

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE
PROGRAM**

CFDA # 84.165A

PR/Award # U165A070068

Grants.gov Tracking#: GRANT00253855

OMB No. 1855-0011, Expiration Date: 04/30/2007
Closing Date: APR 27, 2007

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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 Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>
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* 3. Date Received: <input type="text" value="04/27/2007"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="New Haven Public Schools"/>

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="06-6001876"/>	* c. Organizational DUNS: <input type="text" value="184982585"/>
---	--

d. Address:

* Street1:	<input type="text" value="54 Meadow Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="New Haven"/>
County:	<input type="text"/>
* State:	<input type="text" value="CT: Connecticut"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="06519"/>

e. Organizational Unit:

Department Name: <input type="text" value="Magnet/Choice Programs Office"/>	Division Name: <input type="text"/>
---	---

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Edward"/>
Middle Name:	<input type="text"/>
* Last Name:	<input type="text" value="Linehan"/>
Suffix:	<input type="text"/>
Title: <input type="text" value="Supervisor - School Magnet/Choice Programs"/>	

Organizational Affiliation: <input type="text" value="New Haven Public Schools"/>

* Telephone Number: <input type="text" value="203-946-5696"/>	Fax Number: <input type="text" value="203-946-5697"/>
--	--

* Email: <input type="text" value="edward.linehan@new-haven.k12.ct.us"/>

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

* 12. Funding Opportunity Number:

ED-GRANTS-030907-002

* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

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

* 15. Descriptive Title of Applicant's Project:

New Haven Magnet Schools Assistance: Reducing minority group isolation and closing the achievement gap through four new Interdistrict Magnet Schools

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

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	<input type="text" value="2,380,156.51"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,380,156.51"/>

* 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.)

- Yes
- No

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:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization:
New Haven Public Schools

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)	Total (f)
1. Personnel	\$ 905,000	\$ 1,071,975	\$ 1,099,779	\$ 0	\$ 0	\$ 3,076,754
2. Fringe Benefits	\$ 333,468	\$ 376,059	\$ 387,409	\$ 0	\$ 0	\$ 1,096,936
3. Travel	\$ 98,000	\$ 105,000	\$ 105,000	\$ 0	\$ 0	\$ 308,000
4. Equipment	\$ 190,000	\$ 282,500	\$ 182,500	\$ 0	\$ 0	\$ 655,000
5. Supplies	\$ 165,000	\$ 215,000	\$ 215,000	\$ 0	\$ 0	\$ 595,000
6. Contractual	\$ 435,000	\$ 455,000	\$ 460,000	\$ 0	\$ 0	\$ 1,350,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 98,000	\$ 105,000	\$ 105,000	\$ 0	\$ 0	\$ 308,000
9. Total Direct Costs (lines 1-8)	\$ 2,224,468	\$ 2,610,534	\$ 2,554,688	\$ 0	\$ 0	\$ 7,389,690
10. Indirect Costs*	\$ 131,688	\$ 154,543	\$ 151,237	\$ 0	\$ 0	\$ 437,469
11. Training Stipends	\$ 24,000	\$ 24,000	\$ 24,000	\$ 0	\$ 0	\$ 72,000
12. Total Costs (lines 9-11)	\$ 2,380,156	\$ 2,789,077	\$ 2,729,926	\$ 0	\$ 0	\$ 7,899,160

*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: 7/1/2006 To: 6/30/2007 (mm dd yyyy)

Approving Federal agency: ED Other (please specify): State

(3) 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)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization:
New Haven Public Schools

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 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)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00253855

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Albert Glassman	* TITLE Superintendent of Schools
* APPLICANT ORGANIZATION New Haven Public Schools	* DATE SUBMITTED 04-27-2007

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: New Haven Public Schools</p> <p>* Address: 54 Meadow Street</p> <p>New Haven</p> <p>CT: Connecticut</p> <p>06519</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>US Department of Education</p>	<p>7. * Federal Program Name/Description: Magnet Schools Assistance</p> <p>CFDA Number, if applicable: 84.165</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: None</p> <p>None</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: None</p> <p>None</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		
<p>* Signature: Albert Glassman</p> <p>* Name: Dr. Reginald R Mayo</p> <p>Title: Superintendent of School</p>		

	Telephone No.: 203-946-8888 Date: 04-27-2007
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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

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.

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. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

4373-NHmsapGEPA%5B1%5D.doc

Mime Type

application/msword

Personnel – Certified/Non-Certified**Nondiscrimination and Equal Employment Opportunity (continued)****Equal Education Opportunity**

The Board will follow the intent and spirit of all provisions of the IDEA, Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Every student has the right to participate fully in classroom instruction and extracurricular activities and such right shall not be abridged or impaired because of sex, sexual orientation, race, religion, national origin, pregnancy, parenthood, marriage, disability or for any reason not related to his/her individual capabilities.

