with fidelity to the developers' model?	<ul style="list-style-type: none">• LLI teachers• On-site researchers	<ul style="list-style-type: none">• LLITQ• LLI Data Management System• LLITQ• LLI teacher focus groups• On-site researcher focus groups	<ul style="list-style-type: none">• Quantitative and qualitative assessments of LLI instructional strategies and delivery
3) What were LLI teachers' perceptions of LLI and its impact on their students' literacy?	<ul style="list-style-type: none">• LLI teachers	<ul style="list-style-type: none">• LLITQ• LLI teacher focus groups	<ul style="list-style-type: none">• Quantitative and qualitative assessment of LLI teachers' perceptions regarding LLI's impact on their instruction and their students' literacy

Procedure

The current study extended from March 2009 through June 2010. In the spring of 2009, three CREP researchers were responsible for ensuring that the districts understood and agreed to participate in the study while implementing LLI as intended by the developers. A series of meetings was held with

key district-level administrators along with a presentation to all teachers who would be part of the study. Additionally, an LLI school coordinator was identified from the team of LLI teachers at each participating school to coordinate data collection activities with CREP and help ensure smooth LLI implementation. By the end of June 2009, orientation to the project along with district agreement was finalized. On-site researchers were also identified from a pool of local-area retired teachers during summer 2009, and a day-long training was organized to prepare them for the fall 2009 initiation of the evaluation. This on-site training included a detailed orientation to the LLI curriculum and evaluation as well as familiarization, thorough training, and practice with the assessment and observation instruments that the on-site researchers would administer (i.e., the DIBELS and LLIOT).

Prior to the first day of the 2009-2010 school year in each district, CREP researchers met separately with the teachers and the on-site researchers to finalize the timeline and logistics for pre-testing the first and second graders (kindergarteners received LLI during spring 2010). After the school year began, the schools in each district provided CREP with a list of first and second grade students that they had identified as eligible for LLI using their own selection criteria and whose parents had provided consent to participate in the study. Pre-testing of these students with the LLI Benchmarks and DIBELS began during the first three weeks of school. Subsequently, CREP conducted the randomization of the matched pairs of first and second graders based on demographic characteristics (i.e., gender, ethnicity, ELL status, special education status, and free/reduced lunch status) and pre-test LLI benchmark scores of instructional reading level. Students in the treatment group were then placed in LLI groups by LLI teachers, and the planned 90 days of LLI instruction for first and second graders began. Control group students did not receive LLI until the first and second grade evaluation period ended, and neither treatment nor control students received any additional pull-out literacy interventions during the study period. On-site researchers used the LLIOT to conduct two random observations of each first and second grade LLI group between October 2009 and February 2010, with one observation for each group occurring towards the beginning of LLI and one occurring towards the end. Post-tests with the LLI Benchmarks and DIBELS for the first and second grade students were completed in February for TCS and March for ECSDM. LLI school coordinators were also asked to encourage all first and second grade LLI teachers and first and second grade classroom teachers with students in the study to complete an online survey regarding either LLI or the regular classroom literacy program as applicable. CREP assisted in the online survey process by providing instructions and log-in information to all participating teachers. The first and second grade teacher surveys were administered in February and March 2010.

CREP researchers returned to both districts during February and March 2010 to conduct a refresher training on the DIBELS and LLIOT for the on-site researchers prior to the start of pre-testing the kindergarteners in the study. Follow-up visits with LLI teachers were also conducted at this time to discuss and address any concerns about the study thus far and to ascertain any issues related to LLI implementation and/or the online data management system that all LLI teachers were asked to use as part of the study. In late winter 2010, participating schools identified kindergarteners who were eligible for LLI and whose parents had provided consent for them to participate in the study. Pre-testing of these kindergarten students using the LLI Benchmarks and DIBELS began in February in TCS and March in ECSDM. Subsequently, these students were randomly assigned to treatment or control groups using the same randomization procedure that was utilized for first and second grade. Kindergarteners in the treatment group received LLI beginning in February in TCS and April in ECSDM. As with the first and second grade groups, two random LLIOT observations were conducted for each kindergarten LLI group between March and May 2010. Post-testing of kindergarteners on the LLI Benchmarks and DIBELS was conducted during May 2010 in TCS and June 2010 in ECSDM.

During May and June 2010, end-of-year meetings were held with on-site researchers and LLI teachers to debrief them, discuss any remaining issues, and conduct structured focus groups. The purpose of the focus groups was to collect qualitative data related to the study, the LLI materials, the online data management system, and participants' individual and collective views of LLI. Finally, LLI school coordinators were also asked to encourage all LLI and classroom teachers of kindergarten students in the study to complete an online survey regarding either LLI or the regular classroom literacy program as applicable. CREP assisted in the online survey process by providing instructions and log-in information to all participating teachers. The kindergarten teacher surveys were administered in May and June 2010. Table 6 provides a summary of data collection procedures, including the instruments organized by type, a general timeline and description of the data collection process, and the number received for each instrument.

Table 6: Data Collection Summary

Type of Measure	Instrument	Timeline	Number Collected	Description
Student Achievement Measures	<ul style="list-style-type: none"> • LLI Benchmarks • DIBELS 	August–October 2009 (1 st & 2 nd grade)	<ul style="list-style-type: none"> • 130 1st and 151 2nd grade pre/post-test LLI Benchmarks 	<ul style="list-style-type: none"> • LLI benchmark and DIBELS testing for 1st and 2nd graders in both treatment and control groups was conducted as a pre-test in fall 2009 and as a post-test in winter 2010. • These same assessments were administered for kindergartners in both treatment and control groups as a pre-test in winter 2010 and as a post-test in spring 2010.
		February/March 2010 (K-2)	<ul style="list-style-type: none"> • 130 1st and 151 2nd grade pre/post-test DIBELS 	
		May/June 2010 (K)	<ul style="list-style-type: none"> • 146 K pre/post-test LLI Benchmarks • 146 K pre/post-test DIBELS 	
Surveys	<ul style="list-style-type: none"> • LLITQ • CTLIQ 	February/March 2010 (1 st & 2 nd grade)	<ul style="list-style-type: none"> • 44 LLITQ's 	<ul style="list-style-type: none"> • Surveys were completed at the end of the 1st and 2nd grade LLI sessions by both LLI and classroom teachers, and again at the end of the kindergarten LLI sessions in the spring.
		May/June 2010 (K)	<ul style="list-style-type: none"> • 89 CTLIQ's 	
Observations	• LLIOT	October/Nov 2009 (1 st & 2 nd grade)	<ul style="list-style-type: none"> • 110 1st and 2nd grade LLIOT's 	<ul style="list-style-type: none"> • Trained on-site researchers observed all 1st and 2nd grade LLI groups twice in fall 2009/winter 2010. • These same researchers also observed all K LLI groups twice in spring 2010. Each observation lasted 30-45 minutes.
		January/February 2010 (1 st & 2 nd grade)	<ul style="list-style-type: none"> • 50 K LLIOT's 	
		March/April 2010 (K)		
		April/May 2010 (K)		
Focus Groups	<ul style="list-style-type: none"> • LLI Teacher Structured Focus Group • On-site Researcher Structured Focus Group 	May/June 2010	<ul style="list-style-type: none"> • 2 LLI Teacher Focus Groups (1 per district) • 2 On-site Researcher Focus Groups (1 per district) 	<ul style="list-style-type: none"> • LLI teacher focus groups were held in each district at the end of the school year to obtain qualitative feedback about LLI and students' progress from the LLI teachers. Each focus group lasted approximately 1 hour. • On-site researcher focus groups were held in each district at the end of the school year to obtain qualitative feedback about their observational experiences and measures used. Each focus group lasted approximately 1 hour.

Number of Days of LLI Instruction

Overall across both districts, the first and second grade LLI students received, on average, 72.9 days of instruction between August 2009 and March 2010, with a range of 40-90 days of instruction. Between February and June 2010, the kindergarten LLI students received, on average, 37.5 days of instruction, with individual students ranging in their attendance from 27 to 46 days.

In the five participating schools in Tift County Schools, the first and second grade LLI students received, on average, 78.9 days of instruction between August 2009 and February 2010, with individual students ranging in their attendance from 70 to 90 days. Between February and May 2010, the kindergarten LLI students in TCS received, on average, 36.7 days of instruction, with individual students ranging in their attendance from 27 to 46 days.

In the four participating schools in the Enlarged City School District of Middletown, the first and second grade LLI students received, on average, 68.1 days of instruction between October 2009 and March 2010, with individual students ranging in their attendance from 40 to 78 days. Between April and June 2010, the kindergarten LLI students in ECSDM received, on average, 38.7 days of instruction, with individual students ranging in their attendance from 36 to 42 days.

Results

The following section presents the results of the evaluation, discussed in relation to each instrument and each grade level. First, a summary of the quantitative and qualitative results will be presented, and the conclusion section will further discuss these results as they pertain to each of the research questions in the present study.

Preliminary Analyses

As the LLI benchmarks were scored in terms of alphabetic levels (i.e., pre-A, A, B, C, etc.), these outcomes first had to be recoded into numeric equivalents before analysis. Additionally, because some students were unable to reach the initial benchmark Level A as measured in the LLI benchmark system, we created a new category, pre-A benchmark level, in order to assign scores to those who were below Level A so those students could be included in the study. All benchmark outcomes were assigned numeric equivalents for each grade level before a series of mixed (i.e., “one between groups”/“one within groups”) analysis of variance (ANOVA) procedures was conducted on the transformed measures to determine whether larger gains were observed for one of the two conditions overall (i.e., LLI/treatment vs. delayed-LLI/control) and for several demographic subgroups nested within the two conditions (e.g., ethnicity, special education status, English Language Learner status). Also, variations in the sample sizes across each analysis were seen due to limited cases of missing data. In the total sample, any cases with missing data could not be included in the analysis. Missing data resulted from several situations: 1) only cases with both pre-test and post-test data were able to be included in the analyses; 2) both achievement measures had “frustration” level cut-offs, which meant some students may not have had a score if they could not meet the minimum frustration level; and 3) students were allowed to voluntarily participate in the testing. Tests for normality of data and statistical assumptions (i.e., normal distribution; independence of measures) as well as measures of central tendency (i.e., means, standard deviations) were conducted on all outcomes for each grade level prior to the series of mixed ANOVAs.

Descriptive Student Achievement Results: Kindergarten LLI Benchmarks and DIBELS

Kindergarten LLI Benchmarks

On average after 38 days of LLI instruction, kindergartners who received LLI achieved a mean gain of 1.56 benchmark levels as compared to 0.78 benchmark levels for kindergartners who did not receive LLI. Also, kindergartners in LLI started, on average, below grade level in benchmark testing (i.e., pre-A = 0) but finished at a level between A and B, whereas their counterparts in the control group started near pre-A and finished around Level A. Thus, kindergartners in LLI finished the school year close to grade level in literacy (i.e., end-of-year K grade level goal = Level C). Also of note, English Language Learner (ELL), African American, and Hispanic students in LLI exceeded those in the control group. ELL students in LLI achieved a mean gain of about 1 ½ benchmark levels ($M = 1.55$) compared to a ½ benchmark level ($M = 0.50$) for ELL students not in LLI. African American LLI students also gained about 1 ½ benchmark levels ($M = 1.44$) while those in the control group only gained less than a benchmark level ($M = 0.79$). Finally, Hispanic students in LLI made the most gains—almost 2 benchmark levels ($M = 1.76$)—versus their counterparts in the control group who gained less than a benchmark level (0.70). Also, all three subgroups finished closer to grade level (i.e., Level C) than their counterparts who finished around Level A or below.

Kindergarten DIBELS

Overall, fewer significant gains were seen with the DIBELS outcomes. However, kindergartners in LLI significantly exceeded those who were not in LLI on nonsense word fluency (NWF) ($M = 10.64\%$ and $M = 6.88\%$, respectively). Also, for phoneme segmentation fluency (PSF), ELL students in the treatment group ($M = 46.72\%$) outperformed ELL students in the control group ($M = 23.96\%$), as well as non-ELL students in both the treatment and control groups ($M = 23.24\%$ and 24.24% , respectively). Thus, kindergartners who participated in LLI showed more significant gains on subtests of the DIBELS as compared to those who did not have LLI.

Pre-test to Post-test Student Achievement Results: Mixed ANOVA Outcomes for Kindergarten LLI Benchmarks and DIBELS

Kindergarten LLI Benchmarks

As shown in Table 7, when the gains made by treatment and control group students were compared, highly significant differences favoring the treatment group were observed for the analysis involving all students ($F(1, 144) = 23.74, p < .001, \eta^2 = 0.14$). Although no statistically significant difference between conditions was observed when the gains made by White students ($F(1, 39) = 2.20, ns, \eta^2 = 0.05$) and students with a special education (SPED) designation ($F(1, 12) = 1.71, ns, \eta^2 = 0.13$) were analyzed, results favoring the treatment group were systematically observed when the analyses focused on African American students only ($F(1, 51) = 6.69, p < .05, \eta^2 = 0.12$), ELL students only ($F(1, 21) = 6.68, p < .05, \eta^2 = 0.24$), and Hispanic students only ($F(1, 48) = 16.22, p < .001, \eta^2 = 0.25$). As reflected in the magnitude of the effect sizes, the impact of treatment appeared to be especially robust with respect to literacy development in the latter two groups.

Table 7: Summary of Mixed ANOVA Results for Kindergarten LLI Benchmarks

Group/ Subgroup	Control Condition					Treatment Condition					F	η^2	
	LLI		LLI			LLI		LLI					
	Benchmark Pretest		Benchmark Posttest			Benchmark Pretest		Benchmark Posttest					
	n	M	SD	M	SD	n	M	SD	M	SD			
Aggregate	70	0.26	0.53	1.04	1.00	76	0.20	0.46	1.76	0.89	23.74	***	0.14
SPED	4	0.00	0.00	0.75	0.96	10	0.30	0.67	1.80	0.79	1.71		0.13
ELL	12	0.25	0.45	0.75	0.97	11	0.27	0.47	1.82	1.25	6.68	*	0.24
African American	24	0.29	0.55	1.08	0.83	29	0.28	0.59	1.72	0.75	6.69	*	0.12
Hispanic/Latino	24	0.13	0.34	0.83	1.05	26	0.12	0.33	1.88	0.91	16.22	***	0.25
White/ Not Hispanic	21	0.38	0.67	1.29	1.10	20	0.20	0.41	1.60	1.05	2.20		0.05

*** $p < .001$. ** $p < .01$. * $p < .05$.

Kindergarten DIBELS

To contrast the pre- and post-test scores of kindergartners in treatment and control groups on the LLI Benchmarks, a second series of mixed Analysis of Variance (ANOVAs) was conducted on the means of four DIBELS measures of reading fluency. On three of four such measures—specifically, DIBELS Initial Sound Fluency (ISF, as shown in Table 9), Letter Naming Fluency (LNF, as shown in Table 10), and Phoneme Segmentation Fluency (PSF, as shown in Table 11)—no statistically significant differences in average student performance were observed either for groups of kindergarten students in the aggregate or for subgroups of kindergarten students disaggregated by ethnicity (African American, Hispanic, and White), ELL status, or special education status. However, as seen in Table 8 on the DIBELS measure of Nonsense Word Fluency (NWF), statistically significant differences were observed favoring treatment students. As shown in Table 8, such differences were observed for treatment students in the aggregate ($F(1, 139) = 5.97, p < .05, \eta^2 = 0.04$), as well for treatment students who were classified as ELL ($F(1, 21) = 4.90, p < .05, \eta^2 = 0.19$). Although the difference in performance on the NWF outcome for students with a special education designation (SPED) was not statistically significant, the effect size associated with the pre-test to post-test outcome suggests that the advantage of the treatment for these students over their counterparts in the control group was, nevertheless, a considerable one ($F(1, 12) = 1.55, ns, \eta^2 = 0.11$).

Table 8: Kindergarten DIBELS Nonsense Word Fluency Scores: % Correct

Group/ Subgroup	n	Control Condition				n	Treatment Condition				F	η^2	
		NWF Pretest		NWF Posttest			NWF Pretest		NWF Posttest				
		% correct		% correct			% correct		% correct				
		M	SD	M	SD		M	SD	M	SD			
Aggregate	70	3.33	4.16	6.88	6.54	71	4.24	4.89	10.64	8.30	5.97	*	0.04
SPED	4	3.47	4.43	2.60	2.68	10	5.42	5.39	10.35	8.34	1.55		0.11
ELL	12	2.43	2.94	8.91	7.58	11	2.97	3.36	15.21	7.51	4.90	*	0.19
African American	24	3.41	4.06	6.89	5.69	27	3.78	4.74	10.47	7.75	3.66		0.07
Hispanic/Latino	24	2.69	3.13	6.39	7.04	24	4.37	4.48	11.60	8.46	2.17		0.05
White/ Not Hispanic	21	4.13	5.26	7.51	7.22	19	4.13	5.18	9.25	9.10	0.68		0.02

*** $p < .001$. ** $p < .01$. * $p < .05$.

Table 9: Kindergarten DIBELS Initial Sound Fluency Scores: % Correct

Group/ Subgroup	n	Control Condition				n	Treatment Condition				F	η^2
		ISF Pretest		ISF Posttest			ISF Pretest		ISF Posttest			
		% correct		% correct			% correct		% correct			
		M	SD	M	SD		M	SD	M	SD		
Aggregate	54	10.34	7.93	22.00	14.26	57	11.78	7.44	24.50	13.06	0.23	0.00
SPED	3	7.44	4.52	10.60	6.79	9	10.51	8.76	22.90	13.61	1.08	0.10
ELL	11	8.79	4.40	17.42	10.58	11	9.90	2.28	24.98	13.37	1.87	0.09
African American	21	10.29	7.03	21.36	15.64	24	9.81	7.08	22.21	13.76	0.13	0.00
Hispanic/Latino	15	9.25	4.46	22.40	14.95	17	12.60	5.05	28.32	12.55	0.31	0.01
White/ Not Hispanic	17	11.74	11.11	22.38	13.08	15	12.70	8.65	22.42	11.33	0.07	0.00

*** $p < .001$. ** $p < .01$. * $p < .05$.

Table 10: Kindergarten DIBELS Letter Naming Fluency Scores: % Correct

Group/ Subgroup	Control Condition						Treatment Condition					F	η^2
	n	LNF Pretest % correct		LNF Posttest % correct		n	LNF Pretest % correct		LNF Posttest % correct				
		M	SD	M	SD		M	SD	M	SD			
Aggregate	70	22.26	10.84	31.69	13.76	71	23.75	10.78	34.53	11.88	0.67	0.00	
SPED	4	20.45	10.33	23.41	4.158	10	26.73	9.022	33.45	10.36	0.51	0.04	
ELL	12	24.70	8.65	36.67	11.68	11	21.74	13.80	39.17	12.35	1.64	0.07	
African American	24	22.20	8.83	30.87	14.74	27	23.20	11.88	33.30	12.92	0.25	0.01	
Hispanic/Latino	24	21.78	10.78	33.94	14.02	24	23.86	11.73	36.74	11.17	0.06	0.00	
White/ Not Hispanic	21	23.46	13.14	30.74	12.59	19	24.35	8.43	33.49	11.76	0.44	0.01	

*** $p < .001$. ** $p < .01$. * $p < .05$.

Table 11: Kindergarten DIBELS Phoneme Segmentation Fluency Scores: % Correct

Group/ Subgroup	n	Control Condition				n	Treatment Condition				F	η^2
		PSF Pretest % correct		PSF Posttest % correct			PSF Pretest % correct		PSF Posttest % correct			
		M	SD	M	SD		M	SD	M	SD		
Aggregate	70	10.32	12.12	23.89	20.98	71	11.21	12.68	26.88	22.42	0.45	0.00
SPED	4	6.60	6.25	15.63	19.09	10	7.64	9.54	22.08	18.92	0.45	0.04
ELL	12	8.80	10.86	23.96	18.89	11	12.12	14.73	46.72	25.60	6.94	*
African American	24	7.93	6.72	21.70	19.58	27	7.66	10.06	17.64	17.55	0.79	0.02
Hispanic/Latino	24	12.56	13.65	26.85	23.12	24	14.18	13.23	38.89	24.26	3.33	0.07
White/ Not Hispanic	21	10.98	14.89	24.01	20.59	19	10.89	13.16	24.20	20.56	0.00	0.00

*** $p < .001$. ** $p < .01$. * $p < .05$.

Kindergarten Difference Score Analysis for LLI Benchmarks and DIBELS: Overall and by Subgroups

Additionally, we conducted analyses on treatment and control group difference scores (i.e., pre-test to post-test difference) in order to determine if any significant gain, or rate of change over time, was found for either group. From the pre- and post-test outcomes on the benchmark tests and DIBELS

measures, difference scores were computed and analyzed for treatment and control group students in the aggregate. Within this analysis, the performance of selected subgroups by students' special education and ELL statuses was contrasted as was the performance of student subgroups by ethnicity.

Overall, relative to the performance of control group students, significant differences were observed for the gains made by treatment group students on both the LLI benchmarks ($t(144) = 4.87, p < .001, d = .80$) and the DIBELS measure of Nonsense Word Fluency ($t(139) = 2.45, p < .05, d = .41$) (see Table 12).

Table 12: Overall Kindergarten Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests

Domain	Aggregate Control			Aggregate Treatment			<i>t</i>	<i>d</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Benchmarks	70	0.79	0.96	76	1.57	0.97	4.87 ***	0.80
ISF	54	11.66	12.25	57	12.72	11.34	0.48	0.09
LNF	70	9.43	9.42	71	10.78	10.11	0.82	0.14
PSF	70	13.57	18.51	71	15.67	18.44	0.67	0.11
NWF	70	3.54	5.87	71	6.40	7.84	2.45 *	0.41

*** $p < .001$. ** $p < .01$. * $p < .05$.

With regard to subgroups, however, the only significant differences observed were the student gains on the DIBELS measure of Phoneme Segmentation Fluency. Specifically, significant differences were observed among students by experimental group and ELL status ($F(1, 136) = 6.53, p < .05, \eta^2 = 0.05$) as seen in Table 13, and among students by experimental group and ethnicity being African American or Hispanic ($F(1, 95) = 4.03, p < .05, \eta^2 = 0.04$) as shown in Table 14. With regard to the first result, follow-up testing indicated that the gains made by ELL students in the treatment group ($M = 34.60, SD = 20.78$) were superior to those made by non-ELL students in the treatment group ($M = 12.20, SD = 15.84$) and to those made by both ELL students ($M = 15.16, SD = 14.27$) and non-ELL students ($M = 13.43, SD = 19.49$) in the control group. As regards the latter outcome, the gains made by treatment group Hispanic students ($M = 24.71, SD = 21.02$) outpaced those made by African American students in the treatment group ($M = 9.98, SD = 12.38$).

Table 13: Kindergarten Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: ELL Subgroup Comparison

Gain	Aggregate Control							Aggregate Treatment							F	d	η^2
	Non ELL			ELL				Non ELL			ELL						
	n	M	SD	n	M	SD	d	n	M	SD	n	M	SD				
Benchmarks	57	0.86	1.01	12	0.50	0.67	-0.38	65	1.57	0.93	11	1.55	1.21	0.58		0.00	
ISF	42	12.28	13.20	11	8.63	8.05	-0.3	46	12.16	10.87	11	15.09	13.45	1.35	0.26	0.01	
LNF	57	8.93	9.84	12	11.97	7.40	0.33	60	9.56	9.19	11	17.44	12.64	1.21	0.82	0.01	
PSF	57	13.43	19.49	12	15.16	14.27	0.09	60	12.20	15.84	11	34.60	20.78	6.53	*	0.05	
NWF	57	2.90	5.72	12	6.48	6.18	0.63	60	5.32	7.66	11	12.25	6.31	1.19	0.94	0.01	

*** $p < .001$. ** $p < .01$. * $p < .05$.

Table 14: Kindergarten Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison

Gain	Aggregate Control							Aggregate Treatment							F	d	η^2
	African American			Hispanic			d	African American			Hispanic						
	n	M	SD	n	M	SD		n	M	SD	n	M	SD				
Benchmarks	24	0.79	0.93	24	0.71	0.95	-0.09	29	1.45	0.91	26	1.77	0.91	1.22		0.36	0.01
ISF	21	11.07	12.36	15	13.15	14.21	0.16	24	12.40	12.55	17	15.72	11.82	0.04		0.28	0.00
LNF	24	8.67	11.92	24	12.16	7.84	0.35	27	10.10	8.13	24	12.88	12.18	0.03		0.28	0.00
PSF	24	13.77	17.90	24	14.29	18.44	0.03	27	9.98	12.38	24	24.71	21.02	4.03	*	0.88	0.04
NWF	24	3.47	5.47	24	3.70	6.96	0.04	27	6.69	6.41	24	7.23	9.45	0.01		0.07	0.00

*** $p < .001$. ** $p < .01$. * $p < .05$.

Descriptive Student Achievement Results: 1st Grade LLI Benchmarks and DIBELS

1st Grade LLI Benchmarks

On average after 73 days of LLI instruction, 1st graders who received LLI achieved a mean gain of 4.46 benchmark levels as compared to 2.63 benchmark levels for 1st graders who did not receive LLI. Also, 1st graders in LLI started generally below grade level in benchmark testing (i.e., Level A = 1) but finished at a level between E and F, whereas their counterparts in the control group started near Level A and finished around Level D. Thus, 1st graders in LLI finished their LLI sessions at the grade level mid-year goal in literacy (i.e., mid-year grade level goal for 1st grade = Levels E/F), while the control group students were still slightly behind. Also of note, African American and Hispanic students in LLI exceeded those in the control group. African American LLI students made the most gains—they gained about 5 ½ benchmark levels (M = 5.20) while those in the control group only gained about 2 ½ benchmark levels (M = 2.60). Finally, Hispanic students in LLI also made significant gains—about 4 benchmark levels (M = 4.18)—versus their counterparts in the control group who gained about 2 ½ benchmark levels (M = 2.57). Also, both subgroups finished at the grade level goal (i.e., Level E/F) compared to their counterparts in the control group who finished close to Level D. Of importance to note, the finding for African American 1st graders in LLI appears particularly robust and educationally significant. These LLI students finished the highest out of all subgroups as well as the aggregate—close to Level G—versus all others who finished between Levels C to F.

1st Grade DIBELS

Overall, similar significant differences between treatment and control groups were seen with the 1st grade DIBELS outcomes. 1st graders in LLI significantly exceeded those who were not in LLI on nonsense word fluency (NWF) (M = 22.00% and M = 17.00%, respectively). Also, for NWF, Hispanic students in the treatment group (M = 19.00%) outperformed their counterparts in the control group (M = 17.00%). Additionally, 1st graders who received LLI performed better than their counterparts on Oral Reading Fluency (M = 10.00% and M = 7.00%, respectively), as well as on Letter Naming Fluency (M = 17.00% and M = 11.00%, respectively). Thus, 1st graders who participated in LLI showed more significant gains on subtests of the DIBELS as compared to those who did not have LLI.

Pre-test to Post-test Student Achievement Results: Mixed ANOVA Outcomes for 1st Grade LLI Benchmarks and DIBELS

1st Grade LLI Benchmarks

As shown in Table 15, when the gains made by treatment and control group students on the LLI benchmarks were compared, significant differences favoring the treatment group were observed for the analysis involving all students ($F(1, 128) = 31.74, p < .001, \eta^2 = 0.20$) as well as for the analyses involving all subgroups except special education status ($F(1, 5) = 2.76, ns$) and ELL status ($F(1, 11) = 0.13, ns$).

Table 15: Summary of Mixed ANOVA Results for 1st Grade LLI Benchmarks

Group/ Subgroup	<i>n</i>	Control Condition				Treatment Condition				<i>F</i>	η^2		
		LLI Benchmark Pretest		LLI Benchmark Posttest		LLI Benchmark Pretest		LLI Benchmark Posttest					
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Aggregate	65	1.32	1.03	3.95	2.37	65	1.37	1.18	5.83	2.27	31.74	***	0.20
SPED	3	1.33	0.58	2.67	0.58	4	1.00	1.41	4.25	3.30	2.76		0.36
ELL	10	1.40	0.97	5.00	2.21	3	1.33	0.58	5.33	1.53	0.13		0.01
African American	20	1.25	0.91	3.85	2.50	15	1.40	0.99	6.60	1.24	22.44	***	0.40
Hispanic/Latino	28	1.11	0.88	3.68	2.13	28	1.11	1.07	5.29	2.42	10.02	**	0.17
White/ Not Hispanic	17	1.76	1.30	4.53	2.62	20	1.60	1.43	6.00	2.66	5.90	*	0.14

*** $p < .001$. ** $p < .01$. * $p < .05$.

1st Grade DIBELS

To contrast the pre- and post-test scores of 1st graders in treatment and control groups on the LLI Benchmarks, a second series of mixed Analysis of Variance (ANOVAs) was conducted on the means of four DIBELS measures of reading fluency. On the DIBELS measure of Nonsense Word Fluency (NWF), statistically significant differences were observed favoring treatment students. As shown in Table 16, such differences were observed for treatment students in the aggregate ($F(1, 128) = 8.24, p < .01, \eta^2 = 0.06$), as well for Hispanic students in the treatment group ($F(1, 54) = 4.11, p < .05, \eta^2 = 0.07$).

Table 16: 1st Grade DIBELS Nonsense Word Fluency Scores: % Correct

Group/ Subgroup	Control Condition						Treatment Condition				<i>F</i>	η^2
	<i>n</i>	NWF Pretest		NWF Posttest		<i>n</i>	NWF Pretest		NWF Posttest			
		% Correct		% Correct			% Correct		% Correct			
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Aggregate	65	0.10	0.07	0.17	0.09	65	0.11	0.07	0.22	0.11	8.24 **	0.06
SPED	3	0.08	0.05	0.26	0.11	4	0.11	0.05	0.16	0.09	4.93	0.52
ELL	10	0.09	0.06	0.21	0.07	3	0.07	0.07	0.17	0.10	0.14	0.01
African American	20	0.13	0.08	0.17	0.11	15	0.12	0.04	0.20	0.08	1.83	0.06
Hispanic/Latino	28	0.09	0.06	0.17	0.09	28	0.07	0.05	0.19	0.08	4.11 *	0.07
White/ Not Hispanic	17	0.10	0.07	0.19	0.09	20	0.13	0.09	0.28	0.14	2.16	0.06

*** $p < .001$. ** $p < .01$. * $p < .05$.

On the DIBELS measure of Oral Reading Fluency (ORF), statistically significant differences were observed favoring treatment students. As shown in Table 17, such differences were observed for treatment students in the aggregate ($F(1, 128) = 4.85, p < .05, \eta^2 = 0.04$), as well for treatment students who were White ($F(1, 35) = 8.70, p < .01, \eta^2 = 0.20$).

Table 17: 1st Grade DIBELS Oral Reading Fluency Scores: % Correct

Group/ Subgroup	Control Condition					Treatment Condition					F	η ²	
	n	ORF Pretest		ORF Posttest		n	ORF Pretest		ORF Posttest				
		% Correct	SD	% Correct	SD		% Correct	SD	% Correct	SD			
Aggregate	65	0.04	0.04	0.11	0.10	65	0.04	0.03	0.14	0.10	4.85	*	0.04
SPED	3	0.03	0.02	0.08	0.03	4	0.04	0.02	0.11	0.03	1.54		0.24
ELL	10	0.06	0.07	0.20	0.13	3	0.04	0.03	0.13	0.06	0.70		0.06
African American	20	0.04	0.02	0.12	0.10	15	0.05	0.03	0.13	0.05	0.00		0.00
Hispanic/Latino	28	0.03	0.04	0.11	0.11	28	0.03	0.03	0.12	0.10	0.38		0.01
White/ Not Hispanic	17	0.04	0.04	0.10	0.09	20	0.04	0.03	0.18	0.12	8.70	**	0.20

****p* < .001. ***p* < .01. **p* < .05.

On the DIBELS measure of Letter Naming Fluency (LNF), statistically significant differences were observed favoring treatment students. As shown in Table 18, such differences were observed for treatment students in the aggregate ($F(1, 128) = 4.14, p < .05, \eta^2 = 0.03$). There was one statistically significant difference in LNF outcomes by ethnicity, which was counter to our hypotheses. ELL students in the control group outperformed those in the treatment group ($F(1,115) = 7.78, p < .01, \eta^2 = 0.41$). Finally, there were no significant effects found for the aggregate or subgroups for Phoneme Segmentation Fluency (PSF).

Table 18: 1st Grade DIBELS Letter Naming Fluency Scores: % Correct

Group/ Subgroup	Control Condition						Treatment Condition						F	η ²
	LNF Pretest			LNF Posttest			LNF Pretest			LNF Posttest				
	% Correct			% Correct			% Correct			% Correct				
	n	M	SD	M	SD	n	M	SD	M	SD				
Aggregate	65	0.31	0.13	0.42	0.19	65	0.30	0.15	0.47	0.17	4.14	*	0.03	
SPED	3	0.29	0.10	0.42	0.16	4	0.21	0.12	0.28	0.04	0.36		0.07	
ELL	10	0.32	0.10	0.51	0.18	3	0.27	0.11	0.28	0.10	7.78	*	0.41	
African American	20	0.37	0.12	0.44	0.20	15	0.34	0.16	0.45	0.18	0.53		0.02	
Hispanic/Latino	28	0.28	0.12	0.40	0.19	28	0.27	0.15	0.41	0.15	0.42		0.01	
White/ Not Hispanic	17	0.28	0.13	0.43	0.18	20	0.33	0.13	0.56	0.16	3.25		0.09	

****p* < .001. ***p* < .01. **p* < .05.

1st Grade Difference Score Analysis for LLI Benchmarks and DIBELS: Overall and by Subgroups

Additionally, we conducted analyses on treatment and control group difference scores (i.e, pre-test to post-test difference) in order to determine if any significant gain, or rate of change over time, was found for either group. From the pre- and post-test outcomes on the benchmark tests and DIBELS measures, difference scores were computed and analyzed for treatment and control group students in the aggregate. Within this analysis, the performance of selected subgroups by students' special education status and ELL status was contrasted as was the performance of student subgroups by ethnicity.

Overall, relative to the performance of control group students, statistically significant gains were made by treatment group students on both the LLI Benchmarks ($F = 31.97, p < .001, d = 1.26$) and the DIBELS measure of Nonsense Word Fluency ($F = 10.54, p = .001, d = .58$) (see Table 19).

Table 19: Overall 1st Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests

Gain	<i>n</i>	Aggregate Control		<i>n</i>	Aggregate Treatment		<i>F</i>	<i>p</i>	<i>d</i>
		<i>M</i>	<i>SD</i>		<i>M</i>	<i>SD</i>			
Benchmarks	65	2.63	1.00	63	4.49	1.87	31.97	.000*	1.26
LNF	63	0.12	0.12	63	0.17	0.13	3.53	0.06	0.34
PSF	63	0.17	0.16	63	0.19	0.15	0.94	0.33	0.17
NWF	63	0.07	0.07	63	0.12	0.10	10.54	0.001*	0.58
ORF	63	0.08	0.08	63	0.10	0.08	3.47	0.07	0.33

****p* < .001. ***p* < .01. **p* < .05.

With regard to subgroups, there were several significant results. While not central to our hypotheses in the study, the analyses by the three ethnic subgroups (see Table 20) revealed there was a statistically significant difference among ethnicity for control students who did not receive LLI on the DIBELS measure for Nonsense Word Fluency ($F = 6.24, p = .003, (d = -1.32 \text{ W vs. AA}, d = -.33 \text{ W vs. H}, d = .85 \text{ AA vs. H})$), with White and Hispanic control students outperforming African American control students. Although there was a statistically significant difference for ethnicity on treatment group gains for Letter Naming Fluency ($F = 3.35, p = .040, (d = -.69 \text{ W vs. AA}, d = -.69 \text{ W vs. H}, d = .17 \text{ AA vs. H})$), and Oral Reading Fluency ($F = 3.82, p = .028, (d = -.80 \text{ W vs. AA}, d = -.65 \text{ W vs. H}, d = .12 \text{ AA vs. H})$), follow-up testing did not reveal significant differences among the individual ethnicities' group means (see Table 21).

Table 20: 1st Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison for Control Students

Gain	Aggregate Control									<i>F</i>	<i>p</i>	<i>d</i> ¹	<i>d</i> ²	<i>d</i> ³
	White			African-American			Hispanic							
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>					
Benchmarks	17	2.76	2.05	20	2.60	1.93	28	2.57	1.75	0.06	0.94	-0.09	-0.11	-0.02
LNF	17	0.16	0.12	19	0.08	0.11	27	0.14	0.11	2.83	0.07	-0.76	-0.24	0.56
PSF	17	0.18	0.15	19	0.14	0.18	27	0.17	0.15	0.25	0.78	-0.20	-0.02	0.18
NWF	17	0.10	0.08	19	0.03	0.03	27	0.08	0.08	6.24	0.003* ^a	-1.32	-0.33	0.85
ORF	17	0.07	0.08	19	0.07	0.07	27	0.08	0.08	0.07	0.93	0.03	0.11	0.08

* *p* < 0.05

^a White and Hispanic significantly higher than African American

¹ White vs. African-American; ² White vs. Hispanic; ³ African-American vs. Hispanic

Table 21: 1st Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison for Treatment Students

Aggregate Treatment														
Gain	White			African-American			Hispanic			<i>F</i>	<i>p</i>	<i>d</i> ¹	<i>d</i> ²	<i>d</i> ³
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>					
Benchmarks	20	4.40	2.04	15	5.20	1.01	28	4.18	2.04	1.53	0.23	0.49	-0.11	-0.60
LNF	20	0.23	0.13	15	0.13	0.17	28	0.15	0.09	3.38	0.04* ^b	-0.69	-0.75	0.17
PSF	20	0.22	0.15	15	0.19	0.14	28	0.17	0.14	0.74	0.48	-0.23	-0.36	-0.14
NWF	20	0.15	0.14	15	0.09	0.10	28	0.11	0.06	1.31	0.28	-0.46	-0.32	0.30
ORF	20	0.14	0.10	15	0.08	0.03	28	0.09	0.08	3.82	0.03* ^b	-0.80	-0.65	0.12

* *p* < 0.05

^b No significant post hoc tests.

¹ White vs. African-American; ² White vs. Hispanic; ³ African-American vs. Hispanic

Descriptive Student Achievement Results: 2nd Grade LLI Benchmarks and DIBELS

2nd Grade LLI Benchmarks

On average after 73 days of LLI instruction, 2nd graders who received LLI achieved a mean gain of 4.64 benchmark levels as compared to 2.99 benchmark levels for 2nd graders who did not receive LLI. Also, 2nd graders in LLI started, on average, below grade level in benchmark testing (i.e., Level E = 5) but finished at Level J, whereas their counterparts in the control group started closer to Level F but only finished around Level I. Thus, 2nd graders in LLI finished the school year close to the grade level mid-year goal in literacy (i.e., mid-year grade level goal for 2nd grade = Level J/K). Also of note, while no significant effects were found for ELL students, a robust effect was found for students with a special education designation who received LLI. These students in the treatment group started around Level C and finished closer to Level H, while their counterparts in the control group started at Level D and finished around Level F. Also, regarding ethnicity subgroups, White students in LLI finished above their counterparts in the control group, gaining about 5 benchmark levels ($M = 5.05$) compared to about 3 benchmark levels ($M = 3.14$) in the control group. Additionally, African American and Hispanic students in LLI exceeded their counterparts in the control group. Of particular educational significance, African American LLI students finished at the highest level compared to all others—just above Level I; however, this was closely followed by the Hispanic LLI students who also finished slightly above Level I on average. The African American students in the treatment group gained about 4 ½ benchmark levels ($M = 4.46$) while those in the control group only gained about 2 ½ benchmark levels ($M = 2.67$). Finally, Hispanic students in LLI gained more than African American students in LLI ($M = 4.53$ and $M = 4.46$, respectively) while Hispanic students in the control group only gained about 3 benchmark levels.

2nd Grade DIBELS

Overall, no significant differences were found between treatment and control groups for 2nd grade on either DIBELS subtest that was administered as intended for 2nd graders (i.e., Nonsense Word Fluency and Oral Reading Fluency). While unexpected, this result may simply indicate that the 2nd grade DIBELS measures were not sufficiently aligned with the 2nd grade LLI curriculum or benchmarks to detect small effects, or changes, in DIBELS scores. However, it is also plausible that the lack of an overall effect may be due to district-level differences in these scores. One district appears to have made significant gains on the 2nd grade DIBELS tests compared to the other, but taken together, no overall effects were able to be seen (i.e., a wash-out effect from averaging across both districts' scores).

Pre-test to Post-test Student Achievement Results: Mixed ANOVA Outcomes for 2nd Grade LLI Benchmarks and DIBELS

2nd Grade LLI Benchmarks

As shown in Table 22, when the gains made by treatment and control group students on the LLI Benchmarks were compared, significant differences favoring the treatment group were observed for the analysis involving all students ($F(1, 149) = 22.58, p < .001, \eta^2 = 0.13$) as well as for the analyses involving all subgroups except ELL ($F(1, 19) = 0.80, ns$). As indicated by the magnitude of the effect sizes, the gains for students with a special education designation (SPED) were particularly strong ($\eta^2 = 0.47$) as well as for African American students ($\eta^2 = 0.17$).

Table 22: Summary of Mixed ANOVA Results for 2nd Grade LLI Benchmarks

Group/ Subgroup	n	Control Condition				n	Treatment Condition				F	η²	
		LLI Benchmark Pretest		LLI Benchmark Posttest			LLI Benchmark Pretest		LLI Benchmark Posttest				
		M	SD	M	SD		M	SD	M	SD			
Aggregate	70	5.97	2.58	8.96	2.89	81	5.36	2.34	10.00	2.44	22.58	***	0.13
SPED	9	4.00	2.45	5.78	2.77	5	3.40	2.97	8.80	3.63	10.82	**	0.47
ELL	10	5.80	2.39	8.40	3.03	11	5.18	1.99	8.82	2.75	0.80		0.04
African American	24	6.33	2.62	9.00	3.43	30	5.67	2.12	10.13	2.56	10.46	**	0.17
Hispanic/Latino	22	5.41	2.48	8.64	2.63	30	5.50	2.54	10.03	2.65	4.38	*	0.08
White/ Not Hispanic	21	6.38	2.62	9.52	2.38	21	4.71	2.31	9.76	2.02	7.71	**	0.16

*** $p < .001$. ** $p < .01$. * $p < .05$.

2nd Grade DIBELS

To contrast the pre- and post-test scores of 2nd graders in treatment and control groups on the LLI Benchmarks, a second series of mixed Analysis of Variance (ANOVAs) was conducted on the means of two DIBELS measures of reading fluency. As mentioned earlier, neither the aggregate nor any of the subgroup DIBELS analyses for either Nonsense Word Fluency (Table 23) or Oral Reading Fluency (Table 24) were statistically significant.

Table 23: 2nd Grade DIBELS Nonsense Word Fluency Scores: % Correct

Group/ Subgroup	n	Control Condition				n	Treatment Condition				F	η^2
		NWF Pretest % Correct		NWF Posttest % Correct			NWF Pretest % Correct		NWF Posttest % Correct			
		M	SD	M	SD		M	SD	M	SD		
Aggregate	70	0.24	0.12	0.33	0.17	81	0.19	0.09	0.30	0.16	1.34	0.01
SPED	9	0.21	0.13	0.25	0.13	5	0.16	0.08	0.18	0.04	0.04	0.00
ELL	10	0.27	0.10	0.31	0.14	11	0.19	0.08	0.24	0.10	0.00	0.00
African American	24	0.26	0.15	0.34	0.21	30	0.16	0.08	0.27	0.14	0.43	0.01
Hispanic/Latino	22	0.25	0.09	0.34	0.13	30	0.20	0.09	0.32	0.19	0.71	0.01
White/ Not Hispanic	21	0.21	0.11	0.30	0.15	21	0.19	0.09	0.31	0.14	0.32	0.01

*** $p < .001$. ** $p < .01$. * $p < .05$.

Table 24: 2nd Grade DIBELS Oral Reading Fluency Scores: % Correct

Group/ Subgroup	Control Condition						Treatment Condition				F	η ²
	n	ORF Pretest % Correct		ORF Posttest % Correct		n	ORF Pretest % Correct		ORF Posttest % Correct			
		M	SD	M	SD		M	SD	M	SD		
Aggregate	70	0.13	0.08	0.21	0.11	81	0.11	0.07	0.21	0.09	1.28	0.01
SPED	9	0.09	0.05	0.14	0.06	5	0.09	0.07	0.17	0.11	0.73	0.06
ELL	10	0.12	0.07	0.22	0.11	11	0.09	0.03	0.18	0.08	0.18	0.01
African American	24	0.15	0.09	0.21	0.11	30	0.13	0.08	0.22	0.09	2.45	0.05
Hispanic/Latino	22	0.10	0.05	0.21	0.09	30	0.11	0.06	0.20	0.09	0.27	0.01
White/ Not Hispanic	21	0.13	0.09	0.23	0.11	21	0.11	0.06	0.22	0.08	0.84	0.02

*** $p < .001$. ** $p < .01$. * $p < .05$.

2nd Grade Difference Score Analysis for LLI Benchmarks and DIBELS: Overall and by Subgroups

Additionally, we conducted analyses on treatment and control group difference scores (i.e, pre-test to post-test difference) in order to determine if any significant gain, or rate of change over time, was found for either group. From the pre- and post-test outcomes on the benchmark tests and DIBELS measures, difference scores were computed and analyzed for treatment and control group students in the aggregate. Within this analysis, the performance of selected subgroups by students' special education and ELL statuses was contrasted as was the performance of student subgroups by ethnicity.

Overall, as compared to the control group, statistically significant differences were observed for the gains made by treatment group students on the LLI Benchmarks ($F = 22.58$, $p < .001$, $d = .78$) (see Table 25). However, no significant differences on either DIBELS subtest was found overall in 2nd grade, as shown in Table 25.

Table 25: Overall 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests

Gain	Aggregate Control			Aggregate Treatment			<i>F</i>	<i>p</i>	<i>d</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>			
Benchmarks	70	2.99	1.91	81	4.64	2.31	22.58	0.00*	0.78
NWF	70	0.09	0.14	81	0.11	0.13	1.33	0.25	0.19
ORF	70	0.09	0.06	81	0.10	0.07	1.27	0.26	0.19

*** $p < .001$. ** $p < .01$. * $p < .05$.

With regard to the subgroup of special education status shown in Table 26, the only statistically significant difference was observed on the LLI benchmarks, with the control students without a special education designation (non-SPED) scoring statistically significantly higher than the control students with a special education designation (SPED) ($F = 4.31$, $p = .04$, $d = -.75$). It should be noted that the sample size for the control students with a special education designation ($N = 9$) was very small. There were no statistically significant differences by special education status for students in the treatment group. However, again, the sample size for LLI students with a special education designation ($N = 5$) was very small and may not have been sufficient to detect effects. For the ELL subgroup (see Table 27), there were no statistically significant differences in gains between ELL and non-ELL students within either the treatment or control groups. Also, there were no statistically significant differences in gains between ethnicities within either the treatment or control groups (see Tables 28 and 29).

Table 26: 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Special Education Subgroup Comparison

Gain	Aggregate Control									Aggregate Treatment								
	Non SPED			SPED			F	p	d	Non SPED			SPED			F	p	d
	n	M	SD	n	M	SD				n	M	SD	n	M	SD			
Benchmarks	61	3.16	1.94	9	1.78	1.20	4.31	0.04*	-0.75	76	4.59	2.28	5	5.40	2.97	0.57	0.45	0.35
NWF	61	0.10	0.14	9	0.04	0.16	1.18	0.28	-0.39	76	0.12	0.14	5	0.03	0.04	2.38	0.13	-0.72
ORF	61	0.09	0.07	9	0.06	0.03	2.18	0.14	-0.54	76	0.10	0.07	5	0.08	0.07	0.47	0.50	-0.32

* Significant at $p < 0.05$

Table 27: 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: ELL Subgroup Comparison

Gain	n	Aggregate Control						F	p	d	Aggregate Treatment						F	p	d
		Non ELL			ELL						Non ELL			ELL					
		M	SD	n	M	SD	n				M	SD	n	M	SD	n			
Benchmarks	60	3.05	1.85	10	2.60	2.37	0.47	0.50	-0.24	70	4.80	2.19	11	3.64	2.87	2.46	0.12	-0.51	
NWF	60	0.10	0.14	10	0.05	0.15	1.14	0.29	-0.37	70	0.13	0.14	11	0.04	0.08	3.94	0.05	-0.65	
ORF	60	0.08	0.07	10	0.10	0.04	0.57	0.45	0.26	70	0.10	0.07	11	0.09	0.07	0.22	0.64	-0.15	

* Significant at $p < 0.05$

Table 28: 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison for Control Students

Gain	Aggregate Control										F	p	d ¹	d ²	d ³
	White			African American			Hispanic								
	n	M	SD	n	M	SD	n	M	SD						
Benchmarks	21	3.14	1.65	24	2.67	2.08	22	3.23	2.00	0.57	0.57	-0.26	0.05	0.28	
NWF	21	0.09	0.13	24	0.09	0.15	22	0.08	0.15	0.03	0.97	-0.05	-0.07	-0.02	
ORF	21	0.10	0.06	24	0.06	0.07	22	0.10	0.06	2.92	0.06	-0.54	0.13	0.66	

* Significant at $p < 0.05$

¹ White vs. African-American

² White vs. Hispanic

³ African-American vs. Hispanic

Table 29: 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison for Treatment Students

Gain	Aggregate Treatment										<i>F</i>	<i>p</i>	<i>d</i> ¹	<i>d</i> ²	<i>d</i> ³
	White			African American			Hispanic								
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>						
Benchmarks	21	5.05	2.67	30	4.47	2.00	30	4.53	2.37	0.44	0.65	-0.26	-0.21	0.03	
NWF	21	0.12	0.13	30	0.11	0.12	30	0.12	0.16	0.05	0.95	-0.06	0.03	0.08	
ORF	21	0.11	0.06	30	0.09	0.07	30	0.09	0.06	0.64	0.53	-0.30	-0.30	0.02	

* Significant at $p < 0.05$

¹ White vs. African-American

² White vs. Hispanic

³ African-American vs. Hispanic

Implementation Fidelity: LLIOT

Descriptive Results

The Leveled Literacy Intervention Observation Tool (LLIOT) involved a targeted, 30-minute observation of LLI implementation and instructional strategies (n = 160 observations). Table 30 illustrates the frequencies for each item on the LLIOT, as observed during the visits. The results from the LLIOT revealed that 5 of the 10 LLI lesson components were rated “Acceptable” or “Excellent” over 90% of the time, indicating a high level of implementation fidelity across both districts. The highest rated lesson components (i.e., those demonstrating the highest degree of implementation fidelity) included phonics/word work, reading a new book, and rereading, which were rated “Acceptable” or “Excellent” 97.6%, 95.7%, and 95.0% of the time, respectively. The lowest rated lesson components (i.e., those demonstrating the lowest degree of implementation fidelity) included classroom and home connections, which were not observed 51.9% and 22.5% of the time, respectively. Teachers were also rated highly on their use of literacy instructional strategies, such as modeling and encouraging fluent oral reading (96.9% “Acceptable” or “Excellent”) and appropriate reading strategies (95.7%) and assisting students in problem-solving (95.6%). Further, in the majority of observed lessons, instructional materials were readily available; the lesson was well-organized; and students were engaged and attentive (100.0%, 99.4%, and 98.1% “Acceptable” or “Excellent,” respectively). Overall, observers perceived that the lesson was delivered as designed 96.3% of the time. All items can be found in Table 30 below.

Table 30: Leveled Literacy Intervention Observation Tool Response Frequencies (n = 160)

Item	Percent Responded			
	Excellent	Acceptable	Needs Improvement	Not Observed
Quality of LLI Implementation				
Rereading (shared or independent)	64.4	30.6	3.8	0.6
Assessment using Reading Record*	36.3	11.3	0.0	52.5
Phonics/word work (e.g., parts of words; single letter sounds; letter, word, or picture cards; magnetic letters)	66.3	31.3	1.3	0.6
Writing about reading (interactive, dictated, or independent)*	35.6	14.4	0.6	48.1
New book - Introducing new text	70.0	25.0	0.0	5.0
New book - Reading (shared or independent)	66.3	29.4	0.6	3.1
New book - Monitoring and supporting students as needed	71.3	21.3	1.3	5.6
New book - Discussing and revisiting the story	62.5	26.3	0.6	10.0
Classroom connection	32.5	13.8	0.0	51.9
Home connection	43.1	33.8	0.0	22.5
Literacy Instructional Strategies				
Teacher models, encourages, and provides opportunities for fluent oral reading.	68.8	28.1	1.3	1.9
Teacher introduces vocabulary words (e.g., high frequency, story-specific words).	56.3	35.0	3.1	5.6
Teacher emphasizes understanding/comprehension of what is read.	66.3	28.8	0.6	4.4
Teacher models and encourages students to use appropriate reading strategies (e.g., phonemic awareness).	66.9	28.8	0.0	4.4
Teacher engages students in conversation about the text.	70.6	23.1	0.6	5.0
Teacher assists students in problem-solving.	65.6	30.0	0.0	4.4

Table 30, continued

Item	Percent Responded			
	Excellent	Acceptable	Needs Improvement	Not Observed
Learning Environment				
Lesson is well organized.	80.0	19.4	0.6	0.0
Teacher appropriately paces lesson components.	68.1	29.4	2.5	0.0
Teacher engages in ongoing assessment of student learning (e.g., questioning, providing feedback/corrective instruction, checking responses).	69.4	30.0	0.0	0.6
Students are actively engaged.	75.6	22.5	1.3	0.0
Instructional modifications are observed when needed.	57.5	33.1	0.0	9.4
Instructional materials needed to implement lesson are readily available.	85.6	14.4	0.0	0.0
The lesson is delivered as designed.	61.3	35.0	3.1	0.0

Note: Item percentages may not total 100% because of missing input from some respondents.

*These items were each observed approximately 50% of the time because they are only implemented during even-numbered lessons.

The LLIOT also included items designed to describe the groups observed, which are summarized in Table 31. Results from these items indicated that the three grade levels were observed equally and that the majority of observed groups took place in a designated intervention area. Further, the majority of observed groups had three students and lasted approximately 30 minutes, which was consistent with LLI's design. Finally, an equal number of even- and odd-numbered lessons were observed. All items can be found in Table 31 below.

Table 31: Leveled Literacy Intervention Observation Tool Summary Items (n = 160)

Item	Percent Responded
Grade Level	
K	31.3
1	31.3
2	41.3
Location of Group	
Intervention Area	94.4
Classroom	5.0
Other	0.0
Number of Students in Group	
1	2.5
2	20.6
3	75.0
4 or more	1.9
Total Instructional Minutes	
Less than 25	3.1
25 – 35	62.5
More than 35	32.5
LLI Lesson Number	
Even	49.4
Odd	50.6

Note: Item percentages may not total 100% because of missing input from some respondents.

Observers conducting the LLIOT also recorded open-ended comments summarizing the instructional materials used during the lesson and their perceptions of the quality of instruction, level of

student participation, and overall success of the lesson. Of the 163 comments, 71.8% were related to the lesson resources and materials, 41.1% were related to student participation and engagement in the lesson, 38.7% were related to the quality of literacy instruction, and 20.9% were related to the success of the lesson⁵. In most of the comments, observers reported that a wide variety of instructional materials were readily available, the quality of instruction (e.g., pacing, teaching strategies, organization) was high; the students were actively engaged and enthusiastic; and the lesson was implemented successfully. However, multiple observers commented that the lesson could not adequately be completed within the designated 30-minute timeframe. Sample comments from the observers are provided below.

“Lesson #81 was observed. All materials were readily available. Students were on task and eager to interact with all aspects of the lesson. The lesson went very well.”

“Lesson #14. Students very excited about their writing in their books. Enthused about their new book and related to what they saw on their way to school. Excited about what they were going to write for homework. It takes longer than 30 minutes to do a lesson.”

“While a student was being assessed the other two students were actively engaged in rereading books. They stayed focused and it was evident that they were quite pleased with themselves. Students seemed used to routine and complied with all directives. All materials needed were readily available for lesson 34.”

Comparative Pre-test to Post-test Results

The LLIOT was conducted at both the beginning and the end of LLI for each of the observed groups in order to measure changes in implementation over time. For 1st and 2nd grade, pre-test observations were conducted in October and November 2009, and post-test observations were conducted in January and February 2010. For kindergarten, pre-test observations were conducted in March and April 2010, and post-test observations were conducted in April and May 2010. Results are summarized by grade level below.

Kindergarten

For each of the two occasions on which 25 kindergarten LLI groups were observed, the means and standard deviations presented in Table 32 were computed on the three subscales of the LLIOT. Subsequently, three independent *t*-tests that contrasted teacher behaviors at times one and two were conducted on the pairs of means obtained on the LLIOT’s ten-item “Quality of LLI Implementation” scale ($t(23) = 0.81, p = 0.422$), its six-item “Literacy Instructional Strategies” scale ($t(23) = -0.40, p = 0.692$), and its seven-item “Learning Environment” scale ($t(23) = -0.18, p = 0.860$), with no statistically significant differences observed for any of the three comparisons. The average rating was between “Acceptable” (2.00) and “Excellent” (3.00) for each subscale at both time points.

1st Grade

The descriptive statistics and independent *t*-test results for each of the three LLIOT subscales for the 25 observed 1st grade groups are presented in Table 32. There were no significant differences between the pre-test and the post-test observations for two of the subscales: “Quality of LLI Implementation” ($t(48) = 0.05, p = 0.962$) and “Literacy Instructional Strategies” ($t(48) = 1.41, p = 0.165$).

⁵ Percentages do not add up to 100% because a single comment may have addressed more than one theme.

However, scores on the “Learning Environment” scale did significantly improve from pre-test to post-test ($t(48) = 2.22, p < 0.05$). For all subscales, the average rating was between “Acceptable” (2.00) and “Excellent” (3.00) at both time points.

2nd Grade

Similar to 1st grade, the results of the three independent t -tests for the 33 observed 2nd grade groups revealed that there were no significant differences between the pre-test and the post-test observations for the subscales “Quality of LLI Implementation” ($t(55) = 1.35, p = 0.183$) and “Literacy Instructional Strategies” ($t(64) = 1.61, p = 0.113$). However, scores on the “Learning Environment” scale did significantly improve from pre-test to post-test ($t(49) = 2.47, p < 0.05$). The average rating was between “Acceptable” (2.00) and “Excellent” (3.00) for each subscale at both time points. Descriptive statistics and independent t -test results are summarized in Table 32 below.

Table 32: Independent T-Test Results for LLIOT Subscales by Grade Level

LLIOT Subscale	Pre-Test		Post-Test		<i>t</i>	<i>p</i>	<i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Kindergarten (n = 25)							
Quality of LLI Implementation	2.26	0.77	2.11	0.46	0.81	0.422	-0.23
Literacy Instructional Strategies	2.79	0.32	2.83	0.27	-0.40	0.692	0.12
Learning Environment	2.75	0.34	2.77	0.34	-0.18	0.860	0.05
1st Grade (n = 25)							
Quality of LLI Implementation	2.02	0.61	2.03	0.56	0.05	0.962	0.02
Literacy Instructional Strategies	2.44	0.49	2.62	0.41	1.41	0.165	0.41
Learning Environment	2.62	0.33	2.81	0.27	2.22*	0.031	0.64
2nd Grade (n = 33)							
Quality of LLI Implementation	2.12	0.60	2.29	0.41	1.35	0.183	0.34
Literacy Instructional Strategies	2.29	0.84	2.57	0.58	1.61	0.113	0.39
Learning Environment	2.46	0.53	2.72	0.30	2.47*	0.017	0.61

*Statistically significant at $p < 0.05$

LLI Teacher Survey: LLITQ

The Leveled Literacy Intervention Teacher Questionnaire (LLITQ) was administered online to LLI teachers at the end of the study period as a general measure of their implementation and perceptions of LLI (n = 44 respondents). Table 33 illustrates the frequencies of responses for each item on the LLITQ. Most of the respondents reported positive perceptions of LLI and its implementation in their individual schools. LLI teachers indicated that they had a good understanding of LLI; received support in implementing LLI from their district, school administration, and other school staff; and perceived a positive impact on student achievement and student attitudes towards literacy. LLI teachers also reported a positive impact of LLI on their reading instruction, particularly their understanding of the role of comprehension and phonics/phonemic awareness in the reading process and the relationship of leveled texts to successful reading. Further, LLI teachers reported implementing the LLI system with a high degree of fidelity; the majority of teachers indicated that they met with their groups daily for at least 30 minutes, followed the lesson design, and implemented both reading and writing activities.

Overall, LLI teachers were most likely to agree that they understood the goals and implementation procedures for LLI (each 97.7% “Strongly Agree” or “Agree”), that LLI positively impacts student literacy achievement (97.7%), and that their districts and other teachers within their schools were supportive of LLI (each 93.2%). LLI teachers were least likely to agree that the parents of their LLI

students participated in home literacy activities with their children (45.4% “Disagree” or “Strongly Disagree”), that their schools had sufficient faculty and staff to provide LLI to all students who needed it (36.4% “Disagree” or “Strongly Disagree”), and that LLI helped their students with special needs⁶ and ELL students (38.6% and 29.6% “Somewhat” or “Not At All,” respectively). All of the surveyed teachers (100.0%) agreed that their school should continue LLI. All items can be found in Table 33 below.

Table 33: Leveled Literacy Intervention Teacher Questionnaire Response Frequencies (n = 44)

Item	Percent Responded		
	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree
I understand the goals of the Leveled Literacy Intervention system.	97.8	2.3	0.0
I have received adequate professional development for implementing LLI.	90.9	4.5	4.5
I have a thorough understanding of how to implement LLI.	97.7	0.0	2.3
Guidance and support is provided by our school staff to help us implement LLI.	86.3	9.1	4.5
LLI has positively impacted LLI student achievement.	97.7	2.3	0.0
LLI teachers are given sufficient planning time to implement the system.	70.5	11.4	18.1
Students who receive LLI in this school are more enthusiastic about reading, writing, and learning because of LLI.	75.0	20.5	4.5
Our school has sufficient faculty and staff to provide LLI to all students who need the intervention.	54.5	9.1	36.4
The administration protects the time needed for daily uninterrupted LLI teaching.	88.6	9.1	2.3
Parents participate in LLI home literacy activities with their child(ren).	22.7	31.8	45.4
Teachers in this school are generally supportive of LLI.	93.2	6.8	0.0
Ongoing communication exists between LLI teachers and classroom teachers.	93.2	2.3	4.6
LLI teachers are encouraged to communicate concerns, questions, and constructive ideas regarding the system to school staff or administration.	84.1	2.3	13.7
LLI allows for teachers to provide differentiated instruction to address the varying strengths and needs of students.	68.2	11.4	20.5
Instructional materials (books, assessments, and other resources) needed to implement LLI are readily available.	86.4	6.8	6.8
The faculty, staff, and administration in my school believe that all children can learn to read and write.	88.6	9.1	2.3
LLI is aligned with state and district reading and language arts standards.	93.2	4.5	2.3
LLI training has improved my reading instruction.	72.7	22.7	4.6
Our principal is an effective instructional leader.	93.1	2.3	4.6
LLI adequately prepares our students for state assessments.	59.1	38.6	2.3

⁶ On both the LLI teacher survey and the classroom teacher survey, the term “students with special needs” was used to describe both students with a special education designation and students who had not yet been classified.

Table 33, continued

Item	Percent Responded		
	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree
Because of LLI, I have a greater understanding of...			
The reading process.	59.1	22.7	18.2
The characteristics of leveled books and their relationship to successful reading.	72.7	15.9	11.4
How to improve children's vocabulary and oral language skills.	70.5	13.6	15.9
The role of fluency in effective reading.	65.9	15.9	18.2
The role of phonics and phonemic awareness in the reading process.	72.7	15.9	11.4
The role of comprehension in successful reading.	84.1	9.1	6.8
How to improve children's writing strategies.	63.6	22.7	13.6
Item	Percent Responded		
	Extensively/ Sufficiently	Somewhat	Not at all
To what degree does your school administration support your efforts as an LLI teacher?	93.1	4.5	0.0
To what degree does the district support your efforts as an LLI teacher?	93.2	4.5	0.0
To what degree does your teaching schedule allow time to implement LLI effectively?	79.5	18.2	0.0
To what extent do you feel LLI has helped your English Language Learner students?	63.7	27.3	2.3
To what extent do you feel LLI has helped your students with special needs?	56.8	31.8	6.8
Item	Percent Responded		
	Always/ Frequently	Sometimes/ Rarely	Never
How often did your LLI group lessons last 30 minutes or more?	86.4	11.4	0.0
Were you able to meet every day with your LLI group(s)?	93.2	4.5	0.0
How often did you follow the LLI lessons exactly as instructed in the Lesson Guide?	75.0	20.5	0.0
How often were you able to implement LLI reading activities, such as phonics/word work and guided reading?	90.9	6.8	0.0
How often were you able to implement LLI writing activities, such as interactive writing?	90.9	6.8	0.0
Item	Percent Responded		
	Do you think your school should continue the Leveled Literacy Intervention system?		
Yes	100.0		
No	0.0		

Note: Item percentages may not total 100% because of missing input from some respondents.

The LLITQ also invited LLI teachers to share open-ended comments regarding the strengths and weaknesses of LLI and the reasons that their schools should continue or not continue using the LLI system. With respect to strengths, the majority of comments (81.0%)⁷ focused on the LLI resources and materials. Teachers particularly liked the leveled texts, commenting that they were well-written and engaging to students. Several comments (35.7%) also focused on instructional strategies, including small group format and structure and consistency of lessons, and a few (4.8%) mentioned student achievement as a strength of LLI.

⁷ Percentages do not add up to 100% because a single comment may have addressed more than one theme.

With regard to areas of improvement for LLI, teachers again mentioned the system's resources the majority of the time (80.5%), citing inconsistency among materials (e.g., differences between activities, books, and CD resources) and materials that did not appear to be level-appropriate. Teachers also frequently mentioned lesson design (34.1%), stating that the system was too fast-paced and that they could not cover all of the lesson material during the designated 30-minute timeframe.

When asked why their school should continue using the LLI system, teachers equally cited student achievement (41.5%) and benefit to ELL students and students with special needs (41.5%) – an interesting finding when compared to teachers' responses on the first part of the survey, in which they rated LLI as helping ELL students and students with special needs "Somewhat" or "Not At All" approximately one-third of the time (29.6% and 38.6%, respectively). No teachers provided a reason for their school to discontinue the use of LLI. Sample comments from the LLI teachers are provided below.

What are the strengths of the Leveled Literacy Intervention system?

"I love the books that are provided for the program. They are current and fun. The children are excited about reading them. The children really enjoy doing the plays during familiar reading time."

"It provides a safety net for those students who still need extra support in addition to the regular classroom instruction. Students enjoyed coming to LLI class and were motivated and excited about reading each day. It helped students to improve comprehension skills by being in a small group and learning to take risks in answering questions."

What areas of the Leveled Literacy Intervention system could be improved?

"It is impossible to get writing and a running record done on the same day along with everything else in a lesson within the 30 minutes allotted. Thirty minutes is often not enough time to do a lesson that involves every task in each of the lesson components."

"The levels move up very fast for some of the struggling students. It was hard to do everything in the length of time for the slower working student. Perhaps the lessons need to stretch into two days or stretch the levels into three weeks instead of two."

Why should your school continue or not continue the Leveled Literacy Intervention system?

"[It] has all of the components needed to effectively improve student achievement."

"I believe LLI meets struggling students' needs very effectively. All of the components work together to promote the reading process."

Classroom Teacher Survey: CTLIQ

The Classroom Teacher Literacy Instruction Questionnaire (CTLIQ) was administered online at the end of the study period to K-2 classroom teachers with students in the current study (either treatment or control) as a general measure of classroom teachers' literacy instructional strategies and perceptions of the core literacy program at their schools (n = 89 respondents). Table 34 illustrates the frequencies of responses for each item on the CTLIQ. Results from the CTLIQ revealed that classroom teachers of both treatment and control students were most likely to provide individual or small-group reading instruction, integrate vocabulary and comprehension into their literacy instruction, and utilize high-quality literature to read to students and engage them in interactive discussions about the text (each rated "Regularly" or "Frequently" 100.0% of the time). Teachers also frequently reported using guided reading instruction with leveled texts (95.5% "Regularly" or "Frequently") and writing activities (94.4%) and teaching phonological awareness to their students (93.2%). Teachers were least likely to report utilizing whole-class reading instruction (rated "Not At All" 7.9% of the time) and assigning home literacy activities for students to complete with parents (6.7%).