No otherwise qualified individual with disabilities shall, solely by reason of such disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the New Haven Board of Education, including, but not limited to:

- Admission
- Use of School Facilities
- Vocational Education
- Competitive Athletics
- Students Rules, Regulations and Benefits
- Financial Assistance
- School-sponsored Extracurricular Activities
- Enrollment in courses
- Counseling and Guidance
- Physical Education
- Graduation Requirements
- Treatment as a Married and/or Pregnant Student
- Health Services
- Most Other Aid, Benefits or Services

Policy amended: January 11, 1999

NEW HAVEN PUBLIC SCHOOLS

New Haven Public Schools

**SECTION 427 OF THE GENERAL EDUCATION
PROVISIONS ACT (GEPA) Requirement**

New Haven Public Schools is proposing a Magnet School Assistance Program that will meet the requirement of Section 427 of GEPA to ensure that there will be no barriers that will impede equitable access of participation having to do with gender, race, national origin, color, disability, or age. The project is designed to provide a high quality educational program for *all* students participating in the program, as well as high quality professional development for *all* participating teachers. The following is a non-exhaustive list of specific activities that will ensure equitable access to all participants, regardless of gender, race, national origin, color, disability, or age:

- § all materials developed as part of the project will adapted for use with English language learners and students with disabilities according to their individual IEPs.
- § all instructional materials and training materials will be reviewed by the project director to ensure that they are appropriate for inclusive instruction that is sensitive to gender, race, national origin, color, disability and age issues.
- § materials sent out to parents and other community members explaining the program will be translated into the major native languages of the school district.
- § professional development and curriculum alignment activities have been designed to include all teaching staff, including bilingual/ESL staff, monolingual staff and special education staff, regardless of gender, race, national origin, color, disability, or age.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

New Haven Public Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Reginald Middle Name: R

* Last Name: Mayo Suffix: * Title: Superintendent of Schools
--

* SIGNATURE: Albert Glassman * DATE: 04/27/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* **Name:**

Edward

Linehan

* **Address:**

54 Meadow Street

New Haven

CT: Connecticut

06519

USA: UNITED STATES

* **Phone Number:**

203-946-5696

Fax Number:

203-946-5697

Email:

edward.linehan@new-haven.k12.ct.us

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

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Tracking Number: GRANT00253855

Project Narrative

Abstract Narrative

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Project Abstract –New Haven Public Schools

A brief description of major objectives: For each project year: **(1.1)** Minority group isolation will be reduced at each magnet school. **(1.2, 1.3)** Applicant pool for each magnet school: The proportion of white students will exceed the current enrollment; the number of applicants will exceed the number of available seats. **(1.4)** No feeder school will exceed the district-wide average of minority students for that grade level. **(1.5)** Class minority:non-minority ratios will not deviate from grade ratios by more than 15%.

(2.1) Magnet schools will complete a Comprehensive School Improvement Plan with goals, objectives, and activities related to the MSAP performance indicators and purposes and the objectives and activities of this project. **(2.2)** Surveys will measure teacher perceptions of school planning. **(2.3)** Magnet resource teachers will facilitate and support the implementation of systemic reforms and provide all students with the opportunity to meet challenging State academic content standards and student academic achievement standards. **(2.4)** Each year, there will be an increase in the numbers of parents who participate in various magnet school activities.

(3.1) Magnet resource teachers will facilitate and support the development and implementation of magnet themes. **(3.2, 3.3)** Magnet theme related units, lessons and courses will be developed, used with students for a specific number of minutes per week and published.

(4.1) Magnet schools will show improvement in reading, mathematics and writing each year for all students and subgroups. By Year 3, all magnet schools will attain NCLB Adequate Yearly Progress (AYP). **(4.2)** Magnet school students will develop mastery of the magnet curriculum.

(5.1, 5.2) Magnet school teachers will receive, on average, 40 hours of professional development that they use and find helpful.

Names of magnet schools, special curricular programs, and number of students who will participate (2009-2010):

- ▶ The Beecher Museum School of the Arts and Sciences (468 students)
- ▶ Ross-Woodward Classical Studies Magnet School (751 students)
- ▶ John C. Daniels School of International Communications (650 students)
- ▶ The Science and Engineering University Magnet School (176 students)

Project Narrative

Project Narrative

Attachment 1:

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Introduction To Needs Section

New Haven Connecticut is typical of many older urban areas. Once a thriving manufacturing center, the central city has lost jobs and white middle class residents to surrounding suburbs. Its schools are predominantly black, Hispanic, and poor. The surrounding suburban schools are mostly white and middle class.

Despite these economic and demographic trends, New Haven has discouraged white flight from its schools to a greater extent than other communities in similar circumstances, by developing magnet schools. After years of declining, white enrollments are now beginning to increase. Under the leadership of Superintendent Reginald Mayo, New Haven schools are on the rebound.

Mandatory Desegregation Using Magnet Schools

Although New Haven is not a newcomer to magnet schools, now, more than ever, they are key to reducing minority group and economic isolation in this New England city. Not only have magnet schools helped stem white flight to suburban schools (in many cases, white enrollment declines have been reversed), but in keeping with the Connecticut Supreme Court's landmark 1996 *Sheff v. O'Neill* decision that declared both *de jure* and *de facto* segregation illegal, New Haven is under a mandatory court desegregation order. Also, forced by *Sheff v. O'Neil*, the Connecticut legislature has enacted laws that provide a strong financial commitment to magnet schools, thereby, recognizing the key role they play in reducing the racial, ethnic and economic isolation. Thus, magnet schools are not only desirable, but are *essential* to New Haven's compliance with the court desegregation order.