Overall, classroom teachers reported a positive perception of their school's literacy program. Teachers were most likely to agree that they understood the goals of their literacy program, that it was aligned with state and district reading/language arts standards, and that their faculty, staff, and administration believed that all students could learn to read and write (93.3%, 93.3%, and 92.1% "Strongly Agree" or "Agree," respectively). Similar to the LLI teachers, classroom teachers were least likely to agree that the parents of their students participated in home literacy activities with their children (27.0% "Disagree" or "Strongly Disagree"), that their schools had sufficient faculty and staff to fully implement their literacy program (25.9% "Disagree" or "Strongly Disagree"), and that their literacy program helped their students with special needs and ELL students (39.4% and 28.1% "Somewhat" or "Not At All," respectively). The majority of surveyed teachers (83.1%) agreed that their school should continue their current literacy program. All items can be found in Table 34 below.

Table 34: Classroom Teacher Literacy Instruction Questionnaire Response Frequencies (n = 89)

Item	Percent Responded		
	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree
I understand the goals of our school's literacy program.	93.3	4.5	2.2
I have received adequate professional development for implementing our school's literacy program.	77.6	7.9	13.5
I have a thorough understanding of how to implement our school's literacy program.	76.4	12.4	11.2
Guidance and support is provided by our school staff to help us implement our literacy program.	77.6	16.9	5.6
Our literacy program has positively impacted student achievement.	74.1	19.1	5.6
Teachers are given sufficient planning time to fully implement our school's literacy program.	55.1	20.2	24.7
Students in this school are more enthusiastic about reading, writing, and learning because of our literacy program.	67.4	24.7	7.8
Our school has sufficient faculty and staff to fully implement its literacy program.	65.2	9.0	25.9
The administration protects the time needed for daily uninterrupted literacy instruction.	85.4	10.1	4.5
Parents participate in home literacy activities with their child(ren).	32.5	39.3	27
Teachers in this school are generally supportive of our literacy program.	79.7	18.0	2.2

Table 34, continued

Item	Percent Responded		
	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree
Ongoing communication exists between LLI teachers and classroom teachers.	73.1	18.0	8.9
Teachers are encouraged to communicate concerns, questions, and constructive ideas regarding our literacy program to school staff or administration.	78.6	13.5	7.9
Our literacy program allows for teachers to provide differentiated instruction to address the varying strengths and needs of students.	83.2	11.2	5.6
Instructional materials (books, assessments, and other resources) needed to implement our literacy program are readily available.	74.1	13.5	12.4
The faculty, staff, and administration in my school believe that all children can learn to read and write.	92.1	6.7	1.1
Our literacy program is aligned with state and district reading and language arts standards/frameworks.	93.3	5.6	1.1
Professional development for our school's literacy program has improved my reading instruction.	76.4	15.7	7.8
Our principal is an effective instructional leader.	77.5	14.6	6.7
Our literacy program adequately prepares our students for state assessments.	71.9	20.2	7.8
Item	Percent Responded		
	Extensively/ Sufficiently	Somewhat	Not at all
To what degree does your school administration support your efforts to implement your school's literacy program?	87.6	12.4	0.0
To what degree does the district support your efforts to implement your school's literacy program?	83.1	16.9	0.0
To what degree does your teaching schedule allow time to implement your school's literacy program effectively?	75.3	22.5	2.2
To what extent do you feel your school's literacy program has helped your English Language Learner students?	69.6	23.6	4.5
To what extent do you feel your school's literacy program has helped your students with special needs?	59.5	31.5	7.9
Item	Percent Responded		
	Regularly (every day)/ Frequently (3-4 days per week)	Occasionally (1-2 days per week)/ Rarely (less than 1 day per week)	Not At All (never)
Students participate in whole group reading instruction.	71.9	20.2	7.9
Students participate in small group or individual reading instruction.	100.0	0.0	0.0
I provide guided reading instruction using leveled texts for groups of students with similar learning needs.	95.5	3.3	1.1
Students meet in small, heterogeneous groups to discuss the books that they are reading.	68.5	25.8	5.6
Students participate in writing activities, such as mini-lessons, independent writing, conferencing, and sharing.	94.4	4.5	0.0
I provide opportunities to develop oral reading fluency (e.g., shared reading, partner reading).	89.9	10.1	0.0
I teach phonological awareness (sound patterns, rhymes, etc.) to my students.	93.2	6.7	0.0
I integrate both vocabulary and comprehension into my literacy instruction and activities.	100.0	0.0	0.0

Table 34, continued

Item	Percent Responded		
	Regularly (every day)/ Frequently (3-4 days per week)	Occasionally (1-2 days per week)/ Rarely (less than 1 day per week)	Not At All (never)
I read high-quality children's literature (e.g., fiction, non-fiction, poetry) to my students and engage them in interactive discussions about the text.	100.0	0.0	0.0
I assign students home literacy activities to encourage parent participation.	51.6	39.3	6.7

Item	Percent Responded
Do you think your school should continue with the current literacy program?	
Yes	83.1
No	9.0

Note: Item percentages may not total 100% because of missing input from some respondents.

The CTLIQ also invited classroom teachers to share open-ended comments regarding the strengths and weaknesses of their school's literacy program and the reasons that their school should continue or not continue the literacy program. Regarding program strengths, most comments (36.8%)⁸ cited instructional strategies, particularly the opportunities to provide differentiated and small group instruction. One-third of the comments (33.3%) focused on the resources and materials available to both students and teachers (e.g., a variety of books), while several comments (22.8%) stated that the program is individualized and allows students to succeed at their own level. A few comments (3.5%) also mentioned school climate (e.g., teachers/staff, support from literacy coaches and administration).

With respect to areas for improvement, teachers most frequently mentioned materials (50.0% of comments), particularly the need for more guided reading texts. The comments also recommended increased help for at-risk students (11.5%), more professional development (9.6%), improved instructional strategies (e.g., guided reading, one-on-one time, phonics instruction; 9.6%), and additional resources (e.g., better coaching/support, more intervention staff, improved time management; 7.7%). A few comments (5.8%) also mentioned LLI, with one teacher stating that all teachers should receive training in LLI and two teachers requesting better communication between LLI teachers and classroom teachers.

When asked why their school should continue its current literacy program, teachers most frequently cited a positive impact on student achievement (41.4% of comments), while some teachers voted not to continue the current literacy program because it does not meet the needs of all students (5.1% of comments). In 8.6% of comments, teachers voted specifically to continue the use of LLI, with one classroom teacher stating, "...I believe that children that struggle would give up hope in the realm of reading without the LLI program." Some teachers stated that their school must find a way to serve more students with LLI if it is to continue (5.2% of comments), while others reported that they did not know enough about LLI to offer an opinion about whether their school should continue it (3.4% of comments). Sample comments from the classroom teachers are provided below.

⁸ Percentages do not add up to 100% because a single comment may have addressed more than one theme.

What are the strengths of your school's literacy program?

"It provides differentiated instruction and meets students' individual needs. It allows students to share with peers and engage in small group discussion which promotes interest on their part."

"It covers the standards and there isn't a question of if you covered it or not. I also like the one on one opportunities presented in the daily literacy program."

What areas of your school's literacy program could be improved?

"We could use more leveled readers. The amount of guided reading we are teaching sometimes makes it challenging to find multiple copies at the A, B and C levels."

"We need more staff to service all the children who need [intervention services]. We need more consistent communication between administration and classroom teachers in the form of shared collaboration. Teachers also need to be able to give their input on whom should be chosen for LLI services. It should not be based ONLY on a one time score."

Why should your school continue or not continue with the current literacy program?

"Because it works!"

"I feel as though my school should definitely continue with our current literacy program because it provides excellent instruction for students at their academic level. Each range of students is receiving exactly what they need to achieve."

Focus Groups

Two focus groups – one with the LLI teachers and one with the on-site researchers responsible for conducting the LLIOT observations and DIBELS assessments – were conducted in each district at the end of the study in May and June 2010. Approximately 25 LLI teachers and 9 on-site researchers across both districts participated in the focus groups. For both the LLI teachers and the on-site researchers, the focus groups were qualitatively coded into themes and categories from each of the two focus group sessions to summarize the participants' perceptions of LLI. Each of the 166 LLI teacher responses and the 84 on-site researcher responses was represented in a category or individually under its thematic area; no responses were omitted from qualitative analysis. Then, the responses in each category were summed across both focus group sessions for each group (LLI teachers and on-site researchers) to determine the most frequent responses overall for each theme. The following paragraphs summarize the results.

LLI Teachers

An interview protocol with five questions was utilized in the focus groups with LLI teachers. The participants discussed their perceptions related to their general view of LLI, logistical issues they encountered with implementing the system throughout the school year, LLI's strengths and areas for improvement, and suggestions to improve the LLI online data management system, which was piloted by the publisher during the current study. Results are summarized by question below.

General View of LLI

Overall, most of the LLI teachers who participated in the focus groups stated that they liked LLI and felt that it was beneficial to their students. Many of these teachers were particularly impressed with the books used in the system. A few teachers reported liking LLI because it provides them with everything that they need to teach, while others commented that it is fast-paced, engaging to students, and well-organized with an effective format and structure. Some teachers responded that LLI needs more work, describing it as labor intensive and time consuming. Specific areas of concern for these teachers included the pace of the system, which they felt was too fast for their lower-level students, and the large amount of information to cover in each lesson (particularly even-numbered lessons). Several teachers also described the school-level variables that they felt needed improvement in order to implement LLI correctly, including the need for more time, more administrative support, more materials, and more parental support. With regard to the last item, teachers recommended a bilingual informational video that could be sent home to parents at the beginning of LLI as well as a policy of removing students with frequent absences from LLI. Finally, a few teachers commented that LLI can only be implemented effectively if the teachers are extremely organized and familiar with the material.

Logistical Issues with Implementation

When asked about the logistical issues related to implementation, most of the LLI teachers mentioned time and/or scheduling, particularly coordinating with the classroom teachers' schedules in order to meet with all of their LLI groups. Several teachers also commented that they could not finish the lesson during the designated 30-minute timeframe, while a few pointed out that interruptions (including assemblies, half days, state assessments, and the fact that LLI teachers were often pulled to assist with non-intervention activities) frequently prevented them from meeting with their groups. A few teachers also stated that they did not have enough planning time to adequately prepare for their LLI groups.

In addition to the scheduling issues, some LLI teachers commented that they experienced resistance from classroom teachers throughout the LLI implementation; however, these respondents speculated that the classroom teachers' resistance was related to this research study rather than LLI itself (i.e., the classroom teachers did not understand that, due to the need for a treatment and control group, some of their LLI-eligible students would not receive LLI right away). Respondents pointed out that they received more support from the classroom teachers when they worked with them on scheduling. A few respondents even reported that some classroom teachers came to observe their LLI groups in order to learn more about LLI; as a result, these classroom teachers became more supportive of LLI.

Other logistical issues that were reported less frequently included grouping students at different levels from different classrooms, becoming familiar with all of the LLI materials, and the large amount of photocopying involved in preparing lessons, as well as a perceived lack of lesson "flow," insufficient practice activities for slower learners, and the need for more parental support.

Strengths of LLI

The LLI instructional materials, particularly the books and take-home books, were most frequently mentioned by the LLI teachers in the focus groups as strengths of LLI. Respondents felt that the books were high-quality (well-written, fun, colorful, etc.), covered a variety of high-interest topics, and were enjoyable to students. Further, they appreciated the take-home books because many of their students did not have books at home, and the take-home books reinforced learning outside of the LLI group. Teachers also liked the Teacher's Guide and the Lesson Resources CD. In addition to the

materials, several teachers also mentioned the guided lessons and the fact that everything was already in place for them to teach, while some mentioned the writing component or the fact that the system includes both a reading and a writing component. A few teachers also cited the 3-to-1 group size, the Reading Records, the repetition and consistency of lessons, the lesson layout, and the ease of implementation or “teacher-friendliness.” Finally, other strengths mentioned included concept building, the integration of both phonics and comprehension, the use of Fountas & Pinnell’s Continuum of Literacy Learning (2007), the LLI teacher’s ability to meet with the same groups every day, and the fact that the system addresses both instructional and independent reading levels.

Areas for Improvement

When asked about the areas of LLI that could be improved, LLI teachers most frequently mentioned the timeframe for the lessons, stating that they could not complete the lesson in 30 minutes and generally required approximately 45 minutes to cover all of the material. Several teachers also stated that there were inconsistencies between materials (e.g., the lesson did not “match” the written materials), that the system was too fast-paced for at-risk students, and that the amount of information presented in each lesson could be overwhelming to students. Several teachers also recommended improving the lesson sequence or “flow” and the word work, which they stated should be consistent and derive directly from the text. Some teachers also disagreed with the examples used for certain concepts in the curriculum, such as using “ear” for the long “e” sound, presenting “bread” and “read” at the same time (i.e., one is an example of the “ea” rule while one is an exception), and including words like “moon” and “spoon” in the same word ladder as words like “book.” Further, some teachers suggested providing more skill review so that mastery can be obtained before progressing to the next skill, providing a more specific vocabulary introduction for each book, and reducing the amount of “runoff” paper that is wasted when printing out CD resources (i.e., some pages print with only a few words per page, which can be problematic for teachers in schools that limit their number of photocopies per month). Finally, other recommendations included providing tips to help students who continue to struggle; increasing the size of the ABC, word, and picture cards; and incorporating a handwriting component.

Suggestions for the Online Data Management System

LLI teachers were also asked about their experiences with the new online data management system and any suggestions that they might have for improving the system. Overall, the most frequent complaint was that the system was slow or tended to “freeze,” sometimes for hours at a time. Some teachers reported that this problem worsened if more than one teacher at their school attempted to use the system at once. Many teachers also stated that their data would not save or that it would disappear and reappear, particularly in the Notes section. Several teachers also reported difficulty with the individual and group weekly records; however, these problems may have been due to the fact that some teachers did not know to first enter the information in the group weekly record and then edit it for individual students if needed in the individual weekly record. Suggestions for the weekly records included improving the ability to enter reasons for teacher and student unavailability, adding an option for “group unavailable,” and applying school holidays to all of a teacher’s groups once she enters the holidays for one group. Some teachers also noted that there is not a way to transfer students in the system from one group or LLI teacher to another, which means that the student still appears in his/her original group and that the data regarding the student’s progress in the old group and in the new group are not connected. Finally, some teachers complained about the process of obtaining technical support, stating that the publisher’s helpline employees were not able to fix the problem or that they had to talk to several employees before finding someone that could help. Teachers also reported that they were not always able to be on their computer when calling technical support (e.g., if they must use the

telephone in their school's front office) and recommended a link to a frequently asked questions page or a live help chat.

Overall, teachers suggested that the use of the online data management system could be improved with on-site, in-person training on the computer, a more user-friendly manual, and additional resources, such as a step-by-step demonstration video or presentation that could be available for download on the publisher's website, a quick-start guide, or a list of "helpful hints." Most of the teachers indicated that the system had a relatively steep learning curve and took some time to "figure out." However, several of these teachers reported that the system worked well and was easy to use once they learned how to use it. A few teachers reported not experiencing any problems with the system. Finally, some teachers commented that they liked the system, particularly the layout and the ability to access individual and group reports.

On-site Researchers

Because the on-site researchers for the study were all retired teachers who had experience teaching in the two school districts in the study, CREP researchers utilized focus groups to solicit their feedback regarding LLI. The on-site researchers were able to provide an objective "outsider's" perspective based on their random observations of the LLI groups. On-site researchers were asked to discuss their perceptions of LLI's strengths and areas for improvement as well as their opinion of LLI in general (i.e., as experienced teachers, what would they think of having LLI in their schools?). Results are summarized by question below.

Strengths of LLI

Most of the on-site researchers cited group management by the LLI teachers as a strength of the LLI implementation in the current study (e.g., the use of prompts, reinforcement, and rapport with the students and the ability to deal effectively with behavior problems). In terms of LLI in general, on-site researchers frequently cited the fact that LLI builds student confidence, is very well-organized, and can be adapted to different teaching styles and real-world learning situations. Some on-site researchers were also impressed with LLI's fast pace, scripted lessons and routines, and 3-to-1 group size. Other strengths mentioned by the on-site researchers included the books, the level of training received by the LLI teachers, and the range of students that can benefit from LLI (e.g., older students as well as early childhood students and students with special needs or behavior problems).

Areas for Improvement

When asked what areas of LLI could be improved, on-site researchers most frequently responded that the Reading Records were too long and took up too much time during the even-numbered lessons. They recommended establishing a time or word limit for the Reading Record, providing more activities for other students to complete during the assessment time, or even allowing the Reading Record to be done on a separate day if possible. Some on-site researchers also felt that the Reading Record should be used as a general indicator of progress and that the LLI teacher should be able to decide how much of the record to complete for each student.

In addition to their comments about the Reading Records, several on-site researchers echoed the LLI teachers' concerns that the lessons could not be completed in 30 minutes and that the system was too fast-paced for slower learners. A few on-site researchers also felt that the group format could be distracting for younger students, particularly when doing choral reading. Other areas for improvement suggested by the on-site researchers included a perceived overemphasis on comprehension, a belief that the skills presented in the system are too advanced for struggling students,

the difficulty in sharing materials between groups, and the need for more writing and a stronger parental component. On-site researchers also recommended better communication between LLI teachers and classroom teachers in order to streamline the process of getting students to their LLI groups on time as well as to improve the classroom connection component of the curriculum.

Overall Opinion of LLI

When asked what they would think as experienced teachers about having LLI in their schools (i.e., the benefits and drawbacks of implementing such a system), the majority of on-site researchers in the focus groups were positively supportive of LLI and indicated that they would like to have this system if they were still teaching. On-site researchers generally saw LLI as a systematic approach to literacy intervention that covers all of the necessary components, is high-interest for students, and can be effective with a range of early childhood students. On-site researchers commented that they liked the system's leveled texts, small group format, instructional techniques (including the emphasis on phonics and the reading/writing connection) and the use of repetition, as well as the LLI teacher's ability to see growth in her students' literacy over time. Some on-site researchers also commented that LLI is similar to the Reading Recovery program, which would make it easier for districts already implementing Reading Recovery to adopt LLI.

Some on-site researchers also commented on the potential drawbacks of implementing LLI. These on-site researchers pointed out that the system can be expensive; requires extensive training; involves a good deal of documentation; and would not be implemented as effectively by less experienced teachers. Finally, some on-site researchers provided a "conditional" answer to this focus group question, stating that their opinion of LLI would depend on who was implementing it. Specifically, these on-site researchers perceived that LLI would only be effective if it was implemented in small groups by an experienced early childhood teacher with extensive training in LLI. These on-site researchers further emphasized that "every piece of the program must be in place" for the most successful implementation of LLI.

Conclusions

1. What progress in literacy do students who receive LLI make compared to students who receive only regular classroom literacy instruction?

Across the three grade levels, the current study found that LLI positively impacts K-2 student literacy achievement in rural and suburban settings. Further, we determined that LLI is effective with ELL students, students with a special education designation, and minority students in both rural and suburban settings. Finally, the current study showed that LLI is effective with economically disadvantaged children in both rural and suburban settings.

This study found robust effects on the LLI Benchmarks across all grade levels for students who received LLI. Across the three grade levels, students in LLI achieved between 1 ½ benchmark levels up to almost 5 ½ benchmark levels, while students who did not receive LLI achieved between less than 1 benchmark level to 3 benchmark levels.

Further, these effects were particularly strong for various subgroups (e.g, ethnicity, special education or ELL status) within each grade level. For kindergarten, significant effects were found, compared to the control group, for African American students, Hispanic students, and ELL students on the LLI Benchmarks, with all three subgroups finishing closer to grade level (i.e., Level C) than their counterparts who finished at or below Level A. 1st grade African American and Hispanic students in the treatment group also showed more gains than their counterparts in the control group. In 2nd grade, strong, educationally meaningful effects were found for African American and Hispanic LLI students. 2nd grade African American LLI students finished at the highest level overall, closely followed by the Hispanic LLI students.

Additionally, effects found with the DIBELS measures of reading fluency provided corroboration of the results with the LLI Benchmarks. In kindergarten, students in LLI showed significant gains on subtests of the DIBELS as compared to those who did not have LLI. In particular, for phoneme segmentation fluency, ELL students in the treatment group outperformed ELL students in the control group, *as well as* non-ELL students in both the treatment and control groups. In 1st grade, LLI students significantly exceeded the control group on 3 of 4 subtests: nonsense word fluency, letter naming fluency, and oral reading fluency. Finally, on the nonsense word fluency subtest, 1st grade Hispanic students in the treatment group outperformed their counterparts in the control group.

Taken together, all of the student achievement results provide strong evidence that students who are eligible for and participate in LLI make significant progress in literacy compared to students who are eligible to receive LLI and only receive regular classroom literacy instruction.

2. Was LLI implemented with fidelity to the developers' model?

Overall, the observation results from the current study suggest that LLI was implemented with a high degree of fidelity to design across both districts. The majority of lesson components received high fidelity ratings in most of the observations that were conducted. Further, qualitative feedback from the LLI teachers suggests that two of the lesson components receiving lower fidelity ratings – the classroom and home connections – may have been implemented less frequently due to lack of cooperation or support from parents and lack of familiarity with LLI by the classroom teachers.

Additionally, observation results revealed that LLI implementation was consistent across the year, with high fidelity scores received at both time points when the observations were conducted. The only change in implementation over the year occurred in first and second grade, where “Learning Environment” scores significantly improved from the first observation to the second. Because this scale of the observation tool measured such factors as lesson organization and pacing, the availability of instructional materials, and an overall rating of whether the lesson was delivered as designed, this finding may have been due to a “practice effect” in which teachers became more familiar and comfortable with the materials and procedures over time.

Finally, the LLI attendance records from the current study revealed that, on average, students received less than the model’s recommended number of instructional days (i.e., approximately 70 days instead of 90 for 1st and 2nd grade, and approximately 40 days instead of 70 for kindergarten). However, despite receiving less than the recommended amount of instruction, students in all three grade levels made significant progress in their literacy achievement. This finding suggests that LLI can still be effective during a relatively shorter timeframe, which may be valuable to districts with a large number of students to serve or limited time in which to implement early literacy interventions.

3. What were LLI teachers’ perceptions of LLI and its impact on their students’ literacy?

Overall, the LLI teachers in the current study supported LLI and believed it had a positive impact on their students’ literacy. LLI teachers indicated that they had a good understanding of LLI; received support in implementing LLI from their district, school administration, and other school staff; and perceived a positive impact on student achievement and student attitudes towards literacy. LLI teachers also reported a positive impact of LLI on their reading instruction, particularly their understanding of the role of comprehension and phonics/phonemic awareness in the reading process and the relationship of leveled texts to successful reading. LLI teachers were extremely positive about the materials and resources, particularly the leveled texts, which they described as high-quality, high-interest, and engaging to students. LLI teachers also liked the small group format of the lessons as well as the well-organized, guided lesson structure. However, a number of LLI teachers in the current study thought the LLI lessons contained too much information to adequately complete a lesson during the designated 30-minute timeframe. Many LLI teachers also thought the system was too fast-paced for their lower-level students and that there were inconsistencies in materials which made implementation of certain lessons more difficult.

In addition to the LLI teachers, a small number of classroom teachers with students in the current study provided feedback on their perceptions of the LLI system. Most of these teachers were positive about LLI and noticed that their students’ literacy in the classroom improved after receiving LLI, with one classroom teacher even commenting, “...I believe that children that struggle would give up hope in the realm of reading without the LLI program.”

Recommendations

Altogether, the results from this evaluation allow us to conclude that the LLI system positively impacts students' literacy skills. These results also suggest that continued implementation of LLI would be beneficial in both Tift County Schools and the Enlarged City School District of Middletown. While the long-term impacts of LLI have yet to be determined, the positive results found in this evaluation suggest that additional benefits may be seen with the continuation of LLI. This evaluation provided a randomized controlled trial and efficacy study for the LLI system as well as offered an opportunity for research-based recommendations that may enhance the system, future research, and ultimately student achievement. From this evaluation, CREP proposes the following recommendations with regard to LLI and its implementation in schools:

- When possible, schools should begin kindergarten instruction in LLI as soon as possible in order to provide the recommended amount of instruction (i.e., 14 weeks) for kindergarten students.
- Professional development for building principals and central office supervisory staff, although not measured in this study, surfaced as being critical to the implementation.
- Likewise, regular classroom teacher involvement and professional development to familiarize them with LLI and its features also appears to influence the quality of implementation.
- LLI teacher professional development should be ongoing with at least a refresher training to supplement and resolve any district-specific issues.
- Providing scenarios or examples of how prior adopters have developed schedules that allow for full implementation of the 30-minutes-a-day, five-days-a-week instructional pattern would be helpful to school districts who are new adopters of LLI.
- Suggestions and recommendations of how LLI teachers might plan and organize their LLI sessions so they can accomplish the instructional goals in a typical 30-minute session would benefit prior and new adopters of LLI.
- Additional suggestions from the authors about how best to instruct LLI groups whose members are not at the same level or who have members progressing at a slower rate would be helpful.
- Providing some type of video for parents of the LLI students could not only explain the system but could provide clips of how they should be working with their child. This is particularly important for the parents of ELL children and the parents of economically disadvantaged children.
- A careful review of all materials and resources is recommended to ensure consistency and accuracy throughout the system.
- There is a great need to conduct a similar study in at least one major urban district.
- Future research of LLI should include longitudinal tracking of student reading achievement to look at the long-term impact of LLI beyond one school year.
- The LLI benchmarking system would benefit from additional systematic comparisons with other nationally recognized literacy assessments.

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SRI International

Evaluation of Rocketship Education's Use of DreamBox Learning's Online Mathematics Program

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Introduction

Rocketship Education is a charter management organization at the forefront of the small but growing movement to expand the use of blended and hybrid learning in K–12 schools. Distinct from distance learning, blended and hybrid systems have a combination of online and offline learning in which students engage in adult-supervised online instruction for a part of their school day (Horn & Staker, 2011; U.S. Department of Education, Office of Educational Technology, 2010). Rocketship seeks to transform public education by developing an instructional model that supplements traditional face-to-face instruction with instruction provided via computer-based programs and tutoring. At Rocketship schools, the online instruction happens in the Learning Labs and focuses on developing students' reading and mathematics skills.

Enthusiasm for blended and hybrid learning stems from its potential to increase personalization and boost productivity. As noted in the U.S. Department of Education's National Educational Technology Plan (2010, p. 4), "Contemporary technology offers unprecedented performance, adaptability, and cost-effectiveness." While blended and hybrid learning systems are still in the early stages of development, significant growth is expected over the next decade (Horn & Staker, 2011). For its part, Rocketship has ambitious expansion plans. Opening its first school in 2007, Rocketship was operating three schools in San Jose, California, in 2010–11. By 2030, it intends "to expand into 50 different cities across the U.S., bringing the unique Rocketship Hybrid Model to millions of students" (Rocketship Education, 2011).

To help inform the ongoing development of Rocketship's hybrid model, SRI International researchers conducted an independent evaluation of the impact of supplemental online instruction on student learning. We applied a randomized controlled trial (RCT) to examine the short-term effects of online mathematics curricula on elementary school students. This report focuses on the DreamBox program, as currently implemented in Rocketship's Learning Lab with kindergarten and first-grade students.

The primary research questions were as follows:

1. What impact does supplemental online mathematics instruction (DreamBox Learning) have on students' mathematics learning by the end of one semester?
2. Do effects differ for students with different characteristics (i.e., English learner status, grade level, pretest scores, participation in Response to Intervention [RtI])?

We begin with a summary of the research literature on the effects of online instruction in K–12 schools, then describe our methods, and finally present our findings. We conclude with a discussion of the implications of this research.

Literature Review

Although online learning is becoming increasingly popular in U.S. schools, few rigorous studies have been conducted on the effect of online learning programs, including blended learning systems, on student outcomes in K–12 education. In a meta-analysis of research on online learning, Means et al. (2009) found only five experimental or quasi-experimental studies that compared online and blended programs with face-to-face instruction and met the criteria for inclusion in the meta-

analysis (all five compared blended learning with face-to-face instruction).¹ Four of the five studies found positive effects of blended programs on student achievement on researcher-developed assessments in algebra, history, and science (Long & Jennings, 2005; O'Dwyer, Carey, & Kleiman, 2007; Sun, Lin, & Yu, 2008). These findings, however, should be interpreted with caution because researcher-developed assessments tend to overalign with the interventions of interest and therefore may overestimate their effects. The review for the meta-analysis did not uncover any studies of online learning programs in K–12 education that relied on standardized external outcome measures.

Experimental studies of other computer-based programs that were not delivered online (i.e., not web based) but were designed to support instruction using technology failed to detect positive effects on standardized tests. Rouse and Krueger (2004) found a small positive effect for the Fast ForWord reading program on a computer-based measure of language skills but no effect on reading achievement on the Clinical Evaluation of Language Fundamentals (CELF-3) or on state standardized reading assessments. Similarly, Borman, Benson, and Overman (2009) found that Fast ForWord did not have an effect on eighth-grade students' language and reading comprehension on the Comprehensive Test of Basic Skills (CTBS/5). Likewise, Dynarski et al. (2007) and Campuzano et al. (2009) evaluated the effects of multiple reading and mathematics software programs and did not find significant effects of these programs on Stanford Achievement Test (SAT-9 and SAT-10) scores.

None of these studies included kindergarten or first-grade students. This highlights the lack of knowledge about the effect of technology-supported learning in the early grades—the focus of this study. There have been no prior experimental or quasi-experimental studies on the effects of DreamBox Learning.

Research Design

We conducted an RCT involving all students in kindergarten and first grade in each of the three Rocketship schools in operation in 2010–11. Students were randomly assigned to one of two conditions: (1) online mathematics instruction supplementing face-to-face mathematics instruction (treatment) or (2) face-to-face mathematics instruction only (control). We randomly assigned individual students, separately within and by grade level (K and 1), at a 4 to 1 ratio to the treatment and control groups.

The experiment spanned 4 months (mid-October through mid-February), including 70 days of instruction. Students in treatment and control groups were scheduled to receive 100 to 110 minutes per day of face-to-face mathematics instruction in their classrooms. Students in the treatment group were scheduled to receive an additional 20 to 40 minutes per day of online mathematics instruction, with most sessions lasting 40 minutes, while the control students from the same class received online literacy instruction. In all three schools, some low-achieving students, regardless of their treatment assignment, participated in an RtI program in which they were scheduled to receive literacy tutoring as well as about 45 minutes of DreamBox each day. (See Exhibit 1 for an overview of a typical daily schedule for a Rocketship student.)

¹ The criteria included applying an experimental or quasi-experimental study and providing sufficient information to support computation of an effect size.

Exhibit 1**Sample Daily Schedule for a Second-Grade Student, Fall 2010**

Time	Activity
7:30 AM	Breakfast
8:00 AM	Literacy, science, and social studies
11:20 AM	Lunch/recess
12:00 PM	Mathematics
1:40 PM	Learning Lab (online instruction)
3:20 PM	PE/outside play
4:00 PM	Dismissal or afterschool program for students in RtI (online instruction and small group tutoring)
6:00 PM	Dismissal for students in RtI

With this design, the evaluation essentially estimated the effect of supplemental online mathematics instruction versus the online literacy program on students' mathematics outcomes. A result of this design is that the estimated DreamBox effect is confounded with the effect of receiving additional mathematics instruction. In other words, because we are not comparing DreamBox instruction with another form of mathematics instruction, we cannot isolate the effect of DreamBox from the effect of additional instructional time.

Rocketship administered the Northwest Evaluation Association's (NWEA) mathematics tests in September 2010 (pretest) and January/February 2011 (posttest) to students included in the experiment. In the primary grades, NWEA's Measures of Academic Progress (MAP) assessment in mathematics is aligned with national mathematics standards (e.g., those developed by the National Council of Teachers of Mathematics). Our analysis included both the general NWEA mathematics scores and subtest scores for problem solving, number sense, computation, measurement and geometry, and statistics and probability. All the scores are in the RIT scale,² which is scaled using the Item Response Theory (IRT) and has the same meaning regardless of the grade of the student.

The Intervention

Here, we describe the DreamBox Learning program and its alignment with the NWEA assessment and provide information about its implementation at Rocketship schools.

DreamBox Learning provides an adaptive learning environment that tailors instruction to student needs and provides feedback to teachers to facilitate student learning. DreamBox generates information on program use (e.g., notifications of students who are struggling with a concept or unit or working inefficiently in the program) and student progress (proficiency and growth), but does not prescribe a specific role for teachers. DreamBox Learning recommends students spend a minimum of 90 minutes per week on the program.

The DreamBox Learning curriculum is based on the National Council of Teachers of Mathematics standards and has been aligned with Common Core State Standards. It focuses on learning numbers

² The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. For more information, see <http://www.nwea.org/support/article/532/rit-scale>

and operations, place value, and number sense. The number-related activities often make use of the open number line, thereby touching upon measurement and geometry. Exhibit 2 lists the NWEA subtest strands and indicates where DreamBox instruction is aligned with them. Because at Rocketship so much instruction is provided face to face with teachers, the alignment between the face-to-face instruction provided over the course of the experiment and the NWEA subtests is also indicated.

Exhibit 2

Alignment of DreamBox and Face-to-Face Instruction with NWEA Subtest Strands

NWEA Subtests	DreamBox Instruction		Face-to-Face Instruction	
	Kindergarten	First Grade	Kindergarten	First Grade
Problem solving			Partial	Partial
Number sense	✓	✓	✓	✓
Computation	✓	✓	✓	✓
Measurement and geometry	Partial	Partial	✓	✓
Statistics and probability			✓	✓

Over the course of this experiment, treatment students (kindergarteners and first-graders) accessed DreamBox in the Rocketship schools' Learning Labs, and control students from the same homeroom accessed an online literacy program in the same lab. The labs are run by lab coordinators, who are noncredentialed hourly staff and play a minimal role in instruction. Finally, while the DreamBox Learning program does generate information for teachers, it was not used by Rocketship's classroom teachers to modify instruction for students in either the treatment or control group.

Data Collection

Rocketship provided student demographic information, pre- and posttest scores on the NWEA mathematics test, and program usage data, including the actual hours students spent on the program during the experiment. In addition, we collected school calendars and computer lab schedules for each school, which we used to calculate scheduled participation time.

The Sample: Student Characteristics and Achievement

A total of 583 students were in the study sample—all students in grades K–1 in the three schools. Among students included in the experiment, 87% were Hispanic students, 81% were English learners, 88% were eligible for the FRPM program, and 4% had been identified for special education (Exhibit 3). Of these students, 10% participated in RtI during the experiment. The treatment and control groups were balanced in terms of these background characteristics; almost all differences were less than 5% and none were statistically significant at a .05 significance level.