New Haven's Most Successful Desegregation Strategy is in Jeopardy

Connecticut's first magnet was established in New Haven more than three decades ago. Over

the years, New Haven has worked hard to create magnet school programs that have restored and maintained the community's faith in the viability of its schools as solid educational alternatives.

New Haven has long been in the forefront of Connecticut's school desegregation movement. From 1963 to the present, it has field-tested and fine-tuned a variety of desegregation plans designed to both decrease minority group isolation and increase interracial exposure for all students. It has paired schools, rezoned schools, encouraged voluntary transfers, and created magnet schools. With the exception of magnet schools, however, most of these efforts failed to mitigate the problem. The negative cycle continued as each new desegregation effort was met by a resurgence of white flight.

Magnet schools have worked to break that cycle. They have succeeded largely because magnet dollars have enabled them to compete effectively with the well-equipped non-public and suburban schools that New Haven's predominantly white, middle class parents have chosen in preference to the tax-starved, cash-strapped New Haven public schools. In addition, they give both New Haven and suburban parents high quality alternatives to their neighborhood schools that offer programs that are not available elsewhere in the region.

Compared with the rest of the state, New Haven is a highly minority group isolated district (89% minority) with low test scores that reflect the poverty and educational needs of its students. As the multiracial, multiethnic home of Yale University, this is not acceptable to most of the city's leaders and residents. Where schools are segregated into separate systems for minority (the New Haven Public Schools), and white students (private and suburban schools) there is no equity.

Forced by the Connecticut Supreme Court's *Sheff v. O'Neill* decision to take action to remedy the disparities between urban and suburban schools, various laws (first passed in 1997) have been enacted that offer urban and suburban students the opportunity to attend schools in each other's

districts in an effort to ameliorate the racial isolation of all students. Urban and suburban districts alike are encouraged to develop magnet schools. While the State, under these statutes, provides 100% funding for transportation and 95% of the construction costs for building new magnet schools, it provides few resources for initial magnet school theme and curriculum development. Because urban schools—such as New Haven—are already faced with limited financial resources and a weak tax base, the legislation funding scheme makes it even more difficult for New Haven and other urban school systems to attract students from the wealthier suburban schools.

To attract suburban students and remedy the segregation of its schools, the New Haven Public Schools proposes to create four magnet schools that will serve both New Haven and suburban students.

Increasing Diversity in Connecticut's Schools

New Haven is now at an historical turning point. Because legal remedies to school desegregation based on federal law are, for the most part, no longer options, other, more regionally-oriented solutions to the problems of minority group isolation have been proposed. Some are political, some are educational and some are legal. In Connecticut, all three approaches have been combined. Fueled by the *Sheff* decision (*Sheff v O'Neill*, discussed below), which determined that *de facto*, as well as *de jure* segregation violates the state's constitution, the state legislature has undertaken a unique interdistrict magnet school initiative designed to reduce *racial isolation* (rather than *minority group isolation*).

As a result of *Sheff*, the state legislature supports -- with state dollars -- a two-way program of interdistrict transfers that offers *urban minority students* the opportunity to attend *suburban* magnet schools and *suburban white students* the opportunity to attend *urban* magnet schools. To promote this interdistrict effort, new magnet schools have been built in areas where there is the greatest

potential to attract a racially diverse student body, reduce racial isolation and promote desegregation. That is the good news.

The bad news is that this well intentioned effort by the state to meet the requirements of the *Sheff* Court puts New Haven=s current magnet schools program, its **single most successful strategy for stabilizing the racial composition of its student body**, at a distinct disadvantage in the competition with new suburban schools for the same limited pool of students. As a result, the potential to *attract* white suburban students to New Haven magnet schools in order to reduce minority group isolation is diminished at precisely the time when it should be heightened.

New Haven, a district that has been committed to desegregation for nearly 40 years, and has demonstrated that commitment through the implementation of a wide range of voluntary desegregation plans, has used the Connecticut interdistrict magnet program as a springboard for establishing a network of interdistrict magnet schools designed to attract white students from suburban schools to sites that are minority group isolated in New Haven. To date, this has been very successful because New Haven has been able to coordinate state and federal magnet programs and resources to create a system of regional choice that serves both New Haven and suburban students.

With the support of the Magnet Schools Assistance Program, New Haven will expand this program. Magnets will be established in four New Haven schools, which will decrease minority group isolation by attracting middle class white students from both nearby suburban communities and the predominantly white communities of New Haven.

The system of regional (city and suburban) magnet schools can work best for urban minority students **only if the educational quality of the urban magnet schools is viewed as equal to, or better than, that of any other schools in the region.** That means that magnet themes must be very strong and specific; that the schools must have a clearly defined, well focused pedagogy that both

urban and suburban parents recognize as superior—and that the development of challenging curriculum, and high-quality teacher training to support curriculum implementation, must be intensive and ongoing.

Unfortunately, the Connecticut state magnet school initiatives do not provide money to address any of these pivotal quality issues. The legislation *does*, however, support school construction, pupil transportation and the transfer of state aid to the receiving district without penalizing the sending district. These are key factors that facilitate the mobility necessary in a magnet school program and provide an excellent starting point.