Exhibit 3**Student Characteristics by Treatment and Control Condition**

	Overall	Treatment	Control
<i>N</i>	583	466	117
Female (%)	53.3	52.4	57.3
Hispanic (%)	87.3	86.7	89.7
English learner (%)	80.6	82.4	73.5
FRPM (%)	87.7	87.8	87.2
Special education (%)	4.1	4.7	1.7
Rtl participation (%)	9.6	9.7	9.4

Exhibit 4 presents the means and standard deviations of the pre- and posttest scores (NWEA mathematics test scores in September 2010 and in January/February 2011) for the treatment and control students. The differences in pretest scores were in general less than 3 points, all within .2 standard deviations of the scores for the entire sample, and none of the differences were statistically significant at a .05 significance level, meeting the What Works Clearinghouse (WWC) standards for a balanced sample.

Exhibit 4**Pre and Post NWEA Math Test Scores by Treatment and Control Condition**

	Treatment					Control				
	Pretest			Posttest		Pretest			Posttest	
	<i>N</i>	Mean	<i>SD</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>	Mean	<i>SD</i>
Math overall	446	146.0	18.0	159.0	16.6	111	144.7	15.0	156.2	15.1
Problem solving	444	147.0	19.3	161.4	16.3	109	144.7	17.1	159.8	15.2
Number sense	444	146.9	20.0	159.6	18.9	109	143.4	16.6	157.0	17.2
Computation	438	147.5	22.4	163.0	20.7	108	147.0	19.8	158.8	19.5
Measurement and geometry	441	144.5	18.9	155.5	18.3	109	144.8	18.4	151.8	18.1
Statistics and probability	443	145.5	19.3	156.3	18.9	109	145.1	15.6	154.1	17.6

Fewer students are reported in Exhibit 4 than Exhibit 3 because it includes only those students for whom we had both pre- and posttest data. As discussed below, 26 students were excluded from the impact analysis because of missing pretest and/or posttest scores.

Data Analysis

To understand the DreamBox usage patterns among treatment and control students, we conducted initial descriptive analyses. We then identified the student characteristics associated with greater usage time using ordinary least squares (OLS) regression to predict usage hours for students assigned to the treatment group.

We conducted two types of analysis to examine the effects of DreamBox. One was an intent-to-treat (ITT) analysis in which we studied the effect of being assigned to the treatment group regardless of

each student's actual time spent on DreamBox. We estimated the ITT effect on posttest achievement adjusting for students' demographic background, pretest scores, RtI status, grade level, and school fixed effects.³ We also examined the interaction between treatment and pretest score, gender, eligibility for the FRPM program, RtI status, grade level, and school fixed effects to examine whether DreamBox has differential effects on student subgroups.

The ITT analysis offers an unbiased estimate of the effect between the treatment and control groups, but it may underestimate the effect of the treatment because some control students received the treatment while some treatment students did not. Therefore, we also conducted a treatment-on-the-treated (TOT) analysis to study the effect of usage hours on student outcomes. The most straightforward approach to the TOT analysis is to use the usage hours to predict the outcomes and therefore estimate the effect of usage hours on these outcomes. However, because students who spent more time accessing DreamBox may be more motivated to learn mathematics than those who had fewer usage hours, their outcomes might have improved more even if they had not used the programs more (because they may also learn more through other sources). Therefore, the estimated effect of actual usage hours on student achievement may be biased since it may be confounded with the effect of unmeasured motivation factors.

To address this selection bias issue, we used an instrumental variable (IV) approach, where we applied a two-stage least squares regression, using treatment assignment as the instrument to model the actual hours a student participated in the program and then estimating the effect of the predicted program hours from this model on the outcomes. The effect of predicted participation hours, unlike actual hours students spent on the program, is not subject to selection bias; thus, we could obtain an unbiased estimate of the effect of participation.

Summary of Findings

To summarize the findings, we first present information about students' DreamBox usage and factors related to usage. We then turn to the ITT and TOT results for the effects of using DreamBox on student performance on NWEA mathematics test scores.

Program Usage

The usage data revealed considerable treatment crossover (control students using DreamBox) and significant variation in dosage among treatment students. On average, students in the treatment group logged 21 hours on DreamBox over the 4-month experiment (Exhibit 5); with approximately 16 instructional weeks, this translates to just under 80 minutes a week.

³ We also posited a hierarchical model with classroom and student levels, with treatment condition at the student level. The results are very similar to those from the OLS regression and are not presented in this summary.

Exhibit 5

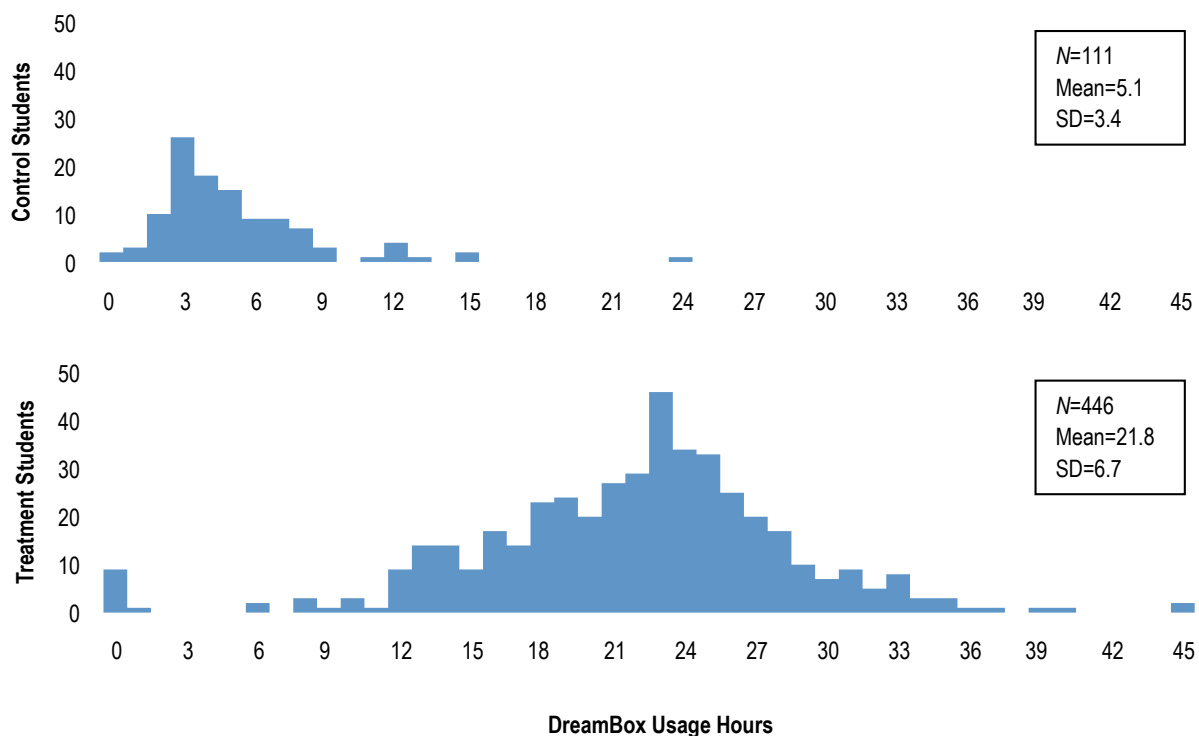
Participation Hours by Treatment Condition and Rtl Status

		N	Mean	SD
Treatment	Overall	446	21.8	6.7
	Non-Rtl	404	21.3	6.3
	Rtl	42	26.5	8.2
Control	Overall	111	5.1	3.4
	Non-Rtl	100	4.8	3.2
	Rtl	11	8.0	4.1

Some control students obtained a significant number of DreamBox usage hours, and only two control group students had zero hours of usage (Exhibit 6). The primary reason for this is that the control students who participated in Rtl had access to DreamBox. The effect of Rtl is evident in the higher average usage hours for Rtl students in both the treatment and control groups (Exhibit 5). The participation of non-Rtl control students in DreamBox, however, was not anticipated. Students may have accessed the treatment by logging in to the program while the lab coordinator was out of the Learning Lab (the substitute supporting staff may not have been as vigilant as the coordinators in ensuring students logged in to the correct program). In one school, a lab coordinator was on leave for about a month during the experiment, and the average DreamBox usage hours for control students in that school was higher than in the other schools.

Exhibit 6

Distribution of Usage Hours by Treatment Condition



The variation in usage hours within the treatment group was also substantial. Again, some of the variation can be attributed to some students accessing DreamBox also through RtI. Another reason is that students receiving special education services were pulled out from the Learning Lab. While we do not know all the reasons for the variation in usage or the discrepancy between scheduled and actual hours, it is not unexpected: These are young children traveling to a computer lab, and time is undoubtedly spent on transitioning to a different learning environment and logging in for instruction. Yet of some concern is the fact that a small number of treatment students (9 of 446) had zero usage hours. This could have been some kind of mistake on the lab coordinator's part, or it may be that some students just did not log in to the program in the Learning Lab.

Predictors of Program Usage

In light of the substantial variation in usage hours for treatment students, we posited a regression model to predict usage hours using student characteristics, achievement on the pretest, and scheduled online program hours. We found that among students assigned to the treatment group, being assigned to RtI, being eligible for FRPM, being a first-grader versus a kindergartener, and being in one school versus another were related to more usage hours. This indicates variations in usage hours among student subgroups and between schools. (For detailed regression results, please see the appendix.)

Results for ITT and TOT Analysis

A total of 583 students were in the DreamBox experiment. As mentioned, 26 were excluded from the impact analysis because of missing pretest and/or posttest scores. We compared demographic, background, and achievement information between students who were included in the analysis and students who were not. Students in the two groups were similar on all characteristics except that those who were in the analytic sample were more likely to be eligible for FRPM. We did not look at differential attrition between treatment and control groups because very few control students were excluded from the analytic sample. For both the ITT and TOT analyses, we used Cook's D distance statistic to identify outliers for each outcome. Depending on the outcome, two to five students were excluded from the models. We present the results without the outliers in the models.

We found statistically significant ITT effects of DreamBox on NWEA's overall mathematics test score as well as on the measurement and geometry subtest but not on the problem solving, number sense, computation, and statistics and probability subtests (Exhibit 7). (For detailed regression results, please see the appendix.)

Exhibit 7

Summary of Regression Results for the ITT Effects on NWEA Mathematics Scores

	Math Overall	Problem Solving	Number Sense	Computation	Measurement and Geometry	Statistics and Probability
Effect on RIT scale score	2.30**	1.02	1.53	2.68	2.91*	2.20
SE.	(0.83)	(1.11)	(1.23)	(1.41)	(1.23)	(1.36)
Effect size	0.14	0.06	0.08	0.13	0.16	0.12

* $p < .05$

Students in the DreamBox treatment group scored an average of 2.3 points higher on the NWEA overall mathematics test than similar students in the control group; this difference translates into an effect size of .14. This difference also translates to an improvement index of 5.5 percentile points, which suggests that being assigned to the treatment group would have led to a 5.5 point increase in the percentile rank for the average (50th percentile) student in the control group. Students in the treatment group scored an average of 2.9 points higher on the measurement and geometry subtest than their peers in the control group; this difference translates into an effect size of .16. This difference also translates to an improvement index of 6.4 percentile points, suggesting that being assigned to the treatment group would have led to a 6.4 point increase in the percentile rank for the average (50th percentile) student in the control group. Although we found no statistically significant effects on the problem solving, number sense, computation, or statistics and probability subtests, the effects all have a positive sign, suggesting that DreamBox improved student math achievement in a comprehensive way. We did not find statistically significant differential effects for student subgroups (see the appendix for the model interacting DreamBox effects with student characteristics).

Consistent with the ITT findings, we found significant TOT effects of DreamBox usage hours on the NWEA overall mathematics test score as well as on the measurement and geometry subtest. (For detailed regression results, please see the appendix.) The results are robust with the different methods used (ordinary least squares regression; hierarchical modeling with student and classroom levels, with fixed or random treatment effects).

Discussion

Given the expected growth of blended and hybrid learning systems, rigorous research on both the efficacy and effectiveness of technology-based instruction is essential. To date, the research has been limited, especially when it comes to the use of technology with our youngest students.

This study's positive findings about the effects of DreamBox instruction are likely to fuel the sense of optimism about the promise of online learning, especially in light of the relatively modest treatment. In interpreting these findings, we urge educators and policymakers to keep in mind a basic principle of scientific research—that research findings contribute to the ongoing refinement of hypotheses but do not represent a conclusion. Positive results merit continued and even expanded use, but ongoing evaluation is needed to build a body of evidence, especially as interventions are implemented in varied ways in diverse settings.

Moreover, this study examined the effects of using the DreamBox program for only a short period of time. Using the program for a longer time may have different effects. Further, because we only examined the short-term effects of the program, we do not know how long the estimated positive DreamBox effect would persist. Follow-up of the experiment would be needed to address these questions.

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Appendix

Model Estimation for Usage Hours Prediction and ITT and TOT Effects

Exhibit A-1

Regression Results for Factors Related to Usage Hours for Students in the Treatment Condition

	Hours on DreamBox (N = 456)	
Intercept	16.69 (4.51)	
Pretest math overall	-0.02 (0.03)	
Female	0.43 (0.66)	
Hispanic	-0.78 (1.03)	
English learner	-0.51 (0.89)	
FRPM	3.19 (1.02)	**
Special education	-2.46 (1.52)	
Rtl	2.45 (1.18)	*
Grade 1	3.30 (1.01)	**
School A	0.23 (0.85)	
School B	2.71 (0.81)	***
Scheduled lab hours	0.08 (0.06)	
R ²	0.13	

* $p < .05$, ** $p < .01$, *** $p < .001$

Exhibit A-2

Regression Results for the ITT Effects of DreamBox on NWEA Math Scores

	Math Overall (N = 552)	Problem Solving (N = 549)	Number Sense (N = 549)	Computation (N = 543)	Measurement and Geometry (N = 546)	Statistics and Probability (N = 550)
Intercept	59.07 (4.26)	81.98 (5.63)	64.78 (6.25)	72.81 (7.25)	48.60 (6.24)	49.94 (6.92)
Pretest math overall	0.68 *** (0.03)	0.54 *** (0.06)	0.73 *** (0.07)	0.61 *** (0.07)	0.71 *** (0.07)	0.60 *** (0.07)
Pretest to outcome		0.01 (0.04)	-0.06 (0.05)	-0.04 (0.06)	0.04 (0.06)	0.11 (0.06)
Treatment	2.30 ** (0.83)	1.02 (1.11)	1.53 (1.23)	2.68 (1.41)	2.91 * (1.23)	2.20 (1.36)
Female	0.34 (0.67)	1.29 (0.89)	-0.44 (0.98)	0.64 (1.14)	0.54 (0.99)	-0.09 (1.09)
Hispanic	-2.58 * (1.06)	-3.83 ** (1.41)	-4.22 ** (1.55)	-5.59 ** (1.80)	-2.52 (1.57)	1.79 (1.73)
English learner	0.59 (0.89)	-2.22 (1.18)	1.56 (1.30)	2.43 (1.50)	0.13 (1.31)	0.10 (1.43)
FRPM	-2.52 * (1.14)	0.15 (1.51)	-2.91 (1.65)	-3.52 (1.92)	-3.38 * (1.67)	-1.91 (1.83)
Special education	-2.24 (1.64)	-0.82 (2.17)	-1.52 (2.44)	-2.73 (2.82)	-2.24 (2.40)	-3.05 (2.66)
Rtl	-4.51 *** (1.23)	-2.82 (1.62)	-6.33 **** (1.79)	-3.00 (2.08)	-5.20 ** (1.79)	-5.42 ** (1.99)
Grade 1	6.12 *** (1.03)	6.50 *** (1.36)	7.71 *** (1.52)	14.16 *** (1.84)	1.35 (1.53)	3.14 (1.68)
School A	-0.16 (0.87)	-0.70 (1.15)	-2.21 (1.27)	3.72 * (1.48)	0.00 (1.28)	-1.17 (1.41)
School B	-0.73 (0.80)	-0.78 (1.06)	-3.14 ** (1.17)	4.74 *** (1.36)	-2.33 * (1.18)	-0.78 (1.29)
R ²	0.78	0.60	0.63	0.60	0.61	0.55

* $p < .05$, ** $p < .01$, *** $p < .001$

Exhibit A-3

Regression Results for the ITT Effects of DreamBox on NWEA Math Scores with Subgroup Interactions

	Math Overall (N = 552)	Problem Solving (N = 551)	Number Sense (N = 550)	Computation (N = 543)	Measurement and Geometry (N = 549)	Statistics and Probability (N = 549)
Intercept	57.40 *** (10.77)	78.65 *** (14.32)	80.34 *** (15.68)	57.70 ** (18.08)	67.75 *** (15.92)	57.24 *** (17.10)
Pretest math overall	0.70 *** (0.07)	0.56 *** (0.10)	0.62 *** (0.13)	0.71 *** (0.14)	0.56 *** (0.13)	0.58 *** (0.13)
Pretest to outcome		0.00 (0.05)	-0.06 (0.05)	-0.04 (0.06)	0.07 (0.06)	0.10 (0.06)
Treatment	3.82 (11.60)	5.13 (15.47)	-15.50 (16.91)	20.09 (19.53)	-19.97 (17.22)	-7.67 (18.47)
Female	-0.28 (1.52)	-1.21 (2.03)	-1.74 (2.23)	-1.21 (2.54)	0.48 (2.28)	-1.78 (2.45)
Hispanic	-2.60 * (1.07)	-3.74 ** (1.45)	-3.94 ** (1.58)	-5.44 ** (1.80)	-2.99 (1.62)	1.97 (1.74)
English learner	-1.88 (1.95)	-3.41 (2.59)	-2.87 (2.83)	-2.95 (3.28)	1.25 (2.93)	-1.03 (3.14)
FRPM	-2.42 (2.61)	1.87 (3.49)	-0.71 (3.81)	2.22 (4.35)	-7.51 (3.91)	-4.64 (4.21)
Special education	-2.30 (1.64)	-1.03 (2.21)	-1.65 (2.46)	-2.90 (2.80)	-2.25 (2.47)	-3.29 (2.66)
Rtl	-0.94 (2.81)	-0.07 (3.77)	-2.35 (4.15)	1.69 (4.72)	-3.33 (4.22)	-7.64 (4.52)
Grade 1	6.50 ** (2.37)	8.33 ** (3.14)	10.90 ** (3.50)	14.80 *** (3.93)	4.81 (3.51)	4.00 (3.75)
School A	2.01 (1.96)	0.98 (2.63)	0.88 (2.87)	4.60 (3.30)	1.36 (2.96)	1.86 (3.17)
School B	0.23 (1.82)	-0.03 (2.46)	-2.48 (2.72)	5.73 (3.06)	-5.46 * (2.77)	1.58 (2.95)
Treatment*Pretest math overall	-0.02 (0.08)	-0.01 (0.11)	0.12 (0.12)	-0.11 (0.14)	0.13 (0.12)	0.05 (0.13)
Treatment*Female	0.77 (1.69)	3.43 (2.27)	1.39 (2.49)	2.15 (2.83)	-0.45 (2.54)	2.31 (2.74)
Treatment*Eng lmr	3.19 (2.19)	0.87 (2.92)	5.16 (3.18)	6.89 (3.67)	(0.56) (3.29)	1.46 (3.53)
Treatment*FRPM	-0.09 (2.89)	-1.99 (3.89)	-2.57 (4.23)	-7.03 (4.83)	5.75 (4.34)	3.51 (4.66)
Treatment*Rtl	-4.51 (3.12)	-3.24 (4.19)	-5.28 (4.61)	-5.96 (5.25)	-2.76 (4.69)	2.85 (5.02)
Treatment*Grade 1	-0.57 (2.61)	-2.48 (3.50)	-3.83 (3.85)	-1.20 (4.31)	-3.25 (3.86)	-1.43 (4.16)
Treatment*Sch A	-2.71 (2.19)	-2.45 (2.94)	-3.67 (3.21)	-1.09 (3.69)	-1.28 (3.29)	-4.09 (3.54)
Treatment*Sch B	-1.09 (2.03)	-1.36 (2.74)	-0.76 (3.03)	-0.64 (3.42)	4.01 (3.07)	-3.17 (3.30)
R ²	0.781	0.594	0.633	0.612	0.606	0.558

* $p < .05$, ** $p < .01$, *** $p < .001$

Exhibit A-4

Results for Two-Stage Least Squares Regression of the TOT Effects of DreamBox Participation on NWEA Math Scores

	Math Overall (N = 552)	Problem Solving (N =549)	Number Sense (N =549)	Computation (N = 543)	Measurement and Geometry (N =546)	Statistics and Probability (N = 550)
Intercept	57.96 (4.27)	81.49 (5.69)	64.11 (6.34)	71.59 (7.29)	47.22 (6.30)	49.06 (6.99)
DreamBox participation hours	0.14 ** (0.05)	0.06 (0.07)	0.09 (0.07)	0.16 (0.08)	0.17 * (0.07)	0.13 (0.08)
Pretest math overall	0.69 *** (0.05)	0.55 *** (0.06)	0.73 *** (0.07)	0.61 (0.07)	0.72 *** (0.07)	0.62 *** (0.07)
Pretest of outcome		0.01 (0.04)	-0.06 (0.05)	-0.04 (0.06)	0.03 (0.06)	0.10 (0.06)
Female	0.33 (0.66)	1.29 (0.89)	-0.43 (0.98)	0.65 (1.13)	0.55 (0.98)	-0.09 (1.08)
Hispanic	-2.62 * (1.05)	-3.85 ** (1.40)	-4.25 ** (1.55)	-5.64 ** (1.77)	-2.59 (1.56)	1.73 (1.72)
English learner	0.62 (0.87)	-2.20 (1.17)	1.58 (1.29)	2.46 (1.49)	0.18 (1.30)	0.12 (1.43)
FRPM	-2.47 * (1.13)	0.16 (1.51)	-2.87 (1.65)	-3.44 (1.91)	-3.26 * (1.66)	-1.83 (1.83)
Special education	-1.91 (1.61)	-0.67 (2.15)	-1.29 (2.43)	-2.43 (2.78)	-1.82 (2.38)	-2.76 (2.65)
Rtl	-4.95 *** (1.22)	-3.02 (1.62)	-6.62 *** (1.80)	-3.55 (2.08)	-5.75 *** (1.80)	-5.85 ** (1.99)
Grade 1	5.62 *** (1.03)	6.29 *** (1.38)	7.40 *** (1.54)	13.56 *** (1.85)	0.74 (1.54)	2.68 (1.69)
School A	-0.23 (0.85)	-0.74 (1.15)	-2.26 (1.27)	3.66 * (1.47)	-0.08 (1.27)	-1.26 (1.41)
School B	-1.12 (0.79)	-0.96 (1.07)	-3.40 ** (1.18)	4.27 ** (1.36)	-2.84 ** (1.19)	-1.15 (1.31)
R ²	0.78	0.59	0.63	0.60	0.61	0.54

* $p < .05$, ** $p < .01$, *** $p < .001$



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April 15, 2022

Dr. Tom Danehy
Executive Director, Area Cooperative Educational Services (ACES)

Dear Dr. Danehy,

As the Executive Director of Arts for Learning CT, the state's premier provider of arts in education programming, I am proud to write this letter in support of Wintergreen Interdistrict Magnet School's Magnet Schools Assistance Program (MSAP) grant application. AFLCT has provided arts in education services to WIMS—and other ACES schools—for many years, and our teaching artists have helped inspire thousands of ACES students and expand their learning through the arts.

We are excited to be a part of the transformation at WIMS, and have shared a proposal for a partnership over the coming 5 years to support their teaching and learning practice through our whole-school arts in education model.

Our intention is to support the school by providing access to highly-skilled and well-supported Teaching Artists who can offer supplemental learning opportunities for students; and by managing and administering this program, supporting TAs, and potentially providing additional arts in education services for students and educators. The work, as designed, will include in-class arts-integrated residencies, in-class creative workshops, and performances, and will cost \$25,000 per year.

We are hopeful that we can solidify our partnership in the coming months, and fully support WIMS' MSAP application, which would make this work possible. I can be reached for questions anytime at ([REDACTED])

Thank you for your consideration.

[REDACTED]

Executive Director



April 10, 2022

Re: Magnet Schools' Assistance Program

To whom it may concern,

I am writing today for the continued support of the Magnet School's Assistance Program (MSAP) 2022 grant for which Area Cooperative Educational Services (ACES) is in process of reapplying for. As a visual arts educator with 24 years tenure and the current president of ACES Education Association (AEA) I have been witness to the growth and benefits of our magnet school program to students and families within our region.

As a firm believer in the arts for education and the use of creative modalities for learning, I support this grant and request that serious consideration to approve the funding for ACES to implement it be granted. Students that take a combination of arts programs demonstrate improved verbal, reading, and math skills, they also show a greater capacity for higher-ordered thinking skills such as analyzing and problem-solving. Research has found and I have listed below are the top ten ways that the arts help kids learn and develop important characteristics they will need as adults:

- Creativity. ...
- Improved Academic Performance. ...
- Motor Skills. ...
- Confidence. ...
- Visual Learning. ...
- Decision Making. ...
- Perseverance. ...
- Focus
- Collaboration
- Accountability

With the MSAP grant, ACES WIMS will be able to continue the quality education while focus on the arts and integration of all content areas. They will be able to continue to secure educators, supplies, field experiences, partnership in the community and professional development for staff, making our WIMS program unique in our region.

I support the renewal of the MSAP grant and sincerely hope you do too.

Cherie Calabrese

ACES Visual Arts Educator

ACES Education Association, President



April 6, 2022

Todd Solli
ACES Wintergreen Interdistrict Magnet School
88 Bassett Road
Northaven, CT 06473

To whom it may concern:

On behalf of Crayola, I am delighted to write this letter of support for ACES Wintergreen Interdistrict Magnet School's grant proposal for the U.S. Department of Education's Magnet Schools Assistance Program (MSAP).

Crayola's mission is to partner with educators and parents to champion creatively alive children. In schools, we champion an arts integrated approach to teaching where the visual arts are seamlessly integrated with reading, writing, math and science. There are many benefits to arts integrated teaching as it provides extensive opportunities for both teachers and students to give visual expression to their internal thinking and make meaning through hands on art activities in cross curricular contexts.

Over the years, we have worked with ACES Wintergreen Interdistrict Magnet School to build the creative capacity of educators through professional learning to meet their magnet thematic goals. This innovative, research based teaching strategy can help make learning deeper and more engaging for students, while also helping to foster creativity, valuable social emotional skills and a growth mindset. A 2019 Gallup poll study found that teachers and parents agree that creativity in learning inspires better learning outcomes and support students being future ready.

ACES Wintergreen Magnet School is charting a course to meet the social, emotional and academic needs of students and teachers, evidenced by their efforts in submitting the MSAP application.

Colorfully yours,



James Wells
Education Manager
Crayola



April 6, 2022

To Whom It May Concern:

I am writing this letter of support for Area Cooperative Educational Services' (ACES) Magnet Schools Assistance Program 2022 grant application for Wintergreen Interdistrict Magnet School (WIMS).

Experience Corps Greater New Haven has been a WIMS partner since 2008. Experience Corps places trained, caring older adult volunteers to tutor reading with grade 1 through grade 3 students, while serving as informal mentors and role models.

During the 14 years of our partnership, we have witnessed the teachers and staff of WIMS' work diligently to provide the highest level of education and resources for its students. This is consistent with the plans outlined in the Magnet Schools Assistance Program grant. Experience Corps is looking forward to supporting WIMS' curriculum's core values through Experience Corps volunteers tutoring reading, engaging students' imaginations during fiction read-alouds, encouraging creative thinking through quality talk, and fostering gains in social-emotional learning.

ECGNH strongly supports WIMS' plans as outlined in the grant application and looks forward to our continued partnership.

Sincerely,



Thomas Mead, Experience Corps Manager





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April 22, 2022

Thomas M. Danehy, Ed. D.
Executive Director
ACES
350 State Street
North Haven, CT 06473

Dear Dr. Danehy:

On behalf of Metis Associates, I would like to applaud ACES's efforts to put together a compelling and significant response to the Request for Proposals from the U. S. Department of Education's Magnet Schools Assistance Program (MSAP). We would be delighted to serve as the external evaluator of the MSAP initiative should it be approved for funding.

Metis Associates, an independent research and evaluation consulting firm located in New York City, is well qualified to conduct the program evaluation. Metis has conducted evaluations of magnet projects over the past 13 MSAP funding cycles for the New York City Department of Education, the San Diego Unified School District, Baltimore County Public Schools, Champaign Unit 4 School District, Orangeburg County 3 Public Schools, Broward County Public Schools, Wake County Public School System, and the Beacon, New York school district.

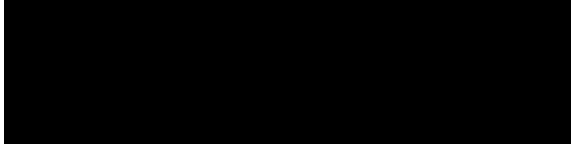
As you know, Metis collaborated with ACES's magnet planning team on the specification of performance measures and the design of the evaluation plan. In our opinion, the evaluation plan included in your proposal will yield reliable evidence of the project's progress in meeting its intended objectives as outlined in the district's theory of change and logic model for the initiative and establishing promising evidence for the program's impact on student achievement. In each year of the MSAP initiative, Metis evaluators will conduct a comprehensive evaluation to collect data from multiple stakeholder groups using a mixed-method approach that includes field observations, interviews, surveys, review of program documentation and activity logs, and analyses of enrollment and applicant pool data and student achievement data. In years 3-5, Metis will add the rigorous impact study to the evaluation design.

The methods will be designed to provide formative feedback to assess the effectiveness of the design and implementation of the program and summative feedback to measure the extent to which the program is meeting the performance indicators outlined in the grant application. Results from the evaluation will be provided through ongoing communication between the evaluation team and the MSAP Project Director, periodic status reports, and annual performance and final evaluation reports. The evaluation team will work with staff to ensure that evaluation findings support the District's ongoing process of continuous improvement for the initiative, and will represent the District as the local evaluator in all related matters with the USED's MSAP Program Officers, including any compliance monitoring tasks. The evaluation plan for the ACES's MSAP initiative is consistent with all evaluation requirements of the MSAP statute, regulations, and program performance measures.



We wish you and your colleagues the best of luck in this competition, and look forward to continuing our productive working relationship.

Sincerely,



Stanley Schneider
President

Letter of support for Magnet Schools Assistance Program (MSAP) 2022 grant:

I am an Enrichment Instructor, for ACES - Wintergreen Inter-district Magnet School (WIMS). The class I teach is, "Video Production / Photography". I have worked as a professional in my field for over twenty-five years and was thrilled to be part of the arts focused curriculum at WIMS.

I am a strong believer in the arts as an inspiration that offers a creative path for students to follow. With grants like these, I would be able to expand my classes by offering new equipment, software, hardware and tools that provide real world learning experiences. The equipment utilized throughout my career as a professional video producer and commercial photographer, is the same equipment students are using on a daily basis. The students at ACES-Wintergreen are receiving high-quality instruction with the use of professional equipment, and more funding in support of instructional equipment will only open more avenues for students to explore digital art.

I applaud ACES & the Magnet Schools Assistance Program (MSAP) for their dedication to providing students the chance to explore the creative fields. There is nothing more important to me as an educator than to unlock and unleash a student's innate artistic ability.

All my best

Chris Powell

Enrichment Instructor - Video Production / Photography
ACES - Wintergreen Inter-district Magnet School

April 21, 2022

To Whom It May Concern,

I am writing this letter of support for the application of Area Cooperative Educational Services (ACES) – Wintergreen Interdistrict Magnet School (WIMS) to the Magnet Schools Assistance Program grant.

I am a parent of a 4th grader attending WIMS since Kindergarten. When it was time to choose a school for our son, we visited few schools in CT and WIMS was afar the best. The first impression we got on day 1 never changed with time. WIMS staff and administration prove to us and to all parents how much they care about students, understand students' need and do their utmost best to cater for them.

Teachers and staff at WIMS would put students first, they work tirelessly to make school experience very positive for all students as possibly as it could be, while offering quality teaching using the best possible teaching methods.

I really hope that WIMS can earn this grant, as it would allow the school to innovate and add new values to their curriculum that will result in engaging students' imaginations and creative thinking while fostering improvements in social-emotional learning and mental health awareness.

I trust the WIMS teachers, staff and administration are a very capable team who can plan and deliver amazing results that benefit all students.

Sincerely,



Dr. Marie Nabbout-Cheiban
Associate Dean – College of Education
Southern Connecticut State University

Desegregation Plan and Assurances
OMB-1855-0011- Expiration 01/31/2025

To facilitate the review of the LEA's Desegregation Plan for the purposes of determining eligibility for an MSAP award, please provide the following information:

1. Plan Type – Please check the appropriate box and attach required documentation

☐ **A Required Plan:** A plan that is undertaken pursuant to a final order issued by a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction that requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

Attach the Following Documents:

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- All subsequent related court orders.
- If a State Agency-Required Plan, include documentation showing state agency approval of the plan.
- If an OCR-Required Plan: the original OCR-required desegregation plan.

Modifications to Plans: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any **required desegregation plan modification** should be received by May 25, 2022, and should be scanned and emailed to Gillian Cohen-Boyer at msap.team@ed.gov or mailed to her at U.S. Department of Education; Office of Elementary and Secondary Education; 400 Maryland Avenue SW; Washington, DC 20202-5970

☒ **A Voluntary Plan:** A plan to reduce, eliminate, or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan or agreeing to adopt and implement the plan upon the award of assistance.
- If the applicant is not a traditional LEA, but rather an entity considered an LEA for the purposes of grants (such as some charter school LEA or regional service providers), include appropriate documentation indicating the entity is an eligible LEA under MSAP in the State where the entity proposes to create, implement, or expand magnet schools to support the appropriate approvals described above.



RESOLUTION

Magnet Schools Assistance Program

- WHEREAS, The ACES Governing Board believes it is in the best interest of its students to promote diversity within its schools and to give all students the opportunity to learn in an environment that reflects our pluralistic society; and
- WHEREAS, Despite past efforts to reduce minority group isolation, there remain schools in which the proportion of one or more racial/ethnic student groups exceeds the system-wide average; thus constituting minority group isolation; and
- WHEREAS, The demographic and enrollment changes in ACES partner districts have made it more challenging for the districts to provide students with the educational benefits of attending schools with students from diverse backgrounds and to avoid the educational harms of racial/ethnic and socio-economic isolation; and
- WHEREAS, ACES began implementing interdistrict magnet programs in the 1998 school year as a strategy to provide students the opportunity to attend schools with diverse enrollment, to avoid the harms of racial/ethnic and socio-economic isolation, and to improve academic achievement, and has continued to expand its magnet program offerings to achieve these goals and to provide equitable access for students across the system; and
- WHEREAS, The federal government, through the Magnet Schools Assistance Program (MSAP), has recognized that eliminating, reducing, and preventing minority group isolation in the public schools is a compelling governmental interest and has provided federal funding to school systems to address this through strategies that include taking into account socioeconomic diversity and other compelling governmental interests; and
- WHEREAS, ACES proposes to implement a significantly revised whole school magnet program with academically challenging, innovative instructional approaches or specialized curricula that will bring students from different social, economic, ethnic, and racial backgrounds together at Wintergreen Interdistrict Magnet School (WIMS), if ACES receives MSAP grant funds from the federal government; and
- WHEREAS, ACES has developed a five-year MSAP grant application to request Federal funding to assist in providing the necessary resources to implement the proposed significantly revised whole school magnet programs at WIMS; and
- WHEREAS, ACES plans to ensure that staff at the proposed magnet school will have the experience, knowledge, and professional development needed to implement the

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academic program and meet the objectives of the MSAP, including in curriculum development and strategies related to meeting the needs of students with diverse social, economic, ethnic, and racial backgrounds; and

WHEREAS, As required by the MSAP regulations, ACES has developed strategies to recruit students from diverse social, economic, ethnic, and racial backgrounds and to assign students to the magnet schools by lottery; and

WHEREAS, ACES plans effectively to inform all parents, including parents whose children reside in low-income households and attend underperforming schools, about academic opportunities that are available at the significantly revised whole school magnet program at WIMS; and

WHEREAS, ACES's grant application is consistent with the goals, definitions, and eligibility of the MSAP, including the goal of increasing school system capacity to provide choice by establishing magnet programs; and

WHEREAS, ACES intends to continue to operate its schools in compliance with the Fourteenth Amendment of the U.S. Constitution and Title VI of the Civil Rights Act of 1964; now therefore be it

RESOLVED, that the ACES Governing Board authorizes the Executive Director to submit a grant application under the Magnet Schools Assistance Program in the approximate amount of \$5 million (\$5 million per year), to support a five-year effort to develop and implement a significantly revised whole school magnet program at WIMS; and be it further

RESOLVED, that the Executive Director be directed to implement these new and significantly revised whole school magnet programs if ACES is awarded funds under the MSAP



4/21/2022
Date

Approved by ACES Governing Board April 21, 2022 Board Meeting

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• www.aces.org

ACES does not discriminate on the basis of race, color, age, ethnicity, national origin, gender, disability or sexual orientation.

LEA Name: Area Cooperative Educational Services (ACES)**Table 1: Magnet Schools Included in the Project OMB-1855-0011- Expiration 01/31/2025**

- Please list each magnet proposed for development, expansion, and/or implementation as part of the application.
- Indicate if the proposed magnet will be a whole-school magnet or a magnet program within a school.
- Please indicate whether the magnet will be newly created as part of the MSAP project or is an existing magnet being further developed or revised. If the magnet is existing, indicate the first year it was implemented.

Magnet Name	Whole-School Magnet or Magnet Program Within a School	New or Existing	If Existing, First School Year as a Magnet
Wintergreen Interdistrict Magnet School	Whole-School Magnet	Exisiting	1998

LEA Name: Area Cooperative Educational Services (ACES)

Table 2: Enrollment Data-LEA Level OMB-1855-0011- Expiration 1/31/2025

- All LEAs (individually or as part of a consortium) should provide current data as of October 1, 2021, and projected data for Project Years 1-5 (October 1, 2022-2026).
- Only provide data for the grade spans covered by the magnet schools being implemented as part of the proposed project.
- For projected data, assume implementation of MSAP and provide realistic and logical data, consistent with data elsewhere in the application, to the extent possible.

Actual Enrollment

(Current School Year-October 1, 2021)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															
K	0	0%	3	6%	21	43%	13	27%	1	2%	10	20%	1	2%	49
1	0	0%	6	12%	16	31%	16	31%	0	0%	11	22%	2	4%	51
2	0	0%	3	4%	38	48%	17	21%	0	0%	15	19%	7	9%	80
3	0	0%	0	0%	39	45%	27	31%	0	0%	15	17%	5	6%	86
4	2	2%	5	5%	36	34%	30	28%	0	0%	24	22%	10	9%	107
5	0	0%	5	4%	50	44%	38	34%	0	0%	15	13%	5	4%	113
6	1	0%	6	2%	105	28%	131	35%	0	0%	104	28%	25	7%	372
7	1	0%	2	1%	102	30%	133	40%	0	0%	81	24%	17	5%	336
8	1	0%	8	3%	106	33%	128	40%	0	0%	59	18%	17	5%	319
9															
10															
11															
12															
Total	5	0%	38	3%	513	34%	533	35%	1	0%	334	22%	89	6%	1513

LEA Name: Area Cooperative Educational Services (ACES)

Table 2: Enrollment Data-LEA Level OMB-1855-0011- Expiration 1/31/2025

- All LEAs (individually or as part of a consortium) should provide current data as of October 1, 2021, and projected data for Project Years 1-5 (October 1, 2022-2026).
- Only provide data for the grade spans covered by the magnet schools being implemented as part of the proposed project.
- For projected data, assume implementation of MSAP and provide realistic and logical data, consistent with data elsewhere in the application, to the extent possible.

Actual Enrollment

(Year 1 of Project-October 1, 2022)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															
K	0	0%	5	9%	21	38%	13	23%	1	2%	15	27%	1	2%	56
1	0	0%	11	18%	16	26%	16	26%	0	0%	16	26%	2	3%	61
2	0	0%	5	6%	38	44%	17	20%	0	0%	19	22%	7	8%	86
3	0	0%	0	0%	39	45%	27	31%	0	0%	15	17%	5	6%	86
4	2	2%	5	5%	36	34%	30	28%	0	0%	24	22%	10	9%	107
5	0	0%	5	4%	50	44%	38	34%	0	0%	15	13%	5	4%	113
6	1	0%	6	2%	105	28%	131	35%	0	0%	104	28%	25	7%	372
7	1	0%	2	1%	102	30%	133	40%	0	0%	81	24%	17	5%	336
8	1	0%	8	3%	106	33%	128	40%	0	0%	59	18%	17	5%	319
9															
10															
11															
12															
Total	5	0%	47	3%	513	33%	533	35%	1	0%	348	23%	89	6%	1536

LEA Name: Area Cooperative Educational Services (ACES)

Table 2: Enrollment Data-LEA Level OMB-1855-0011- Expiration 1/31/2025

- All LEAs (individually or as part of a consortium) should provide current data as of October 1, 2021, and projected data for Project Years 1-5 (October 1, 2022-2026).
- Only provide data for the grade spans covered by the magnet schools being implemented as part of the proposed project.
- For projected data, assume implementation of MSAP and provide realistic and logical data, consistent with data elsewhere in the application, to the extent possible.

Actual Enrollment

(Year 2 of Project-October 1, 2023)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															
K	0	0%	5	9%	21	38%	13	23%	1	2%	15	27%	1	2%	56
1	0	0%	11	18%	16	26%	16	26%	0	0%	16	26%	2	3%	61
2	0	0%	8	8%	38	40%	17	18%	0	0%	25	26%	7	7%	95
3	0	0%	4	4%	39	41%	27	29%	0	0%	19	20%	5	5%	94
4	2	2%	7	6%	36	32%	30	27%	0	0%	28	25%	10	9%	113
5	0	0%	5	4%	50	44%	38	34%	0	0%	15	13%	5	4%	113
6	1	0%	6	2%	105	28%	131	35%	0	0%	104	28%	25	7%	372
7	1	0%	2	1%	102	30%	133	40%	0	0%	81	24%	17	5%	336
8	1	0%	8	3%	106	33%	128	40%	0	0%	59	18%	17	5%	319
9															
10															
11															
12															
Total	5	0%	56	4%	513	33%	533	34%	1	0%	362	23%	89	6%	1559

LEA Name: Area Cooperative Educational Services (ACES)

Table 2: Enrollment Data-LEA Level OMB-1855-0011- Expiration 1/31/2025

- All LEAs (individually or as part of a consortium) should provide current data as of October 1, 2021, and projected data for Project Years 1-5 (October 1, 2022-2026).
- Only provide data for the grade spans covered by the magnet schools being implemented as part of the proposed project.
- For projected data, assume implementation of MSAP and provide realistic and logical data, consistent with data elsewhere in the application, to the extent possible.

Actual Enrollment

(Year 3 of Project-October 1, 2024)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															
K	0	0%	10	14%	21	30%	13	18%	1	1%	25	35%	1	1%	71
1	0	0%	13	19%	16	24%	16	24%	0	0%	20	30%	2	3%	67
2	0	0%	8	8%	38	40%	17	18%	0	0%	25	26%	7	7%	95
3	0	0%	8	8%	39	38%	27	26%	0	0%	25	24%	5	5%	104
4	2	2%	10	8%	36	29%	30	24%	0	0%	35	28%	10	8%	123
5	0	0%	5	4%	50	44%	38	34%	0	0%	15	13%	5	4%	113
6	1	0%	6	2%	105	28%	131	35%	0	0%	104	28%	25	7%	372
7	1	0%	2	1%	102	30%	133	40%	0	0%	81	24%	17	5%	336
8	1	0%	8	3%	106	33%	128	40%	0	0%	59	18%	17	5%	319
9															
10															
11															
12															
Total	5	0%	70	4%	513	32%	533	33%	1	0%	389	24%	89	6%	1600

Table 2: Enrollment Data-LEA Level OMB-1855-0011- Expiration 1/31/2025

- All LEAs (individually or as part of a consortium) should provide current data as of October 1, 2021, and projected data for Project Years 1-5 (October 1, 2022-2026).
- Only provide data for the grade spans covered by the magnet schools being implemented as part of the proposed project.
- For projected data, assume implementation of MSAP and provide realistic and logical data, consistent with data elsewhere in the application, to the extent possible.

Actual Enrollment

(Year 4 of Project-October 1, 2025)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															
K	0	0%	10	14%	21	30%	13	18%	1	1%	25	35%	1	1%	71
1	0	0%	13	19%	16	24%	16	24%	0	0%	20	30%	2	3%	67
2	0	0%	8	8%	38	40%	17	18%	0	0%	25	26%	7	7%	95
3	0	0%	8	8%	39	38%	27	26%	0	0%	25	24%	5	5%	104
4	2	2%	10	8%	36	29%	30	24%	0	0%	35	28%	10	8%	123
5	0	0%	10	8%	50	39%	38	30%	0	0%	25	20%	5	4%	128
6	1	0%	6	2%	105	28%	131	35%	0	0%	104	28%	25	7%	372
7	1	0%	6	2%	102	30%	133	39%	0	0%	85	25%	17	5%	344
8	1	0%	10	3%	106	33%	128	40%	0	0%	60	19%	17	5%	322
9															
10															
11															
12															
Total	5	0%	81	5%	513	32%	533	33%	1	0%	404	25%	89	5%	1626

Table 2: Enrollment Data-LEA Level OMB-1855-0011- Expiration 1/31/2025

- All LEAs (individually or as part of a consortium) should provide current data as of October 1, 2021, and projected data for Project Years 1-5 (October 1, 2022-2026).
- Only provide data for the grade spans covered by the magnet schools being implemented as part of the proposed project.
- For projected data, assume implementation of MSAP and provide realistic and logical data, consistent with data elsewhere in the application, to the extent possible.

Actual Enrollment

(Year 5 of Project-October 1, 2026)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
PK															
K	0	0%	10	14%	21	30%	13	18%	1	1%	25	35%	1	1%	71
1	0	0%	13	17%	20	26%	16	21%	0	0%	25	33%	2	3%	76
2	0	0%	10	10%	35	36%	20	21%	0	0%	25	26%	7	7%	97
3	0	0%	10	9%	39	37%	27	25%	0	0%	25	24%	5	5%	106
4	2	2%	10	8%	36	29%	30	24%	0	0%	35	28%	10	8%	123
5	0	0%	10	8%	50	38%	38	29%	0	0%	30	23%	5	4%	133
6	1	0%	8	2%	105	28%	131	35%	0	0%	104	28%	25	7%	374
7	1	0%	8	2%	102	29%	133	38%	0	0%	85	25%	17	5%	346
8	1	0%	10	3%	106	32%	128	39%	0	0%	65	20%	17	5%	327
9															
10															
11															
12															
Total	5	0%	89	5%	514	31%	536	32%	1	0%	419	25%	89	5%	1653

LEA Name: Area Cooperative Educational Services

Magnet Name: Wintergreen ☒ Whole-school ☐ Magnet program within a school

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the whole school as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment (Current School Year—October 1, 2021)																Magnet Projected Enrollment (Year 1 of Project—October 1, 2022)															
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK																PK															
K	0	0	2	5	16	37	13	30	1	2	10	23	1	2	43	K	0	0	5	10	16	33	13	27	1	2	13	27	1	2	49
1	0	0	6	15	13	33	11	28	0	0	8	20	2	5	40	1	0	0	10	20	13	27	11	22	0	0	13	27	2	4	49
2	0	0	3	5	27	44	14	23	0	0	13	21	5	8	62	2	0	0	5	8	27	42	14	22	0	0	13	20	5	8	64
3	0	0	0	0	25	48	19	37	0	0	6	12	2	4	52	3	0	0	0	0	25	45	19	34	0	0	10	18	2	4	56
4	2	0	3	4	23	34	20	29	0	0	14	21	6	9	68	4	2	3	3	4	23	34	20	29	0	0	14	21	6	9	68
5	0	0	1	1	35	49	24	34	0	0	9	13	2	3	71	5	0	0	1	1	35	49	24	34	0	0	9	13	2	3	71
6	0	0	1	2	35	54	15	23	0	0	7	11	7	11	65	6	0	0	1	2	35	54	15	23	0	0	7	11	7	11	65
7	0	0	0	0	29	52	16	29	0	0	9	16	2	4	56	7	0	0	0	0	29	52	16	29	0	0	9	16	2	4	56
8	0	0	3	5	36	61	9	15	0	0	10	17	1	2	59	8	0	0	3	5	36	61	9	15	0	0	10	17	1	2	59
9																9															
10																10															
11																11															
12																12															
Total	2	0	19	4	239	46	141	27	1	0	86	17	28	5	516	Total	2	0	28	5	239	45	141	26	1	0	98	18	28	5	537

LEA Name:		Area Cooperative Educational Servicesd																													
Magnet Name:		Wintergreen Interdistrict Magnet										<input checked="" type="checkbox"/> Whole-school					<input type="checkbox"/> Magnet program within a school														
Table 3 (Cont'd): Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025 <ul style="list-style-type: none"> Provide data for all students in each grade the school enrolls for each magnet school participating in this project. Copy the forms for each proposed magnet as needed. Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the whole school as a feeder in Table 4. Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application. 																															
Magnet Projected Enrollment Year 2 of Project—October 1, 2023)														Magnet Projected Enrollment Year 3 of Project—October 1, 2024)																	
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK																PK															
K	0	0	5	10	16	33	13	27	1	2	13	27	1	2	49	K	1	2	10	18	16	28	13	23	1	2	15	26	1	2	57
1	0	0	10	20	13	27	11	22	0	0	13	27	2	4	49	1	1	2	10	19	13	25	11	21	1	2	15	28	2	4	53
2	0	0	5	8	27	42	14	22	0	0	13	20	5	8	64	2	0	0	5	8	27	41	14	21	0	0	15	23	5	8	66
3	0	0	5	8	25	38	19	29	0	0	15	23	2	3	66	3	0	0	5	8	25	38	19	29	0	0	15	23	2	3	66
4	2	3	5	7	23	33	20	29	0	0	14	20	6	9	70	4	2	3	5	7	23	33	20	29	0	0	14	20	6	9	70
5	0	0	5	6	35	43	24	30	0	0	15	19	2	2	81	5	0	0	5	6	35	43	24	30	0	0	15	19	2	2	81
6	0	0	1	2	35	54	15	23	0	0	7	11	7	11	65	6	0	0	5	7	35	49	15	21	0	0	10	14	7	10	72
7	0	0	0	0	29	52	16	29	0	0	9	16	2	4	56	7	0	0	5	8	29	47	16	26	0	0	10	16	2	3	62
8	0	0	3	5	36	61	9	15	0	0	10	17	1	2	59	8	0	0	5	8	36	59	9	15	0	0	10	16	1	2	61
9																9															
10																10															
11																11															
12																12															
Total	2	0	39	7	239	43	141	25	1	0	109	19	28	5	559	Total	4	1	55	9	239	41	141	24	2	0	119	20	28	5	588

LEA Name: ACES

Magnet Name: Wintergreen Interdistrict Magnet School ☒ Whole-school ☐ Magnet program within a school

Table 3 (Cont'd): Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the whole school as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Projected Enrollment (Year 4 of Project—October 1, 2025)																Magnet Projected Enrollment (Year 5 of Project—October 1, 2026)															
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
	PK																PK														
K	1	2	11	18	16	27	13	22	1	2	17	28	1	2	60	K	1	2	11	17	16	24	17	26	1	2	19	29	1	2	66
1	1	2	11	19	13	23	11	19	1	2	18	32	2	4	57	1	1	2	11	18	13	21	11	18	1	2	22	36	2	3	61
2	0	0	8	11	27	38	14	20	0	0	17	24	5	7	71	2	0	0	10	14	27	36	14	19	0	0	18	24	5	7	74
3	0	0	7	10	25	36	19	28	0	0	16	23	2	3	69	3	4	5	8	11	25	33	19	25	1	1	17	22	2	3	76
4	2	3	6	8	23	32	20	28	0	0	15	21	6	8	72	4	2	3	8	11	23	30	20	26	0	0	17	22	6	8	76
5	0	0	6	8	30	39	24	31	0	0	15	19	2	3	77	5	0	0	8	11	28	37	20	26	1	1	17	22	2	3	76
6	0	0	6	8	30	41	15	21	0	0	15	21	7	10	73	6	0	0	7	9	28	38	15	20	0	0	17	23	7	9	74
7	0	0	6	9	27	42	16	25	0	0	14	22	2	3	65	7	0	0	7	11	25	38	16	24	0	0	16	24	2	3	66
8	0	0	6	10	32	52	9	15	0	0	13	21	1	2	61	8	0	0	7	11	29	48	9	15	0	0	15	25	1	2	61
9																9															
10																10															
11																11															
12																12															
Total	4	1	67	11	223	37	141	23	2	0	140	23	28	5	605	Total	8	1	77	12	214	34	141	22	4	1	158	25	28	4	630

LEA Name: Area Cooperative Educational Services

Table 4: Enrollment Data-Feeder School(s) OMB-1855-0011- Expiration 01/31/2025

- For MSAP, feeders are the school(s) students would have attended had the magnet not existed. For each magnet, identify the feeder school(s) that are expected to send students. If a feeder school would send students in a particular grade span to all participating schools, indicate "All" in the magnet column.
- Include whole-school data for any magnets reported as programs within schools in Table 3.
- Data projections for Project Years 1 through 5 should show the expected enrollment of feeder school(s) if the school(s) in the project are successfully implemented

Feeder Schools			Actual Enrollment as of October 1, 2021 (Current School Year)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Bear Path School	K-6	Wintergreen Interdistrict Magnet	0	0	23	6	64	15	77	19	0	0	226	54	26	6	416
Hamden Middle School	7-8	Wintergreen Interdistrict Magnet	0	0	54	6	273	31	205	23	0	0	297	34	45	5	874
Ridge Hill School	K-6	Wintergreen Interdistrict Magnet	0	0	27	9	77	25	86	28	0	0	95	31	18	6	303
Spring Glen school	K-6	Wintergreen Interdistrict Magnet	0	0	0	0	50	13	55	14	0	0	264	67	25	6	394
West Woods School	K-6	Wintergreen Interdistrict Magnet	0	0	48	15	62	20	43	14	0	0	161	51	0	0	314
Cook Hill School	PK-2	Wintergreen Interdistrict Magnet	0	0	19	6	0	0	46	15	0	0	236	76	11	4	312
EC Stevens School	PK-2	Wintergreen Interdistrict Magnet	0	0	10	3	0	0	64	20	0	0	230	73	9	3	313
Highland School	PK-2	Wintergreen Interdistrict Magnet	0	0	18	6	7	2	39	12	0	0	252	78	9	3	325
Moses Beach School	PK-2	Wintergreen Interdistrict Magnet	0	0	13	4	0	0	69	22	0	0	232	74	0	0	314
Parker Farms School	3-5	Wintergreen Interdistrict Magnet	0	0	14	5	10	4	74	26	0	0	184	65	0	0	282
Pond Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	17	6	0	0	51	18	0	0	208	75	0	0	276
Rock Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	10	3	0	0	73	25	0	0	206	70	7	2	296
Mary Fritz School	3-5	Wintergreen Interdistrict Magnet	0	0	22	7	0	0	28	9	0	0	242	81	8	3	300
Dag Hammerkjold Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	24	4	20	3	110	17	0	0	479	74	11	2	644
James Moran Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	30	5	13	2	106	18	0	0	413	72	11	2	573
John Barry School	K-5	Wintergreen Interdistrict Magnet	0	0	13	3	69	14	352	70	0	0	52	10	19	4	505
Ben Franklin School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	0	32	9	193	55	0	106	30	20	6	351
Nathan Hale School	K-5	Wintergreen Interdistrict Magnet	0	0	11	2	53	10	319	57	0	0	145	26	29	5	557

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Hanover School	K-5	Wintergreen Interdistrict Magnet	0	0	6	1	18	4	255	57	0	0	153	34	19	4	451
Thomas Hooker School	K-5	Wintergreen Interdistrict Magnet	0	0	9	2	26	6	197	47	0	0	167	40	18	4	417
Casimir Pulaski School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	59	10	403	67	0	0	109	18	29	5	600
Israel Putnum School	K-5	Wintergreen Interdistrict Magnet	0	0	15	3	45	9	282	57	0	0	125	25	29	6	496
Roger Sherman School	K-5	Wintergreen Interdistrict Magnet	0	0	8	2	35	7	300	64	0	0	94	20	35	7	472
Lincoln Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	0	0	94	12	460	59	0	0	204	26	25	3	783

Washington Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	14	2	84	11	395	50	0	0	266	34	24	3	783
Barack H. Obama Magnet University School	K-4	Wintergreen Interdistrict Magnet	0	0	9	3	86	32	151	57	0	0	11	4	10	4	267
Benjamin Jepson Magnet School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	127	25	263	52	0	0	91	18	22	4	503
School	K-8	Wintergreen Interdistrict Magnet	0	0	9	2	140	32	239	55	0	0	36	8	8	2	432
Clinton Avenue	K-8	Wintergreen Interdistrict Magnet	0	0	0	0	66	15	349	78	0	0	31	7	0	0	446
Columbus Family Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	15	3	465	94	0	0	13	3	0	0	493
Fair Haven School	PK-8	Wintergreen Interdistrict Magnet	0	0	40	5	73	9	682	82	0	0	32	4	0	0	827
Hill Central Music Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	100	22	355	78	0	0	0	0	0	0	455
John C. Daniels	PK-8	Wintergreen Interdistrict Magnet	0	0	7	1	67	13	377	73	0	0	58	11	7	1	516
John S. Martinez Sea and Sky STEM School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	41	8	464	90	0	0	13	3	0	0	518
Nathan Hale School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	69	13	230	44	0	0	217	41	11	2	527
Quinnipiac Real World Math STEM School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	75	31	143	59	0	0	23	10	0	0	241
Awareness	K-8	Wintergreen Interdistrict Magnet	0	0	6	1	128	29	275	62	0	0	33	7	0	0	442
Ross Woodward	PK-8	Wintergreen Interdistrict Magnet	0	0	19	3	239	35	310	46	0	0	104	15	8	1	680
Truman School	PK-8	Wintergreen Interdistrict Magnet	0	0	13	2	58	11	449	85	0	0	10	2	0	0	530
Worthington Hooker	K-8	Wintergreen Interdistrict Magnet	0	0	98	24	67	16	54	13	0	0	187	45	11	3	417
B.W. Tinker School	PK-5	Wintergreen Interdistrict Magnet	0	0	6	1	98	18	276	51	0	0	130	24	28	5	538
Bucks Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	68	20	244	73	0	0	24	7	0	0	336
Bunker Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	95	21	280	61	0	0	66	14	19	4	460
Carrington School	PK-8	Wintergreen Interdistrict Magnet	0	0	10	2	107	22	242	49	0	0	110	22	25	5	494
Driggs School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	126	25	292	58	0	0	63	13	19	4	500
Duggan School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	105	22	296	62	0	0	52	11	22	5	475
F.J. Kingsbury School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	149	31	278	58	0	0	39	8	14	3	480
Gilmartin School	PK-8	Wintergreen Interdistrict Magnet	0	0	12	3	104	22	276	59	0	0	62	13	13	3	467
H.S. Chase School	PK-5	Wintergreen Interdistrict Magnet	7	1	19	3	164	25	350	52	0	0	102	15	26	4	668
Hopeville School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	62	21	191	64	0	0	46	15	0	0	299
Maloney Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	86	15	263	46	0	0	200	35	27	5	576
Margaret M. Generali Elementary School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	115	22	310	59	0	0	76	14	28	5	529
Michael F. Wallace Middle School	4-8	Wintergreen Interdistrict Magnet	12	1	25	2	266	24	645	0	0	0	139	12	38	3	1125
North End Middle School	6-8	Wintergreen Interdistrict Magnet	7	1	6	1	208	23	560	62	0	0	81	9	38	4	900
Reed School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	122	26	305	65	0	0	32	7	11	2	470
Regan School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	44	20	141	63	0	0	32	14	8	4	225
Rotella Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	85	14	261	44	0	0	210	35	43	7	599
Sprague School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	99	21	322	69	0	0	45	10	0	0	466
Walsh School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	110	29	226	60	0	0	23	6	20	5	379
Washington School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	48	16	220	72	0	0	27	9	11	4	306
Waterbury Arts Magnet School	6-8	Wintergreen Interdistrict Magnet	0	0	0	0	61	17	144	40	0	0	136	38	20	6	361
Wendell L Cross School	PK-5	Wintergreen Interdistrict Magnet	0	0	18	6	55	18	152	50	0	0	81	26	0	0	306
West Side Middle School	6-8	Wintergreen Interdistrict Magnet	12	1	19	2	217	23	497	53	0	0	151	16	43	5	939
Woodrow Wilson School	PK-5	Wintergreen Interdistrict Magnet	0	1	0	0	117	27	294	69	0	0	16	4	0	0	427
Clintonville School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	10	3	40	12	0	0	261	80	15	5	326

Green Acres School	K-5	Wintergreen Interdistrict Magnet	0	0	38	9	25	6	37	9	0	0	285	71	16	4	401
Montowese School	K-5	Wintergreen Interdistrict Magnet	0	0	23	9	0	0	24	9	0	0	212	80	7	3	266
Ridge Road School	K-5	Wintergreen Interdistrict Magnet	0	0	28	7	26	7	47	12	0	0	276	73	0	0	377
North Haven Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	60	8	27	4	67	9	0	0	559	76	25	3	738

Table 4: Enrollment Data-Feeder School(s) OMB-1855-0011- Expiration 01/31/2025

- For MSAP, feeders are the school(s) students would have attended had the magnet not existed. For each magnet, identify the feeder school(s) that are expected to send students. If a feeder school would send students in a particular grade span to all participating schools, indicate "All" in the magnet column.
- Include whole-school data for any magnets reported as programs within schools in Table 3.
- Data projections for Project Years 1 through 5 should show the expected enrollment of feeder school(s) if the school(s) in the project are successfully implemented.

Feeder Schools			Projected Enrollment (Year 1 of Project—October 1, 2022)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Bear Path School	K-6	Wintergreen Interdistrict Magnet	0	0	24	6	65	16	77	18	0	0	226	54	26	6	418
Hamden Middle School	7-8	Wintergreen Interdistrict Magnet	0	0	54	6	273	31	205	23	0	0	297	34	45	5	874
Ridge Hill School	K-6	Wintergreen Interdistrict Magnet	0	0	27	9	77	25	86	28	0	0	95	31	18	6	303
Spring Glen school	K-6	Wintergreen Interdistrict Magnet	0	0	0	0	50	13	55	14	0	0	264	67	25	6	394
West Woods School	K-6	Wintergreen Interdistrict Magnet	0	0	48	15	62	20	43	14	0	0	161	51	0	0	314
Cook Hill School	PK-2	Wintergreen Interdistrict Magnet	0	0	19	6	0	0	46	15	0	0	236	76	11	4	312
EC Stevens School	PK-2	Wintergreen Interdistrict Magnet	0	0	10	3	0	0	64	20	0	0	230	73	9	3	313
Highland School	PK-2	Wintergreen Interdistrict Magnet	0	0	18	6	7	2	39	12	0	0	252	78	9	3	325
Moses Beach School	PK-2	Wintergreen Interdistrict Magnet	0	0	13	4	0	0	69	22	0	0	232	74	0	0	314
Parker Farms School	3-5	Wintergreen Interdistrict Magnet	0	0	14	5	10	4	74	26	0	0	184	65	0	0	282
Pond Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	17	6	0	0	51	18	0	0	208	75	0	0	276
Rock Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	10	3	0	0	73	25	0	0	206	70	7	2	296
Mary Fritz School	3-5	Wintergreen Interdistrict Magnet	0	0	22	7	0	0	28	9	0	0	242	81	8	3	300
Dag Hammerkjold Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	24	4	20	3	110	17	0	0	479	74	11	2	644
James Moran Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	30	5	13	2	106	18	0	0	413	72	11	2	573
John Barry School	K-5	Wintergreen Interdistrict Magnet	0	0	13	3	69	14	352	70	0	0	52	10	19	4	505
Ben Franklin School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	0	32	9	193	55	0	106	30	20	6	351
Nathan Hale School	K-5	Wintergreen Interdistrict Magnet	0	0	11	2	53	10	319	57	0	0	145	26	29	5	557

Hanover School	K-5	Wintergreen Interdistrict Magnet	0	0	6	1	18	4	255	57	0	0	153	34	19	4	451
Thomas Hooker School	K-5	Wintergreen Interdistrict Magnet	0	0	9	2	26	6	197	47	0	0	167	40	18	4	417
Casimir Pulaski School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	59	10	403	67	0	0	109	18	29	5	600
Israel Putnum School	K-5	Wintergreen Interdistrict Magnet	0	0	15	3	45	9	282	57	0	0	125	25	29	6	496
Roger Sherman School	K-5	Wintergreen Interdistrict Magnet	0	0	8	2	35	7	300	64	0	0	94	20	35	7	472
Lincoln Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	0	0	94	12	460	59	0	0	204	26	25	3	783

Washington Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	14	2	84	11	395	50	0	0	266	34	24	3	783
Barack H. Obama Magnet University School	K-4	Wintergreen Interdistrict Magnet	0	0	9	3	86	32	151	57	0	0	11	4	10	4	267
Benjamin Jepson Magnet School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	127	25	263	52	0	0	91	18	22	4	503
School	K-8	Wintergreen Interdistrict Magnet	0	0	9	2	140	32	239	55	0	0	36	8	8	2	432
Clinton Avenue	K-8	Wintergreen Interdistrict Magnet	0	0	0	0	66	15	349	78	0	0	31	7	0	0	446
Columbus Family Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	15	3	465	94	0	0	13	3	0	0	493
Fair Haven School	PK-8	Wintergreen Interdistrict Magnet	0	0	40	5	73	9	682	82	0	0	32	4	0	0	827
Hill Central Music Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	100	22	355	78	0	0	0	0	0	0	455
John C. Daniels	PK-8	Wintergreen Interdistrict Magnet	0	0	7	1	67	13	377	73	0	0	58	11	7	1	516
John S. Martinez Sea and Sky STEM School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	41	8	464	90	0	0	13	3	0	0	518
Nathan Hale School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	69	13	230	44	0	0	217	41	11	2	527
Quinnipiac Real World Math STEM School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	75	31	143	59	0	0	23	10	0	0	241
Awareness	K-8	Wintergreen Interdistrict Magnet	0	0	6	1	128	29	275	62	0	0	33	7	0	0	442
Ross Woodward	PK-8	Wintergreen Interdistrict Magnet	0	0	19	3	239	35	310	46	0	0	104	15	8	1	680
Truman School	PK-8	Wintergreen Interdistrict Magnet	0	0	13	2	58	11	449	85	0	0	10	2	0	0	530
Worthington Hooker	K-8	Wintergreen Interdistrict Magnet	0	0	98	24	67	16	54	13	0	0	187	45	11	3	417
B.W. Tinker School	PK-5	Wintergreen Interdistrict Magnet	0	0	6	1	98	18	276	51	0	0	130	24	28	5	538
Bucks Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	68	20	244	73	0	0	24	7	0	0	336
Bunker Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	95	21	280	61	0	0	66	14	19	4	460
Carrington School	PK-8	Wintergreen Interdistrict Magnet	0	0	10	2	107	22	242	49	0	0	110	22	25	5	494
Driggs School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	126	25	292	58	0	0	63	13	19	4	500
Duggan School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	105	22	296	62	0	0	52	11	22	5	475
F.J. Kingsbury School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	149	31	278	58	0	0	39	8	14	3	480
Gilmartin School	PK-8	Wintergreen Interdistrict Magnet	0	0	12	3	104	22	276	59	0	0	62	13	13	3	467
H.S. Chase School	PK-5	Wintergreen Interdistrict Magnet	7	1	19	3	164	25	350	52	0	0	102	15	26	4	668
Hopeville School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	62	21	191	64	0	0	46	15	0	0	299
Maloney Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	86	15	263	46	0	0	200	35	27	5	576
Margaret M. Generali Elementary School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	115	22	310	59	0	0	76	14	28	5	529
Michael F. Wallace Middle School	4-8	Wintergreen Interdistrict Magnet	12	1	25	2	266	24	645	0	0	0	139	12	38	3	1125
North End Middle School	6-8	Wintergreen Interdistrict Magnet	7	1	6	1	208	23	560	62	0	0	81	9	38	4	900
Reed School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	122	26	305	65	0	0	32	7	11	2	470
Regan School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	44	20	141	63	0	0	32	14	8	4	225
Rotella Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	85	14	261	44	0	0	210	35	43	7	599
Sprague School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	99	21	322	69	0	0	45	10	0	0	466
Walsh School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	110	29	226	60	0	0	23	6	20	5	379
Washington School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	48	16	220	72	0	0	27	9	11	4	306
Waterbury Arts Magnet School	6-8	Wintergreen Interdistrict Magnet	0	0	0	0	61	17	144	40	0	0	136	38	20	6	361
Wendell L Cross School	PK-5	Wintergreen Interdistrict Magnet	0	0	18	6	55	18	152	50	0	0	81	26	0	0	306
West Side Middle School	6-8	Wintergreen Interdistrict Magnet	12	1	19	2	217	23	497	53	0	0	151	16	43	5	939
Woodrow Wilson School	PK-5	Wintergreen Interdistrict Magnet	0	1	0	0	117	27	294	69	0	0	16	4	0	0	427
Clintonville School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	10	3	40	12	0	0	261	80	15	5	326