New Haven=s new interdistrict magnets cannot accomplish their goals without the funding they need to raise the level of academic achievement of urban students and, at the same time, meet the educational and social needs of the new suburban population that it is reaching out to recruit. Without Magnet Schools Assistance Program support for the crucial educational aspects of the program, Connecticut=s interdistrict magnets become, at best, interesting experiments in diversity that may satisfy the *Sheff* court, but will have little impact on ameliorating the segregation that persists in New Haven=s schools as required by the court, and therefore, on the vast majority of African-American and Hispanic students who are failing in substandard inner city schools.

The Sheff Case

It is important to note that *Sheff v. O=Neill* deals with the Connecticut constitution, and not federal law. Unlike federal decisions that require school districts operating under a federal court order to eliminate the vestiges of *de jure* or officially-sanctioned segregation, a few states, Connecticut included, require offending school districts to eliminate vestiges of *de facto* segregation (segregation in fact) **in addition to** the *de jure* segregation.

In its landmark *Sheff v. O=Neill* decision, the Connecticut Supreme Court determined that *de*

facto segregation in the Hartford public schools violated the state=s constitution. The extreme racial and ethnic isolation that existed in the Hartford schools deprived the students of their constitutional right to Asubstantially equal educational opportunity.@ As a consequence, the *Sheff* Court ordered the state to undertake measures to remedy the unlawful segregation.

The state=s constitutional obligation did not depend on the existence of *de jure* segregation because the court agreed with the state that there was no evidence of willful segregation; the racial and ethnic imbalance was a product of *de facto* segregation -- i.e., demographic trends. Additionally, the state had unwittingly contributed to Hartford=s racial and ethnic isolation through its districting statute, first enacted in 1909, which mandated that school districts be based upon town boundaries. This statute was the major impetus for white flight to the suburbs in the 1950's and 1960's.

Although the court cited the wide range of efforts undertaken by the state to combat racial discrimination that failed to achieve their intended results, it found that nevertheless, the reasons for the segregation did not justify the end result -- i.e., unlawful segregation, which was itself harmful and unconstitutional. The court stated: AWe conclude that the existence of extreme racial and ethnic isolation in the public school system deprives schoolchildren of a substantially equal educational opportunity and requires the state to take further remedial measures.@

In sum, the fact that Connecticut did not affirmatively create or intend to create the conditions that led to the racial and ethnic isolation in the Hartford schools did not relieve it of its obligation to provide plaintiffs with an appropriate remedy.

The Recommendations of the Educational Improvement Panel

On July 9, 1996 the Connecticut Supreme Court (the *Sheff* Case) declared that racial segregation (whether *de jure* or *de facto*) in Connecticut=s public schools violated the state Constitution, and ordered the General Assembly to remedy the disparity between urban schools

(which serve highly minority group isolated populations) and suburban schools (which serve mainly white and affluent populations). The court was the first in the state to order interdistrict remedies. (The decision could not be appealed to the U.S. Supreme Court, because the Connecticut Supreme Court based its decision on state law -- specifically, the state constitution.)

Justice David M. Borden of the Connecticut Supreme Court summarized the decision by saying that the Court has transformed a laudable educational philosophy into a constitutional mandate. He went on to say that A virtually every school district in the state is now either unconstitutional or constitutionally suspect. Without explicitly saying so, the majority has effectively struck down, not just for the greater Hartford area, but for the entire state the municipality-based school system that has been in effect in this state since 1909. Both the governor and the Connecticut legislature have accepted the interpretation that the *Sheff* decision affects all districts throughout the state, and have acted accordingly. (It should be noted that the Office for Civil Rights of the U.S. Department of Education has classified New Haven=s desegregation plan as a mandatory court ordered plan for previous MSAP grant cycles.) This linking of urban schools with those of its suburban neighbors stands apart from the remedies ordered in federal courts, which have refused to order desegregation plans across district lines in the absence of proof of intentional or *de jure* segregation.

As a result of *Sheff*, former Governor John Rowland established the Education Improvement Panel, and charged it with finding ways to integrate urban schools with those of its surrounding suburbs. The State Education Commissioner headed the panel which submitted its recommendations to the legislature in January, 1997. Legislation (P.A. 97-290 -- An Act Enhancing Educational Choices and Opportunities) was passed by the June, 1997 deadline imposed by the court.

While the Connecticut Supreme Court based *Sheff* on the harmful effects of racial

segregation, the case spent considerable time focusing on urban poverty and its effect on the education of high concentrations of poor children in these areas.

The Education Improvement Panel recommended the following: (1) **providing support for magnet schools** (discussed below); (2) linking of school construction monies to racial integration goals; (3) implementing a voluntary school choice plan to allow urban parents to enroll their children in suburban schools; (4) establishing more preschool classes; (5) improving bilingual education; (6) strengthening reading programs; (7) providing extra hours of instruction, by expanding the number of after-school or summer programs; (8) giving the state more authority to put failing school systems on probation and to reorganize them, if necessary; and (9) institutionalizing more charter schools.

All of the major proposals of the Education Improvement Panel were adopted. However, like so many well intentioned pieces of legislation, the devil is in the details. In this case, the level of financial support, the way those funds are allocated, and allowable expenses. Therefore, it is important to understand the details of this important state program, and how they have affected and will continue to affect New Haven for years to come.