Green Acres School	K-5	Wintergreen Interdistrict Magnet	0	0	38	9	25	6	37	9	0	0	285	71	16	4	401
Montowese School	K-5	Wintergreen Interdistrict Magnet	0	0	23	9	0	0	24	9	0	0	212	80	7	3	266
Ridge Road School	K-5	Wintergreen Interdistrict Magnet	0	0	28	7	26	7	47	12	0	0	276	73	0	0	377
North Haven Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	60	8	27	4	67	9	0	0	559	76	25	3	738

Table 4: Enrollment Data-Feeder School(s) OMB-1855-0011- Expiration 01/31/2025

- For MSAP, feeders are the school(s) students would have attended had the magnet not existed. For each magnet, identify the feeder school(s) that are expected to send students. If a feeder school would send students in a particular grade span to all participating schools, indicate "All" in the magnet column.
- Include whole-school data for any magnets reported as programs within schools in Table 3.
- Data projections for Project Years 1 through 5 should show the expected enrollment of feeder school(s) if the school(s) in the project are successfully implemented

Feeder Schools			Projected Enrollment (Year 2 of Project—October 1, 2023)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Bear Path School	K-6	Wintergreen Interdistrict Magnet	0	0	23	5	65	16	78	19	0	0	228	54	25	6	419
Hamden Middle School	7-8	Wintergreen Interdistrict Magnet	0	0	53	6	272	31	203	23	0	0	298	34	46	5	872
Ridge Hill School	K-6	Wintergreen Interdistrict Magnet	0	0	26	9	76	25	85	28	0	0	97	32	17	6	301
Spring Glen school	K-6	Wintergreen Interdistrict Magnet	0	0	1	0	51	13	52	13	0	0	266	68	24	6	394
West Woods School	K-6	Wintergreen Interdistrict Magnet	0	0	47	15	62	19	45	14	0	0	163	51	1	0	318
Cook Hill School	PK-2	Wintergreen Interdistrict Magnet	0	0	20	6	0	0	45	14	0	0	239	76	10	3	314
EC Stevens School	PK-2	Wintergreen Interdistrict Magnet	0	0	9	3	0	0	65	21	0	0	232	73	10	3	316
Highland School	PK-2	Wintergreen Interdistrict Magnet	0	0	19	6	6	2	40	12	0	0	254	77	10	3	329
Moses Beach School	PK-2	Wintergreen Interdistrict Magnet	0	0	14	4	0	0	70	22	0	0	234	74	0	0	318
Parker Farms School	3-5	Wintergreen Interdistrict Magnet	0	0	13	5	9	3	73	26	0	0	186	66	0	0	281
Pond Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	18	6	0	0	52	19	0	0	210	75	0	0	280
Rock Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	11	4	0	0	70	24	0	0	208	71	6	2	295
Mary Fritz School	3-5	Wintergreen Interdistrict Magnet	0	0	23	8	0	0	25	8	0	0	243	82	7	2	298
Dag Hammerkjold Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	25	4	21	3	109	17	0	0	480	74	12	2	647
James Moran Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	31	5	14	2	104	18	0	0	414	72	12	2	575
John Barry School	K-5	Wintergreen Interdistrict Magnet	0	0	12	2	68	14	353	70	0	0	51	10	18	4	502
Ben Franklin School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	33	9	194	55	0	0	105	30	19	5	352
Nathan Hale School	K-5	Wintergreen Interdistrict Magnet	0	0	12	2	52	9	320	57	0	0	146	26	28	5	558

Hanover School	K-5	Wintergreen Interdistrict Magnet	0	0	7	2	19	4	256	56	0	0	154	34	18	4	454
Thomas Hooker School	K-5	Wintergreen Interdistrict Magnet	0	0	10	2	25	6	199	47	0	0	168	40	17	4	419
Casimir Pulaski School	K-5	Wintergreen Interdistrict Magnet	0	0	1	0	60	10	405	67	0	0	110	18	28	5	604
Israel Putnum School	K-5	Wintergreen Interdistrict Magnet	0	0	16	3	44	9	280	57	0	0	124	25	30	6	494
Roger Sherman School	K-5	Wintergreen Interdistrict Magnet	0	0	9	2	36	8	303	64	0	0	93	20	34	7	475
Lincoln Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	1	0	95	12	462	59	0	0	202	26	26	3	786

Washington Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	15	2	85	11	397	51	0	0	265	34	23	3	785
Barack H. Obama Magnet University School	K-4	Wintergreen Interdistrict Magnet	0	0	8	3	87	32	153	57	0	0	10	4	11	4	269
Benjamin Jepson Magnet School	PK-8	Wintergreen Interdistrict Magnet	0	0	1	0	125	25	265	52	0	0	90	18	24	5	505
School	K-8	Wintergreen Interdistrict Magnet	0	0	10	2	139	32	242	56	0	0	35	8	7	2	433
Clinton Avenue	K-8	Wintergreen Interdistrict Magnet	0	0	0	0	65	15	351	79	0	0	30	7	1	0	447
Columbus Family Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	16	3	464	94	0	0	12	2	1	0	493
Fair Haven School	PK-8	Wintergreen Interdistrict Magnet	0	0	41	5	74	9	685	82	0	0	33	4	1	0	834
Hill Central Music Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	101	22	357	78	0	0	0	0	1	0	459
John C. Daniels	PK-8	Wintergreen Interdistrict Magnet	0	0	8	2	68	15	320	69	0	0	59	13	8	2	463
John S. Martinez Sea and Sky STEM School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	43	8	462	89	0	0	14	3	1	0	520
Nathan Hale School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	68	13	232	44	0	0	218	41	10	2	528
Quinnipiac Real World Math STEM School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	77	31	145	59	0	0	22	9	1	0	245
Awareness	K-8	Wintergreen Interdistrict Magnet	0	0	5	1	129	29	278	62	0	0	32	7	1	0	445
Ross Woodward	PK-8	Wintergreen Interdistrict Magnet	0	0	20	3	240	35	312	46	0	0	105	15	7	1	684
Truman School	PK-8	Wintergreen Interdistrict Magnet	0	0	12	2	59	11	451	85	0	0	10	2	1	0	533
Worthington Hooker	K-8	Wintergreen Interdistrict Magnet	0	0	97	23	69	16	56	13	0	0	188	45	12	3	422
B.W. Tinker School	PK-5	Wintergreen Interdistrict Magnet	0	0	7	1	99	19	278	52	0	0	131	25	19	4	534
Bucks Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	70	20	248	72	0	0	24	7	1	0	343
Bunker Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	94	20	281	61	0	0	67	15	18	4	460
Carrington School	PK-8	Wintergreen Interdistrict Magnet	0	0	11	2	110	22	243	49	0	0	109	22	24	5	497
Driggs School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	124	25	295	59	0	0	64	13	19	4	502
Duggan School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	107	22	298	62	0	0	51	11	23	5	479
F.J. Kingsbury School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	151	31	280	58	0	0	38	8	13	3	482
Gilmartin School	PK-8	Wintergreen Interdistrict Magnet	0	0	11	2	102	22	278	60	0	0	61	13	13	3	465
H.S. Chase School	PK-5	Wintergreen Interdistrict Magnet	7	1	18	3	162	24	351	53	0	0	103	15	25	4	666
Hopeville School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	60	20	193	65	0	0	44	15	1	0	298
Maloney Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	84	15	265	46	0	0	202	35	28	5	579
Margaret M. Generali Elementary School	K-5	Wintergreen Interdistrict Magnet	0	0	1	0	112	21	312	59	0	0	75	14	29	5	529
Michael F. Wallace Middle School	4-8	Wintergreen Interdistrict Magnet	12	1	24	2	265	24	646	0	0	0	137	12	37	3	1121
North End Middle School	6-8	Wintergreen Interdistrict Magnet	7	1	6	1	207	23	562	63	0	0	80	9	37	4	899
Reed School	PK-8	Wintergreen Interdistrict Magnet	0	0	5	1	121	26	307	65	0	0	31	7	10	2	474
Regan School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	42	19	143	63	0	0	33	15	9	4	227
Rotella Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	85	14	263	44	0	0	211	35	42	7	601
Sprague School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	102	22	325	69	0	0	44	9	1	0	472
Walsh School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	111	29	228	60	0	0	22	6	21	5	382
Washington School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	48	15	223	72	0	0	28	9	11	4	310
Waterbury Arts Magnet School	6-8	Wintergreen Interdistrict Magnet	0	0	1	0	63	17	143	39	0	0	135	37	21	6	363
Wendell L Cross School	PK-5	Wintergreen Interdistrict Magnet	0	0	19	6	57	18	153	49	0	0	80	26	1	0	310
West Side Middle School	6-8	Wintergreen Interdistrict Magnet	12	1	19	2	215	23	499	53	0	0	150	16	44	5	939
Woodrow Wilson School	PK-5	Wintergreen Interdistrict Magnet	4	1	115	26	296	66	0	0	0	0	16	4	1	0	446
Clintonville School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	11	3	41	13	0	0	260	80	14	4	326

Green Acres School	K-5	Wintergreen Interdistrict Magnet	0	0	39	10	25	6	38	9	0	0	286	71	15	4	403
Montowese School	K-5	Wintergreen Interdistrict Magnet	0	0	22	8	0	0	25	9	0	0	211	79	8	3	266
Ridge Road School	K-5	Wintergreen Interdistrict Magnet	0	0	27	7	25	7	48	13	0	0	275	73	1	0	376
North Haven Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	59	8	26	4	66	9	0	0	560	76	24	3	735

Table 4: Enrollment Data-Feeder School(s) OMB-1855-0011- Expiration 01/31/2025

- For MSAP, feeders are the school(s) students would have attended had the magnet not existed. For each magnet, identify the feeder school(s) that are expected to send students. If a feeder school would send students in a particular grade span to all participating schools, indicate "All" in the magnet column.
- Include whole-school data for any magnets reported as programs within schools in Table 3.
- Data projections for Project Years 1 through 5 should show the expected enrollment of feeder school(s) if the school(s) in the project are successfully implemented

Feeder Schools			Projected Enrollment (Year 3 of Project—October 1, 2024)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Bear Path School	K-6	Wintergreen Interdistrict Magnet	0	0	24	6	64	15	77	18	0	0	226	54	26	6	417
Hamden Middle School	7-8	Wintergreen Interdistrict Magnet	0	0	54	6	273	31	205	23	0	0	297	34	45	5	874
Ridge Hill School	K-6	Wintergreen Interdistrict Magnet	0	0	27	9	77	25	86	28	0	0	95	31	18	6	303
Spring Glen school	K-6	Wintergreen Interdistrict Magnet	0	0	2	1	50	13	55	14	0	0	264	67	25	6	396
West Woods School	K-6	Wintergreen Interdistrict Magnet	0	0	48	15	62	20	43	14	0	0	161	51	0	0	314
Cook Hill School	PK-2	Wintergreen Interdistrict Magnet	0	0	21	7	0	0	46	15	0	0	236	75	11	4	314
EC Stevens School	PK-2	Wintergreen Interdistrict Magnet	0	0	10	3	0	0	64	20	0	0	230	73	9	3	313
Highland School	PK-2	Wintergreen Interdistrict Magnet	0	0	20	6	7	2	39	12	0	0	252	77	9	3	327
Moses Beach School	PK-2	Wintergreen Interdistrict Magnet	0	0	15	5	0	0	69	22	0	0	232	73	0	0	316
Parker Farms School	3-5	Wintergreen Interdistrict Magnet	0	0	14	5	10	4	74	26	0	0	184	65	0	0	282
Pond Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	19	7	0	0	51	18	0	0	208	75	0	0	278
Rock Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	12	4	0	0	73	24	0	0	206	69	7	2	298
Mary Fritz School	3-5	Wintergreen Interdistrict Magnet	0	0	24	8	0	0	28	9	0	0	242	80	8	3	302
Dag Hammerkjold Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	26	4	20	3	110	17	0	0	479	74	11	2	646
James Moran Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	32	6	13	2	106	18	0	0	413	72	11	2	575
John Barry School	K-5	Wintergreen Interdistrict Magnet	0	0	13	3	69	14	352	70	0	0	52	10	19	4	505
Ben Franklin School	K-5	Wintergreen Interdistrict Magnet	0	0	2	1	32	9	193	55	0	0	106	30	20	6	353
Nathan Hale School	K-5	Wintergreen Interdistrict Magnet	0	0	13	2	53	9	319	57	0	0	145	26	29	5	559

Hanover School	K-5	Wintergreen Interdistrict Magnet	0	0	8	2	18	4	255	56	0	0	153	34	19	4	453
Thomas Hooker School	K-5	Wintergreen Interdistrict Magnet	0	0	11	3	26	6	197	47	0	0	167	40	18	4	419
Casimir Pulaski School	K-5	Wintergreen Interdistrict Magnet	0	0	2	0	59	10	403	67	0	0	109	18	29	5	602
Israel Putnum School	K-5	Wintergreen Interdistrict Magnet	0	0	17	3	45	9	282	57	0	0	125	25	29	6	498
Roger Sherman School	K-5	Wintergreen Interdistrict Magnet	0	0	10	2	35	7	300	63	0	0	94	20	35	7	474
Lincoln Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	2	0	94	12	460	59	0	0	204	26	25	3	785

Washington Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	16	2	84	11	395	50	0	0	266	34	24	3	785
Barack H. Obama Magnet University School	K-4	Wintergreen Interdistrict Magnet	0	0	9	3	86	32	151	57	0	0	11	4	10	4	267
Benjamin Jepson Magnet School	PK-8	Wintergreen Interdistrict Magnet	0	0	2	0	127	25	263	52	0	0	91	18	22	4	505
School	K-8	Wintergreen Interdistrict Magnet	0	0	11	3	140	32	239	55	0	0	36	8	8	2	434
Clinton Avenue	K-8	Wintergreen Interdistrict Magnet	0	0	1	0	66	15	349	78	0	0	31	7	0	0	447
Columbus Family Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	1	0	15	3	465	94	0	0	13	3	0	0	494
Fair Haven School	PK-8	Wintergreen Interdistrict Magnet	0	0	42	5	73	9	682	82	0	0	32	4	0	0	829
Hill Central Music Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	1	0	100	22	355	78	0	0	0	0	0	0	456
John C. Daniels	PK-8	Wintergreen Interdistrict Magnet	0	0	9	2	67	13	377	73	0	0	58	11	7	1	518
John S. Martinez Sea and Sky STEM School	PK-8	Wintergreen Interdistrict Magnet	0	0	1	0	41	8	464	89	0	0	13	3	0	0	519
Nathan Hale School	PK-8	Wintergreen Interdistrict Magnet	0	0	1	0	69	13	230	44	0	0	217	41	11	2	528
Quinnipiac Real World Math STEM School	K-5	Wintergreen Interdistrict Magnet	0	0	1	0	75	31	143	59	0	0	23	10	0	0	242
Awareness	K-8	Wintergreen Interdistrict Magnet	0	0	6	1	128	29	275	62	0	0	33	7	0	0	442
Ross Woodward	PK-8	Wintergreen Interdistrict Magnet	0	0	21	3	239	35	310	45	0	0	104	15	8	1	682
Truman School	PK-8	Wintergreen Interdistrict Magnet	0	0	13	2	58	11	449	85	0	0	10	2	0	0	530
Worthington Hooker	K-8	Wintergreen Interdistrict Magnet	0	0	98	24	67	16	54	13	0	0	187	45	11	3	417
B.W. Tinker School	PK-5	Wintergreen Interdistrict Magnet	0	0	8	1	98	18	276	51	0	0	130	24	28	5	540
Bucks Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	1	0	68	20	244	72	0	0	24	7	0	0	337
Bunker Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	1	0	95	21	280	61	0	0	66	14	19	4	461
Carrington School	PK-8	Wintergreen Interdistrict Magnet	0	0	12	2	107	22	242	49	0	0	110	22	25	5	496
Driggs School	PK-5	Wintergreen Interdistrict Magnet	0	0	1	0	126	25	292	58	0	0	63	13	19	4	501
Duggan School	PK-8	Wintergreen Interdistrict Magnet	0	0	1	0	105	22	296	62	0	0	52	11	22	5	476
F.J. Kingsbury School	K-5	Wintergreen Interdistrict Magnet	0	0	1	0	149	31	278	58	0	0	39	8	14	3	481
Gilmartin School	PK-8	Wintergreen Interdistrict Magnet	0	0	12	3	104	22	276	59	0	0	62	13	13	3	467
H.S. Chase School	PK-5	Wintergreen Interdistrict Magnet	7	1	19	3	164	25	350	52	0	0	102	15	26	4	668
Hopeville School	K-5	Wintergreen Interdistrict Magnet	0	0	1	0	62	21	191	64	0	0	46	15	0	0	300
Maloney Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	1	0	86	15	263	46	0	0	200	35	27	5	577
Margaret M. Generali Elementary School	K-5	Wintergreen Interdistrict Magnet	0	0	2	0	115	22	310	58	0	0	76	14	28	5	531
Michael F. Wallace Middle School	4-8	Wintergreen Interdistrict Magnet	12	1	25	2	266	24	645	0	0	0	139	12	38	3	1125
North End Middle School	6-8	Wintergreen Interdistrict Magnet	7	1	7	1	208	23	560	62	0	0	81	9	38	4	901
Reed School	PK-8	Wintergreen Interdistrict Magnet	0	0	6	1	122	26	305	64	0	0	32	7	11	2	476
Regan School	K-5	Wintergreen Interdistrict Magnet	0	0	1	0	44	19	141	62	0	0	32	14	8	4	226
Rotella Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	1	0	85	14	261	44	0	0	210	35	43	7	600
Sprague School	PK-5	Wintergreen Interdistrict Magnet	0	0	1	0	99	21	322	69	0	0	45	10	0	0	467
Walsh School	PK-5	Wintergreen Interdistrict Magnet	0	0	1	0	110	29	226	59	0	0	23	6	20	5	380
Washington School	PK-5	Wintergreen Interdistrict Magnet	0	0	1	0	48	16	220	72	0	0	27	9	11	4	307
Waterbury Arts Magnet School	6-8	Wintergreen Interdistrict Magnet	0	0	2	1	61	17	144	40	0	0	136	37	20	6	363
Wendell L Cross School	PK-5	Wintergreen Interdistrict Magnet	0	0	20	6	55	18	152	49	0	0	81	26	0	0	308
West Side Middle School	6-8	Wintergreen Interdistrict Magnet	12	1	20	2	217	23	497	53	0	0	151	16	43	5	940
Woodrow Wilson School	PK-5	Wintergreen Interdistrict Magnet	4	1	117	4	117	26	294	66	0	0	16	4	0	0	446
Clintonville School	K-5	Wintergreen Interdistrict Magnet	0	0	1	0	10	3	40	12	0	0	261	80	15	5	327

Green Acres School	K-5	Wintergreen Interdistrict Magnet	0	0	40	10	25	6	37	9	0	0	285	71	16	4	403
Montowese School	K-5	Wintergreen Interdistrict Magnet	0	0	23	9	0	0	24	9	0	0	212	80	7	3	266
Ridge Road School	K-5	Wintergreen Interdistrict Magnet	0	0	28	7	26	7	47	12	0	0	276	73	0	0	377
North Haven Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	60	8	27	4	67	9	0	0	559	76	25	3	738

Table 4: Enrollment Data-Feeder School(s) OMB-1855-0011- Expiration 01/31/2025

- For MSAP, feeders are the school(s) students would have attended had the magnet not existed. For each magnet, identify the feeder school(s) that are expected to send students. If a feeder school would send students in a particular grade span to all participating schools, indicate “All” in the magnet column.
- Include whole-school data for any magnets reported as programs within schools in Table 3.
- Data projections for Project Years 1 through 5 should show the expected enrollment of feeder school(s) if the school(s) in the project are successfully implemented

Feeder Schools			Projected Enrollment (Year 4 of Project—October 1, 2025)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Bear Path School	K-6	Wintergreen Interdistrict Magnet	0	0	23	5	63	15	79	19	0	0	228	54	27	6	420
Hamden Middle School	7-8	Wintergreen Interdistrict Magnet	0	0	54	6	272	31	207	24	0	0	299	34	46	5	878
Ridge Hill School	K-6	Wintergreen Interdistrict Magnet	0	0	27	9	76	25	88	29	0	0	97	32	19	6	307
Shepard Glen School	K-6	Wintergreen Interdistrict Magnet	0	0	61	20	109	36	75	25	0	0	56	19	1	0	302
Spring Glen school	K-6	Wintergreen Interdistrict Magnet	0	0	0	0	49	12	57	14	0	0	266	67	26	7	398
West Woods School	K-6	Wintergreen Interdistrict Magnet	0	0	48	15	61	19	45	14	0	0	163	51	1	0	318
Cook Hill School	PK-2	Wintergreen Interdistrict Magnet	0	0	19	6	0	0	48	15	0	0	238	75	12	4	317
EC Stevens School	PK-2	Wintergreen Interdistrict Magnet	0	0	10	3	0	0	66	21	0	0	232	73	10	3	318
Highland School	PK-2	Wintergreen Interdistrict Magnet	0	0	18	5	6	2	41	12	0	0	254	77	10	3	329
Moses Beach School	PK-2	Wintergreen Interdistrict Magnet	0	0	13	4	0	0	71	22	0	0	234	73	1	0	319
Parker Farms School	3-5	Wintergreen Interdistrict Magnet	0	0	14	5	9	3	76	27	0	0	186	65	1	0	286
Pond Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	17	6	0	0	53	19	0	0	210	75	1	0	281
Rock Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	10	3	0	0	75	25	0	0	208	69	8	3	301
Mary Fritz School	3-5	Wintergreen Interdistrict Magnet	0	0	22	7	0	0	30	10	0	0	244	80	9	3	305
Dag Hammerkjold Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	24	4	19	3	112	17	0	0	481	74	12	2	648
James Moran Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	30	5	12	2	108	19	0	0	415	72	12	2	577
John Barry School	K-5	Wintergreen Interdistrict Magnet	0	0	13	3	68	13	354	70	0	0	54	11	20	4	509
Ben Franklin School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	31	9	195	55	0	0	108	30	21	6	355
Nathan Hale School	K-5	Wintergreen Interdistrict Magnet	0	0	11	2	52	9	321	57	0	0	147	26	30	5	561

Hanover School	K-5	Wintergreen Interdistrict Magnet	0	0	6	1	17	4	257	56	0	0	155	34	20	4	455
Thomas Hooker School	K-5	Wintergreen Interdistrict Magnet	0	0	9	2	25	6	199	47	0	0	169	40	19	5	421
Casimir Pulaski School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	58	10	405	67	0	0	111	18	30	5	604
Israel Putnum School	K-5	Wintergreen Interdistrict Magnet	0	0	15	3	44	9	284	57	0	0	127	25	30	6	500
Roger Sherman School	K-5	Wintergreen Interdistrict Magnet	0	0	8	2	34	7	302	63	0	0	96	20	36	8	476
Lincoln Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	0	0	93	12	462	59	0	0	206	26	26	3	787

Washington Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	14	2	83	11	397	50	0	0	268	34	25	3	787
Barack H. Obama Magnet University School	K-4	Wintergreen Interdistrict Magnet	0	0	9	3	85	31	153	56	0	0	13	5	11	4	271
Benjamin Jepson Magnet School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	126	25	265	52	0	0	93	18	23	5	507
School	K-8	Wintergreen Interdistrict Magnet	0	0	9	2	139	32	241	55	0	0	38	9	9	2	436
Clinton Avenue	K-8	Wintergreen Interdistrict Magnet	0	0	0	0	65	14	351	78	0	0	33	7	1	0	450
Columbus Family Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	14	3	467	94	0	0	15	3	1	0	497
Fair Haven School	PK-8	Wintergreen Interdistrict Magnet	0	0	40	5	72	9	684	82	0	0	34	4	1	0	831
Hill Central Music Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	99	22	357	78	0	0	2	0	1	0	459
John C. Daniels	PK-8	Wintergreen Interdistrict Magnet	0	0	7	1	66	13	379	73	0	0	60	12	8	2	520
John S. Martinez Sea and Sky STEM School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	40	8	466	89	0	0	15	3	1	0	522
Nathan Hale School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	68	13	232	44	0	0	219	41	12	2	531
Quinnipiac Real World Math STEM School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	74	30	145	59	0	0	25	10	1	0	245
Awareness	K-8	Wintergreen Interdistrict Magnet	0	0	6	1	127	28	277	62	0	0	35	8	1	0	446
Ross Woodward	PK-8	Wintergreen Interdistrict Magnet	0	0	19	3	238	35	312	46	0	0	106	15	9	1	684
Truman School	PK-8	Wintergreen Interdistrict Magnet	0	0	13	2	57	11	451	84	0	0	12	2	1	0	534
Worthington Hooker	K-8	Wintergreen Interdistrict Magnet	0	0	98	23	66	16	56	13	0	0	189	45	12	3	421
B.W. Tinker School	PK-5	Wintergreen Interdistrict Magnet	0	0	6	1	97	18	278	51	0	0	132	24	29	5	542
Bucks Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	67	20	246	72	0	0	26	8	1	0	340
Bunker Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	94	20	282	61	0	0	68	15	20	4	464
Carrington School	PK-8	Wintergreen Interdistrict Magnet	0	0	10	2	106	21	244	49	0	0	112	22	26	5	498
Driggs School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	125	25	294	58	0	0	65	13	20	4	504
Duggan School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	104	22	298	62	0	0	54	11	23	5	479
F.J. Kingsbury School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	148	31	280	58	0	0	41	8	15	3	484
Gilmartin School	PK-8	Wintergreen Interdistrict Magnet	0	0	12	3	103	22	278	59	0	0	64	14	14	3	471
H.S. Chase School	PK-5	Wintergreen Interdistrict Magnet	8	1	19	3	163	24	352	52	0	0	104	15	27	4	673
Hopeville School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	61	20	193	64	0	0	48	16	1	0	303
Maloney Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	85	15	265	46	0	0	202	35	28	5	580
Margaret M. Generali Elementary School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	114	21	312	59	0	0	78	15	29	5	533
Michael F. Wallace Middle School	4-8	Wintergreen Interdistrict Magnet	13	1	25	2	265	23	647	0	0	0	141	12	39	3	1130
North End Middle School	6-8	Wintergreen Interdistrict Magnet	8	1	6	1	207	23	562	62	0	0	83	9	39	4	905
Reed School	PK-8	Wintergreen Interdistrict Magnet	0	0	0	0	121	26	307	65	0	0	34	7	12	3	474
Regan School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	43	19	143	62	0	0	34	15	9	4	229
Rotella Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	84	14	263	44	0	0	212	35	44	7	603
Sprague School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	98	21	324	69	0	0	47	10	1	0	470
Walsh School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	109	28	228	60	0	0	25	7	21	5	383
Washington School	PK-5	Wintergreen Interdistrict Magnet	0	0	0	0	47	15	222	72	0	0	29	9	12	4	310
Waterbury Arts Magnet School	6-8	Wintergreen Interdistrict Magnet	0	0	0	0	60	16	146	40	0	0	138	38	21	6	365
Wendell L Cross School	PK-5	Wintergreen Interdistrict Magnet	0	0	18	6	54	17	154	50	0	0	83	27	1	0	310
West Side Middle School	6-8	Wintergreen Interdistrict Magnet	12	1	19	2	216	23	499	53	0	0	153	16	44	5	943
Woodrow Wilson School	PK-5	Wintergreen Interdistrict Magnet	0	116	0	0	116	27	296	69	0	0	18	4	1	0	431
Clintonville School	K-5	Wintergreen Interdistrict Magnet	0	0	0	0	9	3	42	13	0	0	263	80	16	5	330

Green Acres School	K-5	Wintergreen Interdistrict Magnet	0	0	38	9	24	6	39	10	0	0	287	71	17	4	405
Montowese School	K-5	Wintergreen Interdistrict Magnet	0	0	23	8	0	0	26	10	0	0	214	79	8	3	271
Ridge Road School	K-5	Wintergreen Interdistrict Magnet	0	0	28	7	25	7	49	13	0	0	278	73	1	0	381
North Haven Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	60	8	26	4	69	9	0	0	561	76	26	4	742

Table 4: Enrollment Data-Feeder School(s) OMB-1855-0011- Expiration 01/31/2025

- For MSAP, feeders are the school(s) students would have attended had the magnet not existed. For each magnet, identify the feeder school(s) that are expected to send students. If a feeder school would send students in a particular grade span to all participating schools, indicate "All" in the magnet column.
- Include whole-school data for any magnets reported as programs within schools in Table 3.
- Data projections for Project Years 1 through 5 should show the expected enrollment of feeder school(s) if the school(s) in the project are successfully implemented

Feeder Schools			Projected Enrollment (Year 5 of Project—October 1, 2026)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Bear Path School	K-6	Wintergreen Interdistrict Magnet	0	0	25	6	65	15	81	19	0	0	230	54	28	7	429
Hamden Middle School	7-8	Wintergreen Interdistrict Magnet	0	0	56	6	274	31	209	24	0	0	301	34	47	5	887
Ridge Hill School	K-6	Wintergreen Interdistrict Magnet	0	0	29	9	78	25	90	28	0	0	99	31	20	6	316
Spring Glen school	K-6	Wintergreen Interdistrict Magnet	0	0	2	0	51	13	59	14	0	0	268	66	27	7	407
West Woods School	K-6	Wintergreen Interdistrict Magnet	0	0	50	15	63	19	47	14	0	0	165	50	2	1	327
Cook Hill School	PK-2	Wintergreen Interdistrict Magnet	0	0	21	6	2	1	50	15	0	0	240	74	13	4	326
EC Stevens School	PK-2	Wintergreen Interdistrict Magnet	0	0	12	4	2	1	68	21	0	0	234	72	11	3	327
Highland School	PK-2	Wintergreen Interdistrict Magnet	0	0	20	6	8	2	43	13	0	0	256	76	11	3	338
Moses Beach School	PK-2	Wintergreen Interdistrict Magnet	0	0	15	5	2	1	73	22	0	0	236	72	2	1	328
Parker Farms School	3-5	Wintergreen Interdistrict Magnet	0	0	16	5	11	4	78	26	0	0	188	64	2	1	295
Pond Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	19	7	2	1	55	19	0	0	212	73	2	1	290
Rock Hill School	3-5	Wintergreen Interdistrict Magnet	0	0	12	4	2	1	77	25	0	0	210	68	9	3	310
Mary Fritz School	3-5	Wintergreen Interdistrict Magnet	0	0	24	8	2	1	32	10	0	0	246	78	10	3	314
Dag Hammerkjold Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	26	4	21	3	114	17	0	0	483	74	13	2	657
James Moran Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	32	5	14	2	110	19	0	0	417	71	13	2	586
John Barry School	K-5	Wintergreen Interdistrict Magnet	0	0	15	3	70	14	356	69	0	0	56	11	21	4	518
Ben Franklin School	K-5	Wintergreen Interdistrict Magnet	0	0	2	1	33	9	197	54	0	0	110	30	22	6	364
Nathan Hale School	K-5	Wintergreen Interdistrict Magnet	0	0	13	2	54	9	323	57	0	0	149	26	31	5	570

Hanover School	K-5	Wintergreen Interdistrict Magnet	0	0	8	2	19	4	259	56	0	0	157	34	21	5	464
Thomas Hooker School	K-5	Wintergreen Interdistrict Magnet	0	0	11	3	27	6	201	47	0	0	171	40	20	5	430
Casimir Pulaski School	K-5	Wintergreen Interdistrict Magnet	0	0	2	0	60	10	407	66	0	0	113	18	31	5	613
Israel Putnum School	K-5	Wintergreen Interdistrict Magnet	0	0	17	3	46	9	286	56	0	0	129	25	31	6	509
Roger Sherman School	K-5	Wintergreen Interdistrict Magnet	0	0	10	2	36	7	304	63	0	0	98	20	37	8	485
Lincoln Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	2	0	95	12	464	58	0	0	208	26	27	3	796

Washington Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	16	2	85	11	399	50	0	0	270	34	26	3	796
Barack H. Obama Magnet University School	K-4	Wintergreen Interdistrict Magnet	0	0	11	4	87	31	155	55	0	0	15	5	12	4	280
Benjamin Jepson Magnet School	PK-8	Wintergreen Interdistrict Magnet	0	0	2	0	128	25	267	52	0	0	95	18	24	5	516
School	K-8	Wintergreen Interdistrict Magnet	0	0	11	2	141	32	243	55	0	0	40	9	10	2	445
Clinton Avenue	K-8	Wintergreen Interdistrict Magnet	0	0	2	0	67	15	353	77	0	0	35	8	2	0	459
Columbus Family Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	2	0	16	3	469	93	0	0	17	3	2	0	506
Fair Haven School	PK-8	Wintergreen Interdistrict Magnet	0	0	42	5	74	9	686	82	0	0	36	4	2	0	840
Hill Central Music Academy	PK-8	Wintergreen Interdistrict Magnet	0	0	2	0	101	22	359	77	0	0	4	1	2	0	468
John C. Daniels	PK-8	Wintergreen Interdistrict Magnet	0	0	9	2	68	13	381	72	0	0	62	12	9	2	529
John S. Martinez Sea and Sky STEM School	PK-8	Wintergreen Interdistrict Magnet	0	0	2	0	42	8	468	88	0	0	17	3	2	0	531
Nathan Hale School	PK-8	Wintergreen Interdistrict Magnet	0	0	2	0	70	13	234	43	0	0	221	41	13	2	540
Quinnipiac Real World Math STEM School	K-5	Wintergreen Interdistrict Magnet	0	0	2	1	76	30	147	58	0	0	27	11	2	1	254
Awareness	K-8	Wintergreen Interdistrict Magnet	0	0	8	2	129	28	279	61	0	0	37	8	2	0	455
Ross Woodward	PK-8	Wintergreen Interdistrict Magnet	0	0	21	3	240	35	314	45	0	0	108	16	10	1	693
Truman School	PK-8	Wintergreen Interdistrict Magnet	0	0	15	3	59	11	453	83	0	0	14	3	2	0	543
Worthington Hooker	K-8	Wintergreen Interdistrict Magnet	0	0	100	23	68	16	58	13	0	0	191	44	13	3	430
B.W. Tinker School	PK-5	Wintergreen Interdistrict Magnet	0	0	8	1	99	18	280	51	0	0	134	24	30	5	551
Bucks Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	2	1	69	20	248	71	0	0	28	8	2	1	349
Bunker Hill School	PK-5	Wintergreen Interdistrict Magnet	0	0	2	0	96	20	284	60	0	0	70	15	21	4	473
Carrington School	PK-8	Wintergreen Interdistrict Magnet	0	0	12	2	108	21	246	49	0	0	114	22	27	5	507
Driggs School	PK-5	Wintergreen Interdistrict Magnet	0	0	2	0	127	25	296	58	0	0	67	13	21	4	513
Duggan School	PK-8	Wintergreen Interdistrict Magnet	0	0	2	0	106	22	300	61	0	0	56	11	24	5	488
F.J. Kingsbury School	K-5	Wintergreen Interdistrict Magnet	0	0	2	0	150	30	282	57	0	0	43	9	16	3	493
Gilmartin School	PK-8	Wintergreen Interdistrict Magnet	0	0	14	3	105	22	280	58	0	0	66	14	15	3	480
H.S. Chase School	PK-5	Wintergreen Interdistrict Magnet	9	2	21	3	165	24	354	52	0	0	106	16	28	4	683
Hopeville School	K-5	Wintergreen Interdistrict Magnet	0	0	2	1	63	20	195	63	0	0	50	16	2	1	312
Maloney Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	2	0	87	15	267	45	0	0	204	35	29	5	589
Margaret M. Generali Elementary School	K-5	Wintergreen Interdistrict Magnet	0	0	2	0	116	21	314	58	0	0	80	15	30	6	542
Michael F. Wallace Middle School	4-8	Wintergreen Interdistrict Magnet	14	2	27	2	267	23	649	0	0	0	143	13	40	4	1140
North End Middle School	6-8	Wintergreen Interdistrict Magnet	9	2	8	1	209	23	564	62	0	0	85	9	40	4	915
Reed School	PK-8	Wintergreen Interdistrict Magnet	0	0	2	0	123	25	309	64	0	0	36	7	13	3	483
Regan School	K-5	Wintergreen Interdistrict Magnet	0	0	2	1	45	19	145	61	0	0	36	15	10	4	238
Rotella Interdistrict Magnet School	PK-5	Wintergreen Interdistrict Magnet	0	0	2	0	86	14	265	43	0	0	214	35	45	7	612
Sprague School	PK-5	Wintergreen Interdistrict Magnet	0	0	2	0	100	21	326	68	0	0	49	10	2	0	479
Walsh School	PK-5	Wintergreen Interdistrict Magnet	0	0	2	1	111	28	230	59	0	0	27	7	22	6	392
Washington School	PK-5	Wintergreen Interdistrict Magnet	0	0	2	1	49	15	224	70	0	0	31	10	13	4	319
Waterbury Arts Magnet School	6-8	Wintergreen Interdistrict Magnet	0	0	2	1	62	17	148	40	0	0	140	37	22	6	374
Wendell L Cross School	PK-5	Wintergreen Interdistrict Magnet	0	0	20	6	56	18	156	49	0	0	85	27	2	1	319
West Side Middle School	6-8	Wintergreen Interdistrict Magnet	14	2	21	2	218	23	501	53	0	0	155	16	45	5	954
Woodrow Wilson School	PK-5	Wintergreen Interdistrict Magnet	0	0	2	1	111	28	230	59	0	0	27	7	22	6	392
Clintonville School	K-5	Wintergreen Interdistrict Magnet	0	0	2	1	11	3	44	13	0	0	265	78	17	5	339

Green Acres School	K-5	Wintergreen Interdistrict Magnet	0	0	40	10	26	6	41	10	0	0	289	70	18	4	414
Montowese School	K-5	Wintergreen Interdistrict Magnet	0	0	25	9	2	1	28	10	0	0	216	77	9	3	280
Ridge Road School	K-5	Wintergreen Interdistrict Magnet	0	0	30	8	27	7	51	13	0	0	280	72	2	1	390
North Haven Middle School	6-8	Wintergreen Interdistrict Magnet	0	0	62	8	28	4	71	9	0	0	563	75	27	4	751

Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2

Instructions:

- If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first box below: “Nature of Revision or Change to the Magnet School.”
- For each existing magnet school the applicant proposes to revise, briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from PWS serving 50 students to whole-school program serving 400 students; adding medical sciences within school to complement other PWS and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; changes in the number of students participating in the existing program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within-school program to a whole-school program; etc.
- Provide evidence as described in the Application Package to demonstrate that the school(s) are evidence based.
- Use additional sheets, if necessary.

LEA Name: Area Cooperative Educational Services (ACES)

Magnet School: ACES Wintergreen Interdistrict Magnet School

Nature of Revision or Change to the Magnet School:

The magnet program at WIMS will be significantly revised by transforming the school's stand-alone arts program into a school-wide interdisciplinary, arts-integrated curriculum. This revised program will provide daily arts learning experiences for every student and leverage evidence-based instructional approaches to improve the rigor of core content instruction. The revision to the WIMS magnet program will enhance arts and core content instruction by featuring the following components:

- An interdisciplinary approach to infusing the arts into core content instruction
- Extensive professional development focused on Artful Thinking and aesthetic education to add rigor to all arts and core content courses.
- Partnerships with local arts organization to enhance student learning in the interdisciplinary units.
- Long-term artistic exhibitions and two new revolving exhibitions to be produced each year in collaboration with program partners to engage students, parents, community, and partners in the arts.

Explanation of How or Why the Revision is Significant:

The combination of added rigor in the arts courses and the incorporation of an arts integration approach will attract a larger and more diverse population of students to WIMS, filling many of the school's more than 200 currently unfilled seats and reducing minority group isolation among African American students. The additional students will also support more FTE's to expand arts programming. The new magnet program will also enhance student learning to bring needed increases in student achievement, not only in the Arts but also in core subject areas. In 2018-19, WIMS was placed in Category 3 based on the school's CT Accountability Index score. Category 3 is one level above being identified as a turnaround or focus school because less than half (43%) of students met the grade-level standards for Smarter Balanced Assessments in ELA, and less than a third (27%) of students did so in math. Additionally, the revision of the magnet theme will help build a pipeline of arts-integrated learning, as students can continue this pathway at the Educational Center for the Arts or Cooperative Arts and Humanities High School. This new arts pathway will prepare WIMS students to feed directly into the growing sector of Connecticut's nonprofit arts and culture industry which generates ██████████ in annual economic activity in the state and supports over 23,000 full-time equivalent jobs (Arts & Economic Prosperity 5, 2017).

Table 6: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the process and use of academic examinations apply to more than one of the magnet schools include the name of each school in the "Magnet School(s)" field.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name:

Area Cooperative Educational Services (ACES)

Magnet School(s): ACES Wintergreen Interdistrict Magnet School

Check the appropriate box:

- ☒ Academic examination is a criterion in the magnet school student selection process.
- ☐ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

ACES Wintergreen Interdistrict Magnet School (ACES WIMS) draws students from 26 partner districts, including its primary partner, New Haven Public Schools. The other 25 districts participate through the ACES Magnet School Parent Choice Program. The application window is from October to February each year. The lottery is held at the beginning of March. The NHPS lottery has the following preferences: Student resides within the school neighborhood zone and has a sibling currently enrolled at WIMS; Student resides within the school neighborhood zone with no sibling enrolled at WIMS; Student has a sibling currently enrolled at WIMS and lives out of the school neighborhood zone; Siblings applying to WIMS together. The WIMS lottery only recognizes sibling preference. Results are made public and parents are notified of their placement by mid-March. Should parents not accept their seat, ACES offers placement to students on the waiting list.

Magnet School(s):

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☐ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

ACES MSAP 2022-27 DREAMS Project: Budget Narrative for Year 1

PERSONNEL:

Project Director (1.0 FTE):

The Project Director manages all aspects of the project. The Project Director is responsible for successful achievement of project objectives, responsible stewardship of funds, and all reporting. This person is a current employee and the request will pay the difference between the current salary and the salary of a 12-month employee.

Grant Request: [REDACTED]

Elementary Arts Integration Specialist (1.0 FTE):

The Elementary Arts Integration Specialist is primarily responsible for coordinating the implementation of the arts integration magnet theme at WIMS in grades K-5. The staff member will provide intensive professional learning on arts integration practices for teachers K-5.

Grant Request: [REDACTED]

Middle School Arts Integration Specialist (1.0 FTE):

The Middle Grades Arts Integration Specialist is primarily responsible for coordinating the implementation of the arts integration magnet theme at WIMS in grades 6-8. The staff member will provide intensive professional learning on arts integration practices for teachers 6-8.

Grant Request: [REDACTED]

Clerical Support (.5 FTE):

A clerical support staff member will assist with partner and teacher travel logistics, purchasing, and data collection as required. The clerical support person will also provide support for outreach and recruiting.

Grant Request: [REDACTED]

Substitute Teachers (per diem pay):

Substitute teachers will cover release time for teachers to attend professional development: 200 substitute-teaching days are budgeted at a rate of [REDACTED] per day.

Grant Request: [REDACTED]

Hourly Teacher Stipends: Total cost: [REDACTED]

Per contractual agreements, certified staff receive hourly rate for additional work outside of their contractual hours of 186 days each year and 7.5 hours per day. Hourly teacher stipends will cover costs associated with the following activities:

- LCE Summer Forum: 0 people x 5 days x 8 hours x [REDACTED]
- Project Zero Micro-Practicums: 12 people * 40 [REDACTED]
- Project Zero Sparks Conference: 12 people*24 [REDACTED]
- Project Zero Summer Institute: 0 people x 5 days x 8 hours x [REDACTED]
- Project Zero Webinar Series: 60 people x 10.5 hours x [REDACTED]

- Crayola Parent University Training for grade level leaders and parent leaders: 10 people x 13.5 hours x [REDACTED]
- RE-Center 23 people x 30 hours x [REDACTED]
- Arts for Learning Connecticut (AFLCT): 4 people x 15 hours x [REDACTED]
- Curriculum writing and revision: 20 hrs. x 9 grade levels x 1 unit per grade x [REDACTED]

Middle School Arts Immersion Program = Total cost: [REDACTED]

10 Arts Instructors will be paid an hourly rate stipend of [REDACTED]/hr. to operate a program designed to get current, accepted and potential rising grade 6 students exposed, excited and engaged in the art forms available in the 6-8 program. Students will engage in a 5-day immersive arts experience. By the end will have developed a draft Capstone portfolio plan that they will follow through their 8th grade year. The program will generate buy-in from students and families decrease the middle school flight WIMS has historically experienced, and increase middle school enrollment. The program will operate on a normal 7.5-hour day for 5 days.

Total Personnel Grant Request: [REDACTED]

FRINGE BENEFITS:

For each employee, the fringe benefits package includes health and dental insurance, group life insurance, disability insurance, social security, unemployment, and workers' compensation. Fringe benefits are calculated at the rate of 25% for full-time employees, with the exception of per diem substitutes, hour stipends, or contracted employees.

Project Director:	Grant Request:	[REDACTED]
Elementary Arts Integration Specialist:	Grant Request:	[REDACTED]
Middle School Arts Integration Specialist:	Grant Request:	[REDACTED]
Clerical Support:	Grant Request:	[REDACTED]

Total Fringe Benefits Grant Request: [REDACTED]

TRAVEL:

Travel consists of travel expenditures for ACES and WIMS personnel, as follows:

Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSAP Project Directors meeting in Washington, DC. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request: [REDACTED]

Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSA Fall Technical Assistance Conference, Policy Training Conference, and the National Conference. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request: [REDACTED]

Harvard Project Zero Summer Institute - WIMS Summer Inquiry Group will travel to Harvard to participate in the Project Zero five-day summer institute. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates. Travel expenses are budgeted as *follows (Summer Institute in year 1 may not be available in year 1 of the grant)*:

- Train fare: 0 people x [REDACTED]
- Lodging: 0 people x 5 nights x [REDACTED]
- Taxis to and from hotel, Harvard, and train station: 0 people x [REDACTED]
- Per diem fee: 0 people x 5 days x [REDACTED]
- Registration fees: 0 people x [REDACTED]

Grant Request: [REDACTED]

Total Travel Grant Request: [REDACTED]

EQUIPMENT:

Two digital marquee signs to display school name and information about our programming and upcoming events to include performances and recruitment fairs.

- Marquee Sign: [REDACTED]
- Shipping: [REDACTED]
- Foundation: [REDACTED]
- Electrical: [REDACTED]
- IT Installation: [REDACTED]
- Permit & Zoning: [REDACTED]
- Management of Installation [REDACTED]

Total Equipment Grant Request: [REDACTED]

SUPPLIES:

THEATRE:

Lapel microphones: 2 Nady Omni Lav Wireless System Regular, 2 x [REDACTED]

Boom microphones: 2 Rode NTG4 PLUS Shotgun microphones, 2 x [REDACTED]

Costume budget: Multiple theater productions, 3 per year = [REDACTED]

Obtain rights to plays: Performance scripts and designs = [REDACTED]

VISUAL ARTS/VIRTUAL REALITY/GRAFFITI ART/GRAPHIC DESIGN:

Adobe Suite: Photoshop, illustrator, video, music creation software= [REDACTED]

Virtual Reality Lab Computers: Alienware Aurora Ryzen Desktop, 10 x [REDACTED]

Virtual Reality Lab Monitors: Alienware 27 Monitor, 10 x [REDACTED]

Virtual Reality Headsets: Oculus Rift, 20 x [REDACTED]

Handy Art Little Masters Tempura Paint Gallon Assortment (pack of 4), 5 x [REDACTED]

Handy Art Little Masters Tempura Paints Set, 16 oz, pack of 6, 5 x [REDACTED]

Colorations Tempera Paint, Gallon, Orange, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Green, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Black 5 x [REDACTED]

Perfect Stix 1000 Jumbo Craft Sticks, 2x [REDACTED]

Pacon UCreate Sketch Diary, 10 x [REDACTED]

AmazonBasics Fine Point Tip Permanent Markers, Black, 24 pack 5 x [REDACTED]

AmazonBasics Pre-sharpened Wood Cased #2 HB Pencils, 150 pack, 2x [REDACTED]

Tru-Ray Heavyweight Construction Paper, White 12 in" by 18", 50 sheets, 4 x [REDACTED]

VIDEO/FILM/PHOTOGRAPHY:

Video Equipment: 2019 DJI Osmo Pocket Handheld 3 Axis Gimbal with Integrated 4K Camera Bundle, Comes 128GB Extreme Micro SD, 10 x [REDACTED]

Video Editing Software: Adobe Premiere Elements 10 x [REDACTED]

Digital Camera: Canon Digital SLR Camera Kit [EOS Rebel T6] with EF-S 18-55mm and EF 75-300mm Zoom Lenses - Black, full-size, 10 x [REDACTED]

COSTUME DESIGN:

Female Mannequin Torso Body Dress Form with White Adjustable Tripod Stand for Clothing Dress Jewelry Display, 10 x [REDACTED]

SINGER Start 1304 6 Built-in Stitches, Free Arm Best Sewing Machine for Beginners, 10 x [REDACTED]

Fabric Allowance- [REDACTED]

THEATRE TECH:

Templates: Pen- Architectural Templates, House Plan Template, Interior Design Template, Furniture Template, Drafting Tools, Geometry Template, Drawing Template, Template Architecture, Drafting Ruler Shapes, 10 x [REDACTED]

Tools: Maped Study Geometry 10 Piece Set, Includes 2 Metal Study Compasses, 2 Triangles, 6" Ruler, 4" Protractor, Pencil for Compass, Pencil Sharpener, Eraser, Lead Refill, 10 x [REDACTED]

DANCE:

6 ft Modern Aluminum Double Bar, 4 x [REDACTED]

20*20*3/4 ProStep Dance Floor Package with Subfloor, 2 x [REDACTED]

Stretch Bands, 25 x [REDACTED]

SCULPTURE:

Sculpting with Clay-Advanced Kit-Animal, 10 x [REDACTED]
Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]
Sculpting with Wax-Advanced Kit-Animal, 10 x [REDACTED]
Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]

INTERVENTION:

DreamBox Learning: Site License for Online Program, 500-1000 x [REDACTED]
Leveled Literacy Intervention: Take-home books/Materials, 30/grade x [REDACTED]

INSTRUMENTS:

Yamaha Student Oboe, [REDACTED] Yamaha Student Clarinet, [REDACTED]
Gemeinhardt Student Flute, [REDACTED]
¾ Student Violin with Bow and Hard Case, [REDACTED]
4/4 Student Violin with Bow and Hard Case, [REDACTED]
4/4 Student Viola with Bow and Hard Case, [REDACTED]
Finale Music Composing Software, [REDACTED]
½ Student Violin with Bow and Hard Case, [REDACTED]
Portfolio Choral Folders, 20 x [REDACTED]
Classroom Glockenspiel 2 x [REDACTED]
Sonor Tenor/Alto Xylophone Wood, [REDACTED]
Sonor Bass Xylophone Wood, [REDACTED]

CRAYOLA Professional Development Supplies: Training Kits, [REDACTED] x 10 people = [REDACTED]
Family Engagement Kits, [REDACTED]
STEAM II Training Materials, [REDACTED]
STEAM III Training Materials, [REDACTED]

Total Supplies Grant Request: [REDACTED]

CONTRACTUAL SERVICES:

Metis Associates: A formative and summative evaluation, including a rigorous evaluation component, will be designed and implemented by experienced MSAP evaluation firm.

Total cost: [REDACTED]

Arts for Learning Connecticut: A local non-profit that will offer the following artists services to WIMS for a total cost of [REDACTED]

- Performances = [REDACTED]
- Workshops = [REDACTED]

- Residency = [REDACTED]
- Residency Planning = [REDACTED]

Harvard Project Zero: Artful Thinking Onsite Sessions ([REDACTED]) and Virtual Consulting ([REDACTED]). Harvard specialist will support the introduction and integration of the Artful Thinking framework through in-person and online meetings.

Total cost: [REDACTED]

Project Zero Micro-Practicums: 4-5 week virtual learning experience (Teams of 3-5 [REDACTED] pp) – 4 teams per year.

Total Cost: [REDACTED]

Project Zero Sparks Conference: The Project Zero Sparks Conference (July 20-22, 2022) is a 3-day virtual learning experience featuring new research and fresh takes on some of PZ's most popular and enduring frameworks. Engage in plenaries, interactive workshops, and facilitated discussion groups with colleagues from around the world Teams of 3-5 [REDACTED] pp – 4 teams per year

Total Cost: [REDACTED]

Art Integration Accelerator Membership: The Accelerator gives you access to hundreds of done-for-you arts integration and STEAM lessons, teacher created resources, and accredited trainings in one convenient platform. When you use the Accelerator, you'll help students build creative skills while meeting academic requirements. [REDACTED] per month/teacher

Total cost: [REDACTED]

RE-Center: RE·Center will work with WIMS to develop a comprehensive program modeled after RE-Center's flagship "Equity Teams for Positive School Change" Program.

Total cost: [REDACTED]

Leveled Literacy Intervention (LLI): An LLI consultant will work with WIMS to gain a deeper understanding of the LLI system, and how to use the system to provide more effective teaching to the targeted students:

Total cost: [REDACTED]

DreamBox Learning: DreamBox PD will provide actionable professional learning that helps WIMS teachers continually expand their knowledge and skills to implement the best educational practices for math instruction:

Total cost: [REDACTED]

Crayola CreatED: Crayola will provide professional development that will equip WIMS teachers, leaders, and administrators to use creativity to transform school culture and empower teachers to use art-inspired teaching strategies to address core curriculum subjects.

Total cost: [REDACTED]

Crayola CreatED Parent University: Crayola will provide a remote/on-line CreatED Family Engagement professional learning to be delivered by Crayola Education/Family Engagement Specialists to enable WIMS Parent University Team to provide arts integration programs for families.

Total cost: [REDACTED]

National Network of Partnership Schools: Using a framework of six types of involvement and an action team approach, every elementary, middle, and high school can strengthen and sustain goal-linked partnerships that contribute to student success in school. When families and community partners are involved in productive ways, more students follow clear paths to high school graduation and postsecondary education and training. NNPS provides members with professional development, tools, publications, and on-going guidance to build capacity for leadership on partnerships. [REDACTED] per year membership, [REDACTED] per year annual conference

Total cost: [REDACTED]

Total Contractual Grant Request: [REDACTED]

OTHER:

Marketing to help recruit students in grades K-8 to increase enrollment numbers and desegregate school community: Total cost: [REDACTED]

- Radio: WNPR, Pandora, Broadcast [REDACTED]
- Television: NBC-CT, WTNH, WFSB, FOX61-CT, Comcast = [REDACTED]
- Print Ads/Advertorials: CT Parent, Yale Alumni Magazine, New Haven Register, Record Journal, North Haven Magazine, Share Publishing = [REDACTED]
- Digital Campaign: Google Ads, Facebook Ads = [REDACTED]
- Recruitment Events & Outreach: Postcards, Give-away, Events Rentals = [REDACTED]

Admissions for Field Trips to support arts integration enrichment activities: Total cost [REDACTED]

- K-1 Admission Cost for 10 Chaperones, 132 students [REDACTED]
- 2-3 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 4-5 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 6-8 Admission Cost for 10 Chaperones, 150 students: [REDACTED]

Pupil Transportation: Total cost: [REDACTED]

- Two busses for 5 additional days for Middle School Arts Immersion Program: [REDACTED]
- Buses for field trips: [REDACTED]

Total Other Grant Request: [REDACTED]

INDIRECT COST:

Connecticut State Department of Education approved rate of 16.03% FY 22* [REDACTED] (Direct Costs)

Total Indirect Cost Grant Request: [REDACTED]

TOTAL GRANT Request for Year 1: [REDACTED]

ACES MSAP 2022-2027 Budget Narrative for Year 2 DREAMS Project

PERSONNEL:

Project Director (1.0FTE):

Grant Request

Elementary Arts Integration Specialist (1.0 FTE):

Grant Request

Middle School Arts Integration Specialist:

Grant Request

Clerical Support Staff (.5 FTE):

Grant Request

Substitute Teachers (per diem pay):

Grant Request

Staff Professional Development/Curriculum writing

Grant Request

hourly stipends (\$47/hr.):

- LCE Summer Forum: 8 people x 5 days x 8 hours x [REDACTED]
- Project Zero Micro-Practicums: 12 people * [REDACTED]
- Project Zero Sparks Conference: 12 [REDACTED]
- Project Zero Summer Institute: 8 people x 5 days x 8 hours x [REDACTED]
- Project Zero Webinar Series: 60 people x 10.5 hours x [REDACTED]
- Crayola Parent University Training for grade level leaders and parent leaders: 10 people x 13.5 hours x [REDACTED]
- RE-Center 23 people x 30 hours x [REDACTED]
- Arts for Learning Connecticut (AFLCT): 4 people x 15 hours x [REDACTED]
- Curriculum writing and revision: 20 hrs. x 9 grade levels x 1 unit per grade x [REDACTED]

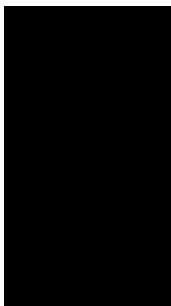
Middle School Arts Immersion Staff [REDACTED]

Grant Request: [REDACTED]

Total Personnel Salary/Wages Year 2 Grant Request: [REDACTED]

FRINGE BENEFITS:

For each employee, fringe benefit package includes health insurance, group life insurance disability insurance, social security, unemployment, workers compensation, employee assistance program and early retirement. Note: as per district policy, half-time employees are entitled to receive full benefits.

Project Director (1.0 FTE):	Grant Request	
Elementary Arts Integration Specialist:	Grant Request	
Middle School Arts Integration Specialist:	Grant Request	
Clerical Support Staff:	Grant Request	

Substitutes: no benefits for hourly, per diem or contracted employees.

Total Fringe Benefits Year 2 Grant Request

TRAVEL:

Travel consists of travel expenditures for ACES and WIMS personnel. Travel is comprised of:






Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSAP Project Directors meeting in Washington, DC. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request: 

Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSA Fall Technical Assistance Conference, Policy Training Conference, and the National Conference. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request: 

Lincoln Center Education Summer Forum - WIMS Summer inquiry group travel to New York City to participate in the Lincoln Center Education Summer Forum (LCE) for arts integration, to include 4 magnet teachers (K-2 Teacher Leader, 3-5 Teacher Leader, 6-8 Teacher Leader & Essential Teacher Leader) and 4 magnet specialist (Project Director, Elem. Arts Integration Specialist, Middle Arts Integration Specialist & Arts Enrichment Instructor). Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates. Travel expenses are budgeted as follows:

- Train fare: 8 people x 
- Lodging for LCE: 8 people x 6 nights x 
- Taxis to and from Museum, to train station = 
- Per diem fee: 8 people x 6 days x 
- Registration for LCE conference: 8 people x 

LCE Travel Grant Request: 

Harvard Project Zero Summer Institute - WIMS Summer Inquiry Group will travel to Harvard to participate in the Project Zero five-day summer institute. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates. Travel expenses are budgeted as follows:

- Train fare: 12 people x [REDACTED]
- Lodging: 12 people x 5 nights x [REDACTED]
- Taxis to and from hotel, Harvard, and train station: 12 people x [REDACTED]
- Per diem fee: 12 people x 5 days x [REDACTED]
- Registration fees: 12 people x [REDACTED]

Harvard Project Zero Travel Grant Request: [REDACTED]

Total Travel Grant Request: [REDACTED]

SUPPLIES:

THEATRE:

Lapel microphones: 2 Nady Omni Lav Wireless System Regular, 1 x [REDACTED]

Costume budget: Multiple theater productions, 3 per year = [REDACTED]

Obtain rights to plays: Performance scripts and designs = [REDACTED]

VISUAL ARTS/VIRTUAL REALITY/GRAFFITI ART/GRAPHIC DESIGN:

Adobe Suite: Photoshop, illustrator, video, music creation software = [REDACTED]

Virtual Reality Lab Computers: Alienware Aurora Ryzen Desktop, 10 x [REDACTED]

Virtual Reality Lab Monitors: Alienware 27 Monitor, 10 x [REDACTED]

Handy Art Little Masters Tempura Paint Gallon Assortment (pack of 4), 5 x [REDACTED]

Handy Art Little Masters Tempura Paints Set, 16 oz, pack of 6, 5 x [REDACTED]

Colorations Tempera Paint, Gallon, Orange, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Green, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Black 5 x [REDACTED]

Perfect Stix 1000 Jumbo Craft Sticks, 2x [REDACTED]

Pacon UCreate Sketch Diary, 10 x [REDACTED]

AmazonBasics Fine Point Tip Permanent Markers, Black, 24 pack 5 x [REDACTED]

AmazonBasics Pre-sharpened Wood Cased #2 HB Pencils, 150 pack, 2x [REDACTED]

Tru-Ray Heavyweight Construction Paper, White 12 in" by 18", 50 sheets, 4 x [REDACTED]

VIDEO/FILM/PHOTOGRAPHY:

Video Editing Software: Adobe Premiere Elements 10 x [REDACTED]

Digital Camera: Canon Digital SLR Camera Kit [EOS Rebel T6] with EF-S 18-55mm and EF 75-300mm Zoom Lenses - Black, full-size, 5 x [REDACTED]

COSTUME DESIGN:

Female Mannequin Torso Body Dress Form with White Adjustable Tripod Stand for Clothing

Dress Jewelry Display, 10 x [REDACTED]

Fabric Allowance- [REDACTED]

THEATRE TECH:

Templates: Pen- Architectural Templates, House Plan Template, Interior Design Template, Furniture Template, Drafting Tools, Geometry Template, Drawing Template, Template Architecture, Drafting Ruler Shapes, 10 x [REDACTED]

Tools: Maped Study Geometry 10 Piece Set, Includes 2 Metal Study Compasses, 2 Triangles, 6" Ruler, 4" Protractor, Pencil for Compass, Pencil Sharpener, Eraser, Lead Refill, 10 x [REDACTED]

DANCE:

Stretch Bands, 25 x [REDACTED]

SCULPTURE:

Sculpting with Clay-Advanced Kit-Animal, 10 [REDACTED]

Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]

Sculpting with Wax-Advanced Kit-Animal, 10 [REDACTED]

Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]

INTERVENTION:

DreamBox Learning: Site License for Online Program, 500-1000 x [REDACTED] = approx. [REDACTED]

Leveled Literacy Intervention: Take-home books/Materials, 30/grade x [REDACTED]

INSTRUMENTS:

Yamaha Student Clarinet, [REDACTED]

Gemeinhardt Student Flute, [REDACTED]

Yamaha YTR Student Trumpet, [REDACTED]

Yamaha Student Trombone, [REDACTED]

½ Student Violin with Bow and Hard Case, [REDACTED]

¾ Student Violin with Bow and Hard Case, [REDACTED]

¾ Student Cello with Bow and Case, [REDACTED]

4/4 Student Cello with Bow and Case, [REDACTED]

Portfolio Choral Folders, 20 x [REDACTED]

Classroom Glockenspiel 2 x [REDACTED]

Sonor Tenor/Alto Xylophone Wood, [REDACTED]

Sonor Bass Xylophone Wood, [REDACTED]

CRAYOLA:

Training Kits, [REDACTED] x 10 people = [REDACTED]

Family Engagement Kits, [REDACTED]

Total Supplies Grant Request: [REDACTED]

CONTRACTUAL SERVICES:

Metis Associates: A formative and summative evaluation, including a rigorous evaluation component, will be designed and implemented by experienced MSAP evaluation.

Total cost: [REDACTED]

Arts for Learning: A local non-profit that will offer the following artists services to WIMS for a total cost of [REDACTED]

- Performances = [REDACTED]
- Workshops = [REDACTED]
- Residency = [REDACTED]
- Residency Planning = [REDACTED]

Harvard Project Zero: Artful Thinking Onsite Sessions. ([REDACTED]) and Virtual Consulting ([REDACTED]) Harvard specialist will support the introduction and integration of the Artful Thinking framework through in-person and online meetings.

Total cost: [REDACTED]

Project Zero Micro-Practicums: 4-5 week virtual learning experience (Teams of 3-5 [REDACTED] pp) – 4 teams per year.

Total Cost: [REDACTED]

Project Zero Sparks Conference: The Project Zero Sparks Conference (July 20-22, 2022) is a 3-day virtual learning experience featuring new research and fresh takes on some of PZ's most popular and enduring frameworks. Engage in plenaries, interactive workshops, and facilitated discussion groups with colleagues from around the world Teams of 3-5 [REDACTED] pp – 4 teams per year

Total Cost: [REDACTED]

Art Integration Accelerator Membership: The Accelerator gives you access to hundreds of done-for-you arts integration and STEAM lessons, teacher created resources, and accredited trainings in one convenient platform. When you use the Accelerator, you'll help students build creative skills while meeting academic requirements. [REDACTED] per month/teacher

Total cost: [REDACTED]

RE-Center (RE-Center will work with ACES Wintergreen Interdistrict Magnet School (WIMS) to develop a comprehensive program modeled after Re-Center's flagship "Equity Teams for Positive School Change" Program.):

Total cost: [REDACTED]

Lincoln Center Education Consulting - WIMS Summer inquiry group travel to participate in 6 hours of virtual consultation as a follow-up to the summer training.

Total cost: [REDACTED]

Leveled Literacy Intervention (LLI) (An LLI consultant will work with WIMS to gain a deeper understanding of the LLI system, and how to use the system to provide more effective teaching to the targeted students):

Total cost: [REDACTED]

DreamBox Learning (DreamBox PD will provide actionable professional learning that helps WIMS teachers continually expand their knowledge and skills to implement the best educational practices for math instruction.):

Total cost: [REDACTED]

Crayola CreatED (Crayola will provide professional development that will equip WIMS teachers, leaders, and administrators to use creativity to transform school culture and empower teachers to use art-inspired teaching strategies to address core curriculum subjects.):

Total cost: [REDACTED]

Crayola CreatED Parent University (Crayola will provide a remote/on-line CreatED Family Engagement professional learning to be delivered by Crayola Education/Family Engagement Specialists to enable ACES WIMS Parent University Team to provide Arts integration programs for families.):

Total cost: [REDACTED]

National Network of Partnership Schools: Using a framework of six types of involvement and an action team approach, every elementary, middle, and high school can strengthen and sustain goal-linked partnerships that contribute to student success in school. When families and community partners are involved in productive ways, more students follow clear paths to high school graduation and postsecondary education and training. NNPS provides members with professional development, tools, publications, and on-going guidance to build capacity for leadership on partnerships. [REDACTED] per year membership, [REDACTED] per year annual conference

Total cost: [REDACTED]

Total Contractual Grant Request: [REDACTED]

OTHER:

Marketing to help recruit students in grades K-8 to increase enrollment numbers and desegregate school community. Total cost: [REDACTED]

- Radio: WNPR, Pandora, Broadcast [REDACTED]
- Television: NBC-CT, WTNH, WFSB, FOX61-CT, Comcast = [REDACTED]
- Print Ads/Advertorials: CT Parent, Yale Alumni Magazine, New Haven Register, Record Journal, North Haven Magazine, Share Publishing = [REDACTED]
- Digital Campaign: Google Ads, Facebook Ads = [REDACTED]
- Recruitment Events & Outreach: Postcards, Give-away, Events Rentals = [REDACTED]

Field Trips to support Arts Integration: Total cost = [REDACTED]

- K-1 Admission Cost for 10 Chaperones, 132 students: [REDACTED]
- 2-3 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 4-5 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 6-8 Admission Cost for 10 Chaperones, 150 students: [REDACTED]

Pupil Transportation: Total cost [REDACTED]

- Two busses for 5 additional days for Middle School Arts Immersion Program: [REDACTED]
- Transportation Cost for Field Trips: Total Cost: [REDACTED]

Total Other Grant Request: [REDACTED]

INDIRECT COST:

Connecticut State Department of Education approved rate of 16.03% FY20* [REDACTED] (Direct Costs)

Total Indirect Cost Grant Request: [REDACTED]

TOTAL GRANT Request for Year 2: [REDACTED]

ACES MSAP 2022-2027 Budget Narrative for Year 3 DREAMS Project

PERSONNEL:

Project Director (1.0FTE):

Grant Request [REDACTED]

Elementary Arts Integration Specialist (1.0 FTE):

Grant Request [REDACTED]

Middle School Arts Integration Specialist:

Grant Request [REDACTED]

Clerical Support Staff (.5 FTE):

Grant Request [REDACTED]

Substitute Teachers (per diem pay):

Grant Request [REDACTED]

Staff Professional Development/Curriculum writing hourly stipends [REDACTED]

Grant Request [REDACTED]

- Project Zero Micro-Practicums: 12 people * 40 [REDACTED]
- Project Zero Sparks Conference: 12 people*24 [REDACTED]
- Project Zero Summer Institute: 8 people x 5 days x 8 hr./day x [REDACTED]
- Project Zero Webinar Series: 60 people x 10.5 hours x [REDACTED]
- Crayola Parent University Training for grade level leaders and parent leaders: 10 people x 13.5 hours x [REDACTED]

- RE-Center 46 people x 60 hours x [REDACTED] (2 cohorts of 23) = [REDACTED]
- Arts for Learning Connecticut (AFLCT): 4 people x 15 hours x [REDACTED]
- Curriculum writing and revision: 20 hrs. x 9 grade levels x 1 unit per grade x [REDACTED]

Middle School Arts Immersion Staff ([REDACTED])

Grant Request: [REDACTED]

Total Personnel Salary/Wages Year 3 Grant Request: [REDACTED]

FRINGE BENEFITS:

For each employee, fringe benefit package includes: health insurance, group life insurance disability insurance, social security, unemployment, workers compensation, employee assistance program and early retirement. Note: as per district policy, half-time employees are entitled to receive full benefits.