The Magnet School Recommendations

To the Education Improvement Panel, a magnet school is a high quality educational environment with a more diverse student body than a student's home school. The panel goes on to state that magnet schools should be located where there is the greatest potential to reduce racial isolation. In addition, Each magnet school's student body should be more racially diverse than the student bodies of its participating schools.

The Connecticut Interdistrict Magnet Program differs from the federal Magnet Schools Assistance Program (MSAP) in several significant ways. While one of the purposes of the federal program is to reduce, eliminate or prevent *minority group isolation* in schools with substantial

portions of minority students, the purpose of the Connecticut law is to reduce *racial isolation* relative to students= home schools. In other words, the federal law stresses reducing minority group isolation in schools that have predominantly minority student bodies, while the Connecticut law is unique in that it seeks to increase racial diversity both in schools that are predominantly minority **and** in schools that are predominantly white.

Although an appealing idea, there are some serious practical consequences to trying to create diversity in both cash-starved cities and affluent suburban schools simultaneously. Before these consequences can be completely understood, a summary of this state program is presented.

Interdistrict Magnet Schools: Guidelines for Planning

Legislation provides funding for up to **100%** of the reasonable costs for transportation of students to interdistrict schools and **95%** of the costs for the construction or renovation of a facility to house interdistrict schools or programs.

Operational funding for interdistrict magnet schools is contingent upon the number of students enrolled in an interdistrict school program from each sending school district and the percentage of seats they occupy in the school. Operational plans **must** insure that **at a minimum** 25% of the enrolled students are residents of a participating school district located outside of the district in which the interdistrict school or program is located. **No magnet school or program may receive operational funds if it fails to meet this criteria.**

Interdistrict magnet schools must have a theme or educational philosophy capable of attracting students to this program from outside the school district in which the school is located. All operational plans must concentrate on providing a quality educational plan that demonstrates promise of improving student achievement and reducing racial, ethnic and economic isolation by creating a diverse student body composed of both minority and nonminority students.

The planning committee must decide who is responsible for the operation of an interdistrict magnet school. A school can be operated by a school board consisting of the participating school districts, or by one school district (usually the one in which the school is located). Thus, New Haven has control and responsibility for the operation of the interdistrict schools within its boundaries.

A school must continue to be operated as a magnet school if magnet school construction funds have been used. Failure to fulfill this obligation will result in one of two options: The building may be purchased by the school district in which it is located, at their regular school construction reimbursement rate, or the state may choose to operate the school as an interdistrict magnet school. As stated previously, the school is required to accept a minimum of 25% of the enrolled students from school districts outside of the district in which the school is located to maintain its status as a magnet school and receive state assistance for its operation.

Access to interdistrict magnet schools must be open and voluntary for all students. The school is not at liberty to select students. To insure fairness, all interested students are placed in a lottery and drawn from that lottery to gain admittance to the school. All students must go through an application process. Admissions criteria that screen out students are not acceptable.

Operations plans include a commitment by the participating districts to a specific number of students. Enrollment is directly linked to the funding of an interdistrict program. With the assurance of a specified number of students, these schools can map out a realistic budget that will guide the operation of the school during the academic year. **Before a school can be approved by the State Department of Education as an interdistrict magnet school evidence must be provided that the student numbers for the proposed interdistrict school are realistic.**

If a school does not meet its proposed enrollment goals, the operations grant to the school is proportionately impacted. If a school fails to achieve the **minimum requirements** for a magnet

school B **25% attending the school must come from school districts outside of the host school district** B operations funds cannot be granted. Priority is given to programs which affect large numbers of students from different school districts and that ensure a diverse student body.

The academic program is the responsibility of the planning committee. As an interdistrict project, there should be a consensus among the participating school districts as to the site, governance and theme. A survey **must** be taken of the surrounding school districts after a series of public meetings in these districts to discuss the concept of a magnet school and basically inform the public of their planning efforts. This will allow the planning committee to determine not only the level of interest in the concept, but also what **theme** would work best in these communities.

Interdistrict magnet schools are expected to comply with the same academic requirements as other Connecticut public schools. **Math, science, English, history, foreign languages, art, music or technological, vocational and professional skills** should be delivered in a unique manner and consistent with the theme chosen for the school. It is expected that these schools will provide exciting, innovative programs and will exceed the state requirements by offering additional courses to enrich the standard curriculum and serve as an additional Amagnet@ or attraction to the school. The academic program should be considered a Awork in progress.@ and the inclusion of a specific number of hours per week for teachers to plan together is strongly encouraged.

The legislation currently provides a **maximum** award of **\$5,301 per student** when each participating school district constitutes **no more than 30 percent** of the student body of the interdistrict school. When districts **exceed that percentage, the amount of the award declines proportionately**. The operation of an interdistrict magnet school requires a contribution from each participating school district. The costs of operation and the means of supplementing state support must be agreed upon prior to the submission of the interdistrict operations plan. A school district

will not lose its education cost sharing (ECS) funds if a student leaves a district to attend an interdistrict magnet school; all sending school districts retain their per pupil ECS.

The Connecticut Interdistrict Magnet Program has many positive components. Most importantly, it provides school districts with incentives to create magnet schools. Magnet school buildings are paid for with state monies. Districts which lose students will not lose per capita school aid. Districts which gain students will receive at least partial per capita school aid for these students. All increases in student transportation caused by magnet transfers are paid for by the state. For both receiving and sending districts, this is a program that makes fiscal sense.

However, with limited funds available, a significant portion of those funds are channeled to construction of suburban schools B whose only mandate is to reserve 25% of its seats for students from other districts. The racial composition of the magnet school needs only to be *more diverse than the schools from which students come*.

Suburban school districts surrounding New Haven have an average minority population of 13%. Only three districts have minority populations above that average, Ansonia (36%), Hamden (43%) and West Haven (45%).

One of the most important gaps in Connecticut=s Interdistrict Magnet Program is that, virtually all state funds are used to fund the basic education program for out-of-district students. There are no funds for supplies and equipment, no support for resource or teaching staff, no money for professional development, no money for creating special theme curricula and aligning them with regular school curricula and with state standards. Affluent suburbs are better able to underwrite these activities than cash-starved cities.

The legislation has created a situation where suburban magnet schools are competing with urban magnet schools, which have student bodies that are more than 80 percent minority and very

high poverty percentages. It is within this context that New Haven proposes the program presented in this application.

Urban Interdistrict Magnet Schools Need Federal Support to Compete With the Suburbs

Choice research has found: (1) Voluntary choice means not all families choose;¹ and (2) the propensity to choose and student achievement are heavily influenced by socioeconomic status, the educational background of parents and family ideas about the utility of education.²

These findings reinforce an emerging pattern of evidence from other sources (e.g., Wells, 1991; Willms & Echols, 1993) showing that, regardless of the design of choice programs, they tend markedly to differentiate choosers from nonchoosers in ways that increase the social stratification of schools rather than reducing inequality.³ Therefore, the following can be said about the Connecticut Interdistrict Magnet Program:

Urban magnet schools: (1) are **overwhelmingly minority**. They, therefore, attract many more minority than white applicants; (2) have **high poverty percentages**. It is therefore harder for

¹ V. Lee, R. Croninger and J. Smith, "Equity and Choice in Detroit," Amy Wells, "African-American Students= View of School Choice," John F. Witte, "Who Benefits from the Milwaukee Choice Program?," V. Martinez, K. Godwin and F. Kemerer, "Public School Choice in San Antonio: Who Chooses and with What Effects?," and A.J. Henig, "The Local Dynamics of Choice," in Bruce Fuller and Richard Elmore, eds., *Who Chooses? Who Loses?* (New York: Teachers College Press, Columbia University, 1996).

² Wells, *ibid.*, Witte, *ibid.*, Martinez, Godwin, and Kemerer, *ibid.*, and Henig, *ibid.*

³ Fuller and Elmore, "Conclusion: Empirical Research on Educational Choice: What are the Implications for Policy Makers?," in Fuller and Elmore eds., *Who Chooses? Who Loses?*

them to attract middle class students; (3) have large numbers of students with low test scores.

Suburban and urban magnet programs compete with each other for the same students. Suburban whites dissatisfied with neighborhood schools have the opportunity to apply to magnet schools without having to go into an urban area. Therefore, many do not make urban magnet schools their first choice.

Magnet Schools Assistance Program + Interdistrict Magnet Program = Success

The Connecticut Interdistrict Magnet Program offers some exciting features that the federal Magnet Schools Assistance Program does not. It offers new school buildings located in areas that make it attractive to both minority urban residents and white suburban residents. It removes the most substantial fiscal barriers to student transfers by **not penalizing districts which gain or lose students**, thus making choice an option that can be championed by local taxpayers, school and municipal officials. As such, it can act as a springboard for developing a successful new strategy to decrease minority group isolation in the inner cities of the state, **or** it may hasten the decline of urban schools by increasing the concentration of students with the greatest educational need into the least effective environments.

On the other hand, the greatest needs of urban magnet schools are related to the reduction of minority group isolation, the development of high quality educational programs, and systemic reform. These are needs that are not addressed by the Connecticut Interdistrict Magnet Program but *are* addressed by the federal Magnet Schools Assistance Program.

As discussed above, Connecticut=s support of interdistrict transfers through its student aid formula, through the underwriting of student transportation, and through capital expenses, promotes two-way movement -- both *into* and *out of* the central cities. Urban magnet schoolsB-which tend to have limited resources--are being forced into direct competition with more affluent suburban

magnets for the limited pool of minority students who are already succeeding in school and those suburban white students who are willing to travel. This gives suburban magnets a competitive edge.

To survive this struggle, and more importantly, to continue the good work already begun, New Haven needs to build on its successes and to aggressively recruit white suburban students for its magnet schools now.

Project Overview

New Haven's Magnet Schools Program combines several innovative and highly effective approaches to systemic school reform. These magnet schools are based on a comprehensive systemic school reform approach that blends the psychology-based Comer School Development Program model, school restructuring that focuses on equity and academic excellence and the highly effective thematic approach of traditional magnet schools.

Although originally applied to poor, inner-city student populations, the **Comer School Development** Program has won national recognition for its effectiveness in helping all students achieve. **Theme-based magnet school programs** have been shown to attract and improve the performance of both minority and non-minority students. **Restructuring for diversity** involves training teachers how to meet the needs of a diverse group of learners in heterogeneous classes teaching all students to the same high standards.