Project Director:	Grant Request
Elementary Arts Integration Specialist:	Grant Request
Middle School Arts Integration Specialist:	Grant Request
Clerical Support Staff:	Grant Request

[REDACTED]

Substitutes: no benefits for hourly, per diem or contracted employees.

Total Fringe Benefits Year 2 Grant Request: [REDACTED]

TRAVEL:

Travel consists of travel expenditures for ACES and WIMS personnel. Travel is comprised of:

Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSAP Project Directors meeting in Washington, DC. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request: [REDACTED]

Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSA Fall Technical Assistance Conference, Policy Training Conference, and the National Conference. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request: [REDACTED]

Harvard Project Zero Summer Institute - WIMS Summer Inquiry Group will travel to Harvard to participate in the Project Zero five-day summer institute. Travel cost include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates. Travel expenses are budgeted as follows:

- Train fare: 12 people x [REDACTED]
- Lodging: 12 people x 5 nights x [REDACTED]
- Taxis to and from hotel, Harvard, and train station: 12 people x [REDACTED]
- Per diem fee: 12 people x 5 days x [REDACTED]
- Registration fees: 12 people x [REDACTED]

Harvard Project Zero Travel Grant Request: [REDACTED]

Total Travel Grant Request: [REDACTED]

SUPPLIES:

THEATRE:

Lapel microphones: 2 Nady Omni Lav Wireless System Regular, 2 x [REDACTED]

Boom microphones: 2 Rode NTG4 PLUS Shotgun microphones, 2 x [REDACTED]

Costume budget: Multiple theater productions, 3 per year = [REDACTED]

Obtain rights to plays: Performance scripts and designs = [REDACTED]

VISUAL ARTS/VIRTUAL REALITY/GRAFFITI ART/GRAPHIC DESIGN:

Adobe Suite: Photoshop, illustrator, video, music creation software = [REDACTED]

Virtual Reality Headsets: Oculus Rift, 20 x [REDACTED]

Handy Art Little Masters Tempura Paint Gallon Assortment (pack of 4), 5 x [REDACTED]

Handy Art Little Masters Tempura Paints Set, 16 oz, pack of 6, 5 x [REDACTED]

Colorations Tempera Paint, Gallon, Orange, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Green, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Black 5 x [REDACTED]

Perfect Stix 1000 Jumbo Craft Sticks, 2x [REDACTED]

AmazonBasics Fine Point Tip Permanent Markers, Black, 24 pack 5 x [REDACTED]

AmazonBasics Pre-sharpened Wood Cased #2 HB Pencils, 150 pack, 2x [REDACTED]

Tru-Ray Heavyweight Construction Paper, White 12 in" by 18", 50 sheets, 4 x [REDACTED]

Pacon UCreate Sketch Diary, 10 x [REDACTED]

VIDEO/FILM/PHOTOGRAPHY:

Video Equipment: 2019 DJI Osmo Pocket Handheld 3 Axis Gimbal with Integrated 4K Camera Bundle, Comes 128GB Extreme Micro SD, 10 x [REDACTED]

Video Editing Software: Adobe Premiere Elements 10 x [REDACTED]

Digital Camera: Canon Digital SLR Camera Kit [EOS Rebel T6] with EF-S 18-55mm and EF 75-300mm Zoom Lenses - Black, full-size, 10 x [REDACTED]

COSTUME DESIGN:

SINGER Start 1304 6 Built-in Stitches,

Free Arm Best Sewing Machine for Beginners, 10 x [REDACTED]

Fabric Allowance- [REDACTED]

THEATRE TECH:

Templates: Pen- Architectural Templates, House Plan Template, Interior Design Template, Furniture Template, Drafting Tools, Geometry Template, Drawing Template, Template Architecture, Drafting Ruler Shapes, 10 x [REDACTED]

Tools: Maped Study Geometry 10 Piece Set, Includes 2 Metal Study Compasses, 2 Triangles, 6" Ruler, 4" Protractor, Pencil for Compass, Pencil Sharpener, Eraser, Lead Refill, 10 x [REDACTED]

DANCE:

Stretch Bands, 25 x [REDACTED]

SCULPTURE:

Sculpting with Clay-Advanced Kit-Animal, 10 x [REDACTED]

Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]

Sculpting with Wax-Advanced Kit-Animal, 10 x [REDACTED]

Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]

INTERVENTION:

DreamBox Learning: Site License for Online Program, 500-1000 x [REDACTED]

Leveled Literacy Intervention: Take-home books/Materials, 30/grade x [REDACTED]

INSTRUMENTS:

Yamaha YTR Student Trumpet, [REDACTED] Yamaha Student Trombone, [REDACTED]

¾ Student Violin with Bow and Hard Case, [REDACTED]

4/4 Student Violin with Bow and Hard Case, [REDACTED]

Portfolio Choral Folders, 20 x [REDACTED]

Classroom Glockenspiel 2 x [REDACTED]

Sonor Bas Xylophone Bars Set, [REDACTED]

Sonor Tenor/Alto Xylophone Wood, [REDACTED]

Sonor Bass Xylophone Wood, [REDACTED]

Sonor Soprano Xylophone Wood, [REDACTED]

Remo Gathering Drum, [REDACTED]

Perl Fiberglass Bongos, [REDACTED]

Remo Tunable Frame Drum, [REDACTED]

CRAYOLA:

Training Kits, [REDACTED]

Family Engagement Kits, [REDACTED]

STEAM II Training Materials, [REDACTED]

STEAM III Training Materials [REDACTED]

Total Supplies Grant Request: [REDACTED]

CONTRACTUAL SERVICES:

Metis Associates: A formative and summative evaluation, including a rigorous evaluation component, will be designed and implemented by experienced MSAP evaluation. Total cost: [REDACTED]

Arts for Learning: A local non-profit that will offer the following artists services to WIMS for a total cost of [REDACTED]:

- Performances = [REDACTED]
- Workshops = [REDACTED]
- Residency = [REDACTED]
- Residency Planning = [REDACTED]

Harvard Project Zero: Artful Thinking Onsite Sessions. [REDACTED] and Virtual Consulting ([REDACTED]) Harvard specialist will support the introduction and integration of the Artful Thinking framework through in-person and online meetings.

Total cost: [REDACTED]

Project Zero Micro-Practicums: 4-5 week virtual learning experience (Teams of 3-5 [REDACTED] pp) – 4 teams per year.

Total Cost: [REDACTED]

Project Zero Sparks Conference: The Project Zero Sparks Conference (July 20-22, 2022) is a 3-day virtual learning experience featuring new research and fresh takes on some of PZ's most popular and enduring frameworks. Engage in plenaries, interactive workshops, and facilitated discussion groups with colleagues from around the world Teams of 3-5 [REDACTED] pp – 4 teams per year

Total Cost: [REDACTED]

RE-Center (RE·Center will work with ACES Wintergreen Interdistrict Magnet School (WIMS) to develop a comprehensive program modeled after Re-Center's flagship "Equity Teams for Positive School Change" Program.).

Total cost: [REDACTED]

Art Integration Accelerator Membership: The Accelerator gives you access to hundreds of done-for-you arts integration and STEAM lessons, teacher created resources, and accredited trainings in one convenient platform. When you use the Accelerator, you'll help students build creative skills while meeting academic requirements. [REDACTED] per month/teacher

Total cost: [REDACTED]

Leveled Literacy Intervention (LLI) (An LLI consultant will work with WIMS to gain a deeper understanding of the LLI system, and how to use the system to provide more effective teaching to the targeted students).

Total cost: [REDACTED]

DreamBox Learning (DreamBox PD will provide actionable professional learning that helps WIMS teachers continually expand their knowledge and skills to implement the best educational practices for math instruction.)

Total cost: [REDACTED]

Crayola CreatED (Crayola will provide professional development that will equip WIMS teachers, leaders, and administrators to use creativity to transform school culture and empower teachers to use art-inspired teaching strategies to address core curriculum subjects.):

Total cost: [REDACTED]

Crayola CreatED Parent University (Crayola will provide a remote/on-line CreatED Family Engagement professional learning to be delivered by Crayola Education/Family Engagement Specialists to enable ACES WIMS Parent University Team to provide Arts integration programs for families.)

Total cost: [REDACTED]

National Network of Partnership Schools: Using a framework of six types of involvement and an action team approach, every elementary, middle, and high school can strengthen and sustain goal-linked partnerships that contribute to student success in school. When families and community partners are involved in productive ways, more students follow clear paths to high school graduation and postsecondary education and training. NNPS provides members with professional development, tools, publications, and on-going guidance to build capacity for leadership on partnerships. [REDACTED] per year membership, [REDACTED] per year annual conference

Total cost: [REDACTED]

Total Contractual Grant Request: [REDACTED]

OTHER:

Marketing to help recruit students in grades K-8 to increase enrollment numbers and desegregate school community. Total cost: [REDACTED]

- Radio: WNPR, Pandora, Broadcast [REDACTED]
- Television: NBC-CT, WTNH, WFSB, FOX61-CT, Comcast = [REDACTED]
- Print Ads/Advertorials: CT Parent, Yale Alumni Magazine, New Haven Register, Record Journal, North Haven Magazine, Share Publishing = [REDACTED]
- Digital Campaign: Google Ads, Facebook Ads = [REDACTED]
- Recruitment Events & Outreach: Postcards, Give-away, Events Rentals = [REDACTED]

Field Trips to support Arts Integration: Total cost = [REDACTED]

- K-1 Admission Cost for 10 Chaperones, 132 students [REDACTED]
- 2-3 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 4-5 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 6-8 Admission Cost for 10 Chaperones, 150 students: [REDACTED]

Pupil Transportation: Total cost [REDACTED]

- Two busses for 5 additional days for Middle School Arts Immersion Program: [REDACTED]
- Transportation Cost for Field Trips: [REDACTED]

Total Other Grant Request: [REDACTED]

INDIRECT COST:

Connecticut State Department of Education approved rate of 16.03% FY22* [REDACTED] (Direct Costs).

Total Indirect Cost Grant Request: [REDACTED]

TOTAL GRANT Request for Year 3: [REDACTED]

ACES MSAP 2022-2027 Budget Narrative for Year 4 DREAMS Project

PERSONNEL:

Project Director (1.0FTE):

Grant Request: [REDACTED]

Elementary Arts Integration Specialist (1.0 FTE):

Grant Request: [REDACTED]

(1/2 salary absorbed into school budget)

Middle School Arts Integration Specialist (1.0 FTE):

Grant Request: [REDACTED]

(1/2 salary absorbed into school budget)

Clerical Support Staff (.5 FTE):

Grant Request: [REDACTED]

Substitute Teachers (per diem pay):

Grant Request: [REDACTED]

Staff Professional Development/Curriculum writing
hourly stipends [REDACTED]: _____

Grant Request: [REDACTED]

- Project Zero Micro-Practicums: 12 people * 40 [REDACTED]
- Project Zero Sparks Conference: 12 people*24 [REDACTED]
- Project Zero Summer Institute: 8 people x 5 days x 8 hr./day x [REDACTED]
- Project Zero Webinar Series: 60 people x 10.5 hours x [REDACTED]
- Crayola Parent University Training for grade level leaders and parent leaders: 10 people x 13.5 hours x [REDACTED]
- RE-Center 23 people x 46 hours x [REDACTED]
- Arts for Learning Connecticut (AFLCT): 4 people x 15 hours x [REDACTED]
- Curriculum writing and revision: 20 hrs. x 9 grade levels x 1 unit per grade x [REDACTED]

Middle School Arts Immersion Staff [REDACTED].): _____

Grant Request: [REDACTED]

Total Personnel Salary/Wages Year 4 Grant Request: [REDACTED]

FRINGE BENEFITS:

For each employee, fringe benefit package includes: health insurance, group life insurance disability insurance, social security, unemployment, workers compensation, employee assistance program and early retirement. Note: as per district policy, half-time employees are entitled to receive full benefits.

Project Director:

Grant Request:

Elementary Arts Integration Specialist:

Grant Request:

(1/2 benefits absorbed into school budget)

Middle School Arts Integration Specialist:

Grant Request:

(1/2 benefits absorbed into school budget)

Clerical Support Staff:

Grant Request:

Substitutes: no benefits for hourly, per diem or contracted employees.

Total Fringe Benefits Year 4 Grant Request:

TRAVEL:

Travel consists of travel expenditures for ACES and WIMS personnel. Travel is comprised of:

Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSAP Project Directors meeting in Washington, DC. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request:

Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSA Fall Technical Assistance Conference, Policy Training Conference, and the National Conference. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request:

Harvard Project Zero Summer Institute - WIMS Summer Inquiry Group will travel to Harvard to participate in the Project Zero five-day summer institute. Travel cost include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates. Travel expenses are budgeted as follows:

- Train fare: 12 people x
- Lodging: 12 people x 5 nights x
- Taxis to and from hotel, Harvard, and train station: 12 people x
- Per diem fee: 12 people x 5 days x
- Registration fees: 12 people x

Harvard Project Zero Travel Grant Request:

Total Travel Grant Request:

SUPPLIES:**THEATRE:**

Lapel microphones: Nady Omni Lav Wireless System Regular, 1 x [REDACTED]

Costume budget: Multiple theater productions, 3 per year = [REDACTED]

Obtain rights to plays: Performance scripts and designs = [REDACTED]

VISUAL ARTS/VIRTUAL REALITY/GRAFFITI ART/GRAPHIC DESIGN:

Adobe Suite: Photoshop, illustrator, video, music creation software = [REDACTED]

Virtual Reality Lab Computers: Alienware Aurora Ryzen Desktop, 5 x [REDACTED]

Virtual Reality Lab Monitors: Alienware 27 Monitor, 5 x [REDACTED]

Virtual Reality Headsets: Oculus Rift, 10 x [REDACTED]

Handy Art Little Masters Tempura Paint Gallon Assortment (pack of 4), 5 x [REDACTED]

Handy Art Little Masters Tempura Paints Set, 16 oz, pack of 6, 5 x [REDACTED]

Colorations Tempera Paint, Gallon, Orange, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Green, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Black 5 x [REDACTED]

Perfect Stix 1000 Jumbo Craft Sticks, 2x [REDACTED]

Pacon UCreate Sketch Diary, 10 x [REDACTED]

AmazonBasics Fine Point Tip Permanent Markers, Black, 24 pack 5 x [REDACTED]

AmazonBasics Pre-sharpened Wood Cased #2 HB Pencils, 150 pack, 2x [REDACTED]

Tru-Ray Heavyweight Construction Paper, White 12 in" by 18", 50 sheets, 4 x [REDACTED]

VIDEO/FILM/PHOTOGRAPHY:

Video Equipment: 2019 DJI Osmo Pocket Handheld 3 Axis Gimbal with Integrated 4K Camera Bundle, Comes 128GB Extreme Micro SD, 5 x [REDACTED]

Video Editing Software: Adobe Premiere Elements 10 x [REDACTED]

Digital Camera: Canon Digital SLR Camera Kit [EOS Rebel T6] with EF-S 18-55mm and EF 75-300mm Zoom Lenses - Black, full-size, 5 x [REDACTED]

COSTUME DESIGN:

Female Mannequin Torso Body Dress Form with White Adjustable Tripod Stand for Clothing Dress Jewelry Display, 5 x [REDACTED]

Fabric Allowance- [REDACTED]

THEATRE TECH:

Templates: Pen- Architectural Templates, House Plan Template, Interior Design Template, Furniture Template, Drafting Tools, Geometry Template, Drawing Template, Template Architecture, Drafting Ruler Shapes, 10 x [REDACTED]

Tools: Maped Study Geometry 10 Piece Set, Includes 2 Metal Study Compasses, 2 Triangles, 6" Ruler, 4" Protractor, Pencil for Compass, Pencil Sharpener, Eraser, Lead Refill, 20 x [REDACTED]

DANCE:

6 ft Modern Aluminum Double Bar, 2 x [REDACTED] Stretch Bands, 25 x [REDACTED]

SCULPTURE:

Sculpting with Clay-Advanced Kit-Animal, 10 x [REDACTED] Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]

Sculpting with Wax-Advanced Kit-Animal, 10 x [REDACTED]

Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]

INTERVENTION:

DreamBox Learning: Site License for Online Program, 500-1000 x [REDACTED] = approx. [REDACTED]

Leveled Literacy Intervention: Take-home books/Materials, 30/grade x [REDACTED]

INSTRUMENTS:

4/4 Student Violin with Bow and Hard Case, [REDACTED]

Portfolio Choral Folders, 20 x [REDACTED]

Classroom Glockenspiel 2 x [REDACTED]

Sonor Bass Xylophone Wood, [REDACTED] Yamaha Piccolo, [REDACTED]

Yamaha Powerlite Marching Snare Drum, [REDACTED]

Yamaha Powerlite Marching Bass Drum 22", [REDACTED]

Yamaha Powerlite Marching Bass Drum 24", [REDACTED]

Jupiter Single French Horn [REDACTED]

Remo Gathering Drum, [REDACTED]

Perl Fiberglass Bongos, [REDACTED]

Remo Tunable Frame Drum, [REDACTED]

CRAYOLA:

Training Kits, [REDACTED] x 10 people = [REDACTED]

Family Engagement Kits, [REDACTED] 210 people [REDACTED]

Total Supplies Grant Request: [REDACTED]

CONTRACTUAL SERVICES:

Metis Associates: A formative and summative evaluation, including a rigorous evaluation component, will be designed and implemented by experienced MSAP evaluation.

Total cost: [REDACTED]

Arts for Learning: A local non-profit that will offer the following artists services to WIMS for a total cost of [REDACTED]

- Performances = [REDACTED]
- Workshops = [REDACTED]
- Residency = [REDACTED]
- Residency Planning = [REDACTED]

Harvard Project Zero: Artful Thinking Onsite Sessions. [REDACTED] and Virtual Consulting ([REDACTED]) Harvard specialist will support the introduction and integration of the Artful Thinking framework through in-person and online meetings.

Total cost: [REDACTED]

Project Zero Micro-Practicums: 4-5 week virtual learning experience (Teams of 3-5 [REDACTED] pp) – 4 teams per year.

Total Cost: [REDACTED]

Project Zero Sparks Conference: The Project Zero Sparks Conference (July 20-22, 2022) is a 3-day virtual learning experience featuring new research and fresh takes on some of PZ's most popular and enduring frameworks. Engage in plenaries, interactive workshops, and facilitated discussion groups with colleagues from around the world Teams of 3-5 [REDACTED] pp – 4 teams per year

Total Cost: [REDACTED]

Art Integration Accelerator Membership: The Accelerator gives you access to hundreds of done-for-you arts integration and STEAM lessons, teacher created resources, and accredited trainings in one convenient platform. When you use the Accelerator, you'll help students build creative skills while meeting academic requirements. [REDACTED] per month/teacher

Total cost: [REDACTED]

RE-Center (RE-Center will work with ACES Wintergreen Interdistrict Magnet School (WIMS) to develop a comprehensive program modeled after Re-Center's flagship "Equity Teams for Positive School Change" Program.).

Total cost: [REDACTED]

Leveled Literacy Intervention (LLI) (An LLI consultant will work with WIMS to gain a deeper understanding of the LLI system, and how to use the system to provide more effective teaching to the targeted students).

Total cost: [REDACTED]

DreamBox Learning (DreamBox PD will provide actionable professional learning that helps WIMS teachers continually expand their knowledge and skills to implement the best educational practices for math instruction.)

Total cost: [REDACTED]

Crayola CreatED Parent University (Crayola will provide a remote/on-line CreatED Family Engagement professional learning to be delivered by Crayola Education/Family Engagement Specialists to enable ACES WIMS Parent University Team to provide Arts integration programs for families.): Total cost: [REDACTED]

National Network of Partnership Schools: Using a framework of six types of involvement and an action team approach, every elementary, middle, and high school can strengthen and sustain goal-linked partnerships that contribute to student success in school. When families and community partners are involved in productive ways, more students follow clear paths to high school graduation and postsecondary education and training. NNPS provides members with professional development, tools, publications, and on-going guidance to build capacity for leadership on partnerships. [REDACTED] per year membership, [REDACTED] per year annual conference
Total cost: [REDACTED]

Total Contractual Grant Request: [REDACTED]

OTHER:

Marketing to help recruit students in grades K-8 to increase enrollment numbers and desegregate school community. Total cost: [REDACTED]

- Radio: WNPR, Pandora, Broadcast [REDACTED]
- Television: NBC-CT, WTNH, WFSB, FOX61-CT, Comcast = [REDACTED]
- Print Ads/Advertorials: CT Parent, Yale Alumni Magazine. New Haven Register, Record Journal, North Haven Magazine, Share Publishing = [REDACTED]
- Digital Campaign: Google Ads, Facebook Ads = [REDACTED]
- Recruitment Events & Outreach: Postcards, Give-away, Events Rentals = [REDACTED]

Field Trips to support Arts Integration: Total cost = [REDACTED] 5

- K-1 Admission Cost for 10 Chaperones, 132 students: [REDACTED]
- 2-3 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 4-5 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 6-8 Admission Cost for 10 Chaperones, 150 students: [REDACTED]

Pupil Transportation: Total cost [REDACTED]

- Two busses for 5 additional days for Middle School Arts Immersion Program: [REDACTED]
- Transportation Cost for Field Trips: [REDACTED]

Total Other Grant Request: [REDACTED]

INDIRECT COST:

Connecticut State Department of Education approved rate of 16.03% FY22* [REDACTED] (Direct Costs)

Total Indirect Cost Grant Request: [REDACTED]

TOTAL GRANT Request for Year 4: [REDACTED]

ACES MSAP 2022-2027 Budget Narrative for Year 5 DREAMS Project

PERSONNEL:

Project Director (1.0FTE):

Grant Request: [REDACTED]

Clerical Support Staff (.5 FTE):

Grant Request: [REDACTED]

Substitute Teachers (per diem pay):

Grant Request: [REDACTED]

Staff Professional Development/Curriculum writing hourly stipends [REDACTED]):

Grant Request: [REDACTED]

- Project Zero Micro-Practicums: 6 people * 40 [REDACTED]
- Project Zero Sparks Conference: 6 people*24 [REDACTED]
- Project Zero Summer Institute: 8 people x 5 days x 8 hr./day x [REDACTED]
- Project Zero Webinar Series: 30 people x 10.5 hours x [REDACTED]
- Crayola Parent University Training for grade level leaders and parent leaders: 15 people x 13.5 hours x [REDACTED]
- RE-Center 23 people x 46 hours x \$50 = [REDACTED]
- Arts for Learning Connecticut (AFLCT): 4 people x 15 hours x [REDACTED]
- Curriculum writing and revision: 20 hrs. x 9 grade levels x 1 unit per grade x [REDACTED]

Middle School Arts Immersion Staff [REDACTED]):

Grant Request: [REDACTED]

Total Personnel Salary/Wages Year 5 Grant Request: [REDACTED]

FRINGE BENEFITS:

Project Director:

Grant Request: [REDACTED]

Clerical Support Staff:

Grant Request: [REDACTED]

Substitutes: no benefits for hourly, per diem or contracted employees.

Total Fringe Benefits Year 5 Grant Request: [REDACTED]

TRAVEL:

Travel consists of travel expenditures for ACES and WIMS personnel. Travel is comprised of:

Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSAP Project Directors meeting in Washington, DC. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request: [REDACTED]

Conference travel for Project Director, Arts Integration Specialists, and school administration to the MSA Fall Technical Assistance Conference, Policy Training Conference, and the National Conference. Travel costs include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates.

Grant Request: [REDACTED]

Harvard Project Zero Summer Institute - WIMS Summer Inquiry Group will travel to Harvard to participate in the Project Zero five-day summer institute. Travel cost include transportation, lodging, and meals based on ACES Per Diem Rates. Registration and fees are actual or based on historical rates. Travel expenses are budgeted as follows:

- Train fare: 12 people x [REDACTED]
- Lodging: 12 people x 5 nights x [REDACTED]
- Taxis to and from hotel, Harvard, and train station: 12 people x [REDACTED]
- Per diem fee: 12 people x 5 days x [REDACTED]
- Registration fees: 12 people x [REDACTED]

Harvard Project Zero Travel Grant Request: [REDACTED]

Total Travel Grant Request: [REDACTED]

SUPPLIES:

THEATRE:

Lapel microphones: 2 Nady Omni Lav Wireless System Regular, 1 x [REDACTED]

Boom microphones: 2 Rode NTG4 PLUS

Shotgun microphones, 1 x [REDACTED] Costume budget:

Multiple theater productions, 3 per year = [REDACTED]

Obtain rights to plays: Performance scripts and designs = [REDACTED]

VISUAL ARTS/VIRTUAL REALITY/GRAFFITI ART/GRAPHIC DESIGN:

Adobe Suite: Photoshop, illustrator, video, music creation software = [REDACTED]

Virtual Reality Lab Computers: Alienware Aurora Ryzen Desktop, 5 x [REDACTED]

Virtual Reality Lab Monitors: Alienware 27 Monitor, 5 x [REDACTED]

Virtual Reality Headsets: Oculus Rift, 10 x [REDACTED]

Handy Art Little Masters Tempura Paint Gallon Assortment (pack of 4), 5 x [REDACTED]

Handy Art Little Masters Tempura Paints Set, 16 oz, pack of 6, 5 x [REDACTED]

Colorations Tempera Paint, Gallon, Orange, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Green, 5 x [REDACTED]

Handy Art Tempera Paint, Gallon, Black 5 x [REDACTED]

Perfect Stix 1000 Jumbo Craft Sticks, 2x [REDACTED]

Pacon UCreate Sketch Diary, 10 x [REDACTED]

AmazonBasics Fine Point Tip Permanent Markers, Black, 24 pack 5 x [REDACTED]

AmazonBasics Pre-sharpened Wood Cased #2 HB Pencils, 150 pack, 2x [REDACTED]
Tru-Ray Heavyweight Construction Paper, White 12 in" by 18", 50 sheets, 4 x [REDACTED]

VIDEO/FILM/PHOTOGRAPHY:

Video Equipment: 2019 DJI Osmo Pocket Handheld 3 Axis Gimbal with Integrated 4K Camera Bundle, Comes 128GB Extreme Micro SD, 5 x [REDACTED]
Video Editing Software: Adobe Premiere Elements 10 x [REDACTED]

Digital Camera: Canon Digital SLR Camera Kit [EOS Rebel T6] with EF-S 18-55mm and EF 75-300mm Zoom Lenses - Black, full-size, 5 x [REDACTED]

COSTUME DESIGN:

Female Mannequin Torso Body Dress Form with White Adjustable Tripod Stand for Clothing Dress Jewelry Display, 5 x [REDACTED]
SINGER Start 1304 6 Built-in Stitches, Free Arm Best Sewing Machine for Beginners, 5 x [REDACTED]
Fabric Allowance- [REDACTED]

THEATRE TECH:

Templates: Pen- Architectural Templates, House Plan Template, Interior Design Template, Furniture Template, Drafting Tools, Geometry Template, Drawing Template, Template Architecture, Drafting Ruler Shapes, 10 x [REDACTED]
Tools: Maped Study Geometry 10 Piece Set, Includes 2 Metal Study Compasses, 2 Triangles, 6" Ruler, 4" Protractor, Pencil for Compass, Pencil Sharpener, Eraser, Lead Refill, 25 x [REDACTED]

DANCE:

6 ft Modern Aluminum Double Bar, 2 x [REDACTED] Stretch Bands, 25 x [REDACTED]

SCULPTURE:

Sculpting with Clay-Advanced Kit-Animal, 10 x [REDACTED]
Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]
Sculpting with Wax-Advanced Kit-Animal, 10 x [REDACTED]
Sculpting with Clay-Advanced Kit-Figure, 10 x [REDACTED]

INTERVENTION:

DreamBox Learning: Site License for Online Program, 500-1000 x [REDACTED]
Leveled Literacy Intervention: Take-home books/Materials, 30/grade x [REDACTED]

INSTRUMENTS:

Portfolio Choral Folders, 20 x [REDACTED]
Classroom Glockenspiel 1 x [REDACTED]
Sonor Bass Xylophone Wood, [REDACTED]
Yamaha Powerlite Marching Snare Drum, [REDACTED]
Timpani Mallets with Soft Case, [REDACTED]
4 Pairs of Marching Bass Drum Mallets, [REDACTED]
Finale Music Composing Software, [REDACTED]
Remo Gathering Drum, [REDACTED]
Perl Fiberglass Bongos, [REDACTED]
Remo Tunable Frame Drum, [REDACTED]

CRAYOLA:

Training Kits, [REDACTED] x 10 people = [REDACTED]
Family Engagement Kits, [REDACTED] 210 people = [REDACTED]
STEAM II Training Materials, [REDACTED]
STEAM III Training Materials, [REDACTED]

Total Supplies Grant Request: [REDACTED]

CONTRACTUAL SERVICES:

Metis Associates: A formative and summative evaluation, including a rigorous evaluation component, will be designed and implemented by experienced MSAP evaluators.

Total cost: [REDACTED]

Arts for Learning: A local non-profit that will offer the following artists services to WIMS for a total cost of [REDACTED]:

- Performances = [REDACTED]
- Workshops = [REDACTED]
- Residency = [REDACTED]
- Residency Planning = [REDACTED]

Harvard Project Zero: Artful Thinking Onsite Sessions. ([REDACTED]) and Virtual Consulting ([REDACTED]) Harvard specialist will support the introduction and integration of the Artful Thinking framework through in-person and online meetings.

Total cost: [REDACTED]

Project Zero Micro-Practicums: 4-5 week virtual learning experience (Teams of 3-5 [REDACTED] pp) – 4 teams per year.

Total Cost: [REDACTED]

Project Zero Sparks Conference: The Project Zero Sparks Conference (July 20-22, 2022) is a 3-day virtual learning experience featuring new research and fresh takes on some of PZ's most popular and enduring frameworks. Engage in plenaries, interactive workshops, and facilitated discussion groups with colleagues from around the world Teams of 3-5 [REDACTED] pp – 4 teams per year

Total Cost: [REDACTED]

Art Integration Accelerator Membership: The Accelerator gives you access to hundreds of done-for-you arts integration and STEAM lessons, teacher created resources, and accredited trainings in one convenient platform. When you use the Accelerator, you'll help students build creative skills while meeting academic requirements. [REDACTED] per month/teacher

Total cost: [REDACTED]

RE-Center (RE·Center will work with ACES Wintergreen Interdistrict Magnet School (WIMS) to develop a comprehensive program modeled after Re-Center's flagship "Equity Teams for Positive School Change" Program.)

Total cost: [REDACTED]

Leveled Literacy Intervention (LLI) (An LLI consultant will work with WIMS to gain a deeper understanding of the LLI system, and how to use the system to provide more effective teaching to the targeted students).

Total cost: [REDACTED]

DreamBox Learning (DreamBox PD will provide actionable professional learning that helps WIMS teachers continually expand their knowledge and skills to implement the best educational practices for math instruction.)

Total cost: [REDACTED]

Crayola CreatED Parent University (Crayola will provide a remote/on-line CreatED Family Engagement professional learning to be delivered by Crayola Education/Family Engagement Specialists to enable ACES WIMS Parent University Team to provide Arts integration programs for families.)

Total cost: [REDACTED]

National Network of Partnership Schools: Using a framework of six types of involvement and an action team approach, every elementary, middle, and high school can strengthen and sustain goal-linked partnerships that contribute to student success in school. When families and

community partners are involved in productive ways, more students follow clear paths to high school graduation and postsecondary education and training. NNPS provides members with professional development, tools, publications, and on-going guidance to build capacity for leadership on partnerships. [REDACTED] per year membership, [REDACTED] per year annual conference
Total cost: [REDACTED]

Total Contractual Grant Request: [REDACTED]

OTHER:

Marketing to help recruit students in grades K-8 to increase enrollment numbers and desegregate school community. Total cost: [REDACTED]

- Radio: WNPR, Pandora, Broadcast [REDACTED]
- Television: NBC-CT, WTNH, WFSB, FOX61-CT, Comcast = [REDACTED]
- Print Ads/Advertorials: CT Parent, Yale Alumni Magazine, New Haven Register, Record Journal, North Haven Magazine, Share Publishing= [REDACTED]
- Digital Campaign: Google Ads, Facebook Ads = [REDACTED]
- Recruitment Events & Outreach: Postcards, Give-away, Events Rentals = [REDACTED]

Field Trips to support Arts Integration: Total cost = [REDACTED]

- K-1 Admission Cost for 10 Chaperones, 132 students: [REDACTED]
- 2-3 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 4-5 Admission Cost for 10 Chaperones, 150 students: [REDACTED]
- 6-8 Admission Cost for 10 Chaperones, 150 students: [REDACTED]

Pupil Transportation: Total cost [REDACTED]

- Two busses for 5 additional days for Middle School Arts Immersion Program: [REDACTED]
- Transportation Cost for Field Trips: [REDACTED]

Total Other Grant Request: [REDACTED]

INDIRECT COST:

Connecticut State Department of Education approved rate of 16.03% FY22* [REDACTED]

Total Indirect Cost Grant Request: [REDACTED]

TOTAL Grant Request for Year 5: [REDACTED]

AGGREGATE TOTAL GRANT REQUEST FOR YEARS 1 - 5: [REDACTED]



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Area Cooperative Educational Services (ACES)

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2022 To: 06/30/2023 (mm/dd/yyyy)
Approving Federal agency: ☒ ED ☐ Other (please specify):
The Indirect Cost Rate is 16.03 %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☒ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S165A220044

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Area Cooperative Educational Services (ACES)		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

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Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Area Cooperative Educational Services (ACES)</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

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