New Haven has a long desegregation history. The most successful part of that strategy has been magnet schools. New Haven's 19 magnet schools are so well known and respected throughout New Haven County that many suburban families, disenchanted with "traditional and rigid" school programs that they believe do not serve their children well, have filed applications to attend these New Haven interdistrict magnets. These schools have long waiting lists. Fifteen of these schools

were established with the help of MSAP funds. They will continue as highly successful magnets with only local (city and state) funding.

New Haven is requesting MSAP support to assist in the development of four new magnet schools. The first three, Beecher, Ross-Woodward and John Daniels will open as magnet schools next year. The fourth school, University Science and Engineering, will be planned next year, and open during the second project year. All of the proposed magnet schools have sufficient excess capacity (empty seats) to accommodate enough transfer students to reach the goals for the reduction of minority group isolation presented later in this proposal.

Their programs will be briefly described below:

The Beecher Museum School of the Arts and Sciences, currently a K-6 elementary school, will be transformed into a preK-8 school by the end of the MSAP cycle. Beecher's faculty will use New Haven's museums and their collections as extensions of their classrooms and curricula. In addition, teachers will use Paideia instructional techniques to engage students and stimulate their interests. The museum theme will be implemented through a challenging standards-based thematic curriculum using an interactive approach to object-based learning that will introduce students to museum environments featuring history, science, technology and the arts. The mission of the school is to involve all students in object-based and inquiry-based learning to help them become creative thinkers who work cooperatively to solve problems and construct new knowledge about the world.

The Beecher Museum Magnet will use the Paideia approach of problem-based learning through broad-based themes related to grade level curricula to help students acquire knowledge and develop critical thinking and problem solving skills. Paideia is a systemic approach to restructuring schools that fosters active learning and a better use of teacher and student time. The method uses three areas of instruction: ► **Didactic Teaching:** instruction by the teachers (for increasing students'

factual knowledge); ► **Intellectual Coaching:** individual instruction for coached projects; and ► **Socratic Seminars:** group discussions of books, art objects or documents facilitated by the teacher to strengthen students' conceptual understanding.

Ross-Woodward Classical Studies Magnet School serves grades K - 8. Ross-Woodward's magnet theme will be Classical Studies implemented through the Paideia model. The classical curriculum at Ross-Woodward will be "enriched" with writing and publishing opportunities, the study of a foreign language, art, drama, music, Junior Great Books, leadership development, and character education. The philosophy of classical education is best defined as an education based on a core curriculum of integrated subjects and the mastery of high critical thinking skills. The instructional plan for the school is built on four compatible strands: thematic instruction; Paideia teaching strategies; a strong skills program; and an integrated core curriculum. Units and lessons will use the themes of **Ancient Civilizations, Innovation Through Exploration, Arts and Letters and Government and Leadership**. Each theme will last nine weeks and culminate in school-wide exhibitions. Teachers will align thematic units with state content and assessment standards and New Haven curricula frameworks. Ross-Woodward's Classical Studies curriculum will include:

- Spanish language beginning in second grade;
- The study of Latin for Word Power;
- Classical world literature that reflects man's greatest work throughout time;
- A knowledge and understanding of world history and the lessons of history for today's world;
- An understanding and appreciation of the classics in art, music and the theater through experiences at each grade level;
- An emphasis on the classical tradition of educating the whole child, including instruction in and encouragement for character education, a focus on self-discipline; an emphasis on the connection between healthy minds and bodies; and an appreciation for the universal principles of truth, justice, honesty and respect as contributing members of society.

John C. Daniels School of International Communications, currently a PreK-6 elementary school, will be transformed into a PreK-8 school by the end of the MSAP cycle.

Students will learn about different cultures, learn to speak a second language proficiently, and use communications technologies to connect with the global society, to meet and learn from experts and from other children around the world.

John C. Daniels' theme-based, project-based curriculum will focus on four curricular pathways: (1) World Geography; (2) Past and Present Civilizations and Cultures (3) A strong Dual Language program in Spanish and English; and (4) Environmental Awareness.

Themes and activities such as The World in my Backyard, Story Corps, Where in the World and Around the World in Sixty Days will be taught using thematic, interdisciplinary units and lessons developed by teams of classroom teachers with the support and assistance of the magnet resource teachers.

The Science and Engineering University Magnet School will open in the fall of 2008, year 2 of the next MSAP grant cycle. Next year will be a planning year. One magnet resource teacher will guide the planning process at the school. S/he will work with the teachers who will be hired to teach at the school beginning in the 2008 - 2009 school year, supported by staff from the University of New Haven and project training consultants. The resource teacher and classroom teachers will work as a team to: conduct research into best practices related to middle and high school science and engineering programs; visit successful middle and high school science and engineering and early college model programs within and outside the state; develop curriculum for the program (focusing on grade 6, the first grade to be implemented in the 2008 - 2009 school year); and begin a comprehensive professional development program. Training will be provided by the magnet resource

teacher and consultants from Project Lead the Way (discussed below), the Comer School Development Project, and others.

The Science and Engineering University Magnet School will provide a learning-centered culture that challenges students intellectually and socially, promotes an excitement for learning, and supports all students in realizing their personal goals and in accelerating their level of educational achievement. These goals will be reached through two basic strategies 1) providing middle school students (grades 6-8) with a rigorous math/science curriculum designed to prepare students for a demanding high school program; and 2) locating the magnet school on the University of New Haven campus where an “Early College” program will be offered to high school students awarding high school and college credit simultaneously. (Although only grades 6 and 7 will be served during the three year MSAP grant cycle, the school will eventually serve students in grades 6 through 12.)

To provide the expertise in engineering curriculum development, the school will adopt the **Project Lead the Way** model, which prepares students to be successful in engineering and engineering technology programs. The goals of **Project Lead the Way** are to increase interest and awareness of all students in technology and engineering; provide a fully developed pre-engineering curriculum for middle schools; provide extensive professional development for teachers; and work with teachers towards continuous improvement, using a curriculum development framework.

The Science and Engineering Magnet School will be located on the campus of the University of New Haven. There will be a strong link between secondary and higher education by welcoming the middle school students, teachers and administrators into the university community and integrating the expectations of collegiate education into the middle and later the high school experience. The University Magnet School’s location on a college campus will contribute to its ability to attract students and motivate them to work hard to achieve educational success. An important focus of the

middle school program is to effectively prepare graduates for rigorous advanced and honors courses in science, mathematics and engineering in high school.

Community History: How New Haven Changed

Most of New Haven=s manufacturing jobs were lost in the early 1990's. From 1990 to 1992 17.5% of all existing jobs were lost. This accelerated the loss of middle class families to the suburbs, and tripled its welfare roles. The median income in New Haven is only two-thirds of its suburbs. Because of the loss of such a large proportion of its middle class along with many of its manufacturing jobs, New Haven=s tax base is inadequate to meet its daunting social needs, needs that seem to get worse with each passing year. It is already the highest taxed city in the region, and with each new tax increase, more jobs are lost. It is interesting to note that New Haven is the home of Yale University which is, by far, the largest owner of real estate in New Haven. Because of the university=s non-profit status, 50% of all New Haven property is exempt from taxes. It is impossible for New Haven to make up this shortfall in revenues through increased taxes since the tax rate is already the highest in its region.

New Haven=s overall poverty rate (21%) is more than three times the statewide rate (6%). Poverty rates are even more pronounced in the central city ranging from 27% to 51%, with 50% of children under age 6 living in poverty. Compared with the state, the children of New Haven enter life with much greater risks to health; much greater risk of abuse, neglect and involvement with violent crime; a greater likelihood of growing up in poverty; and a much higher risk of failing academically. A family=s socio-economic status is a leading predictor of children=s outcomes, and is demonstrated in the academic performance levels of New Haven=s students. These educational needs extend to adults as well. Of city residents, 25 years old and over, 29% do not have a high school diploma. New Haven=s juvenile crime rate is alarmingly high with 2,185 arrests per 100,000.

Why the New Interdistrict Magnet Schools Must Succeed

For its interdistrict magnet schools, the New Haven Magnet Schools Program will build on the district's outstanding record of success with the magnet schools model. New Haven has 19 magnet schools. Since 2003-2004, 12 of those schools reduced minority group isolation.

New Haven recognizes that many students and their families desire school choice, including those attending higher performing suburban schools. New Haven's experience with magnet schools has graphically illustrated that the one size fits all philosophy is ill suited to education. The fact that 1,246 suburban students attended New Haven schools last year proves that point.

Even though New Haven is a typical urban school district with a predominantly minority student body, a high poverty rate, and 16 low performing schools, it has been able to establish successful schools of choice within its city limits.

New Haven's successes illustrate that urban districts can create alternatives to neighborhood schools that can be attractive to both urban and suburban families.

New Haven's strategy is to create many alternatives to neighborhood schools so that parents are more interested in a school's program than in the school's geographic location. This did not happen overnight. New Haven created its first magnet schools more than 30 years ago.

Creating racially, ethnically and socioeconomically diverse higher achieving schools of choice is also part of that strategy. An important benchmark has been whether suburban parents—who come from communities with more resources than New Haven and send their children to schools that often have higher test scores than many New Haven schools—are willing to send their children to New Haven schools. The answer is found in the March 19, 2007 New Haven Register: *New Haven - A surge in applications by white suburban students to New Haven's 2007 interdistrict magnet school lottery has given city officials hope that their aim to voluntarily desegregate urban*

schools is working.

"School desegregation was the purpose of the magnet school program, and a lot of people thought it would primarily be urban students going to suburban magnet schools, but in New Haven's case, you have suburban students coming to urban schools," said Mayor John DeStefano Jr.

The total number of suburban applicants increased by 50 percent over last year, from 927 to 1,386, and the number of white students from the suburbs placed in city schools increased by 98 percent over last year, from 193 to 382, said Ed Linehan, magnet school director.

The total number of white applicants also rose 40.6 percent from 547 in the 2006 lottery to 769 in the 2007 lottery. The total number of white suburban applicants in 2006 was 291 and in the 2007 lottery it was 514, a 76.6 percent increase, of which the 382 were placed, Linehan said.

"That means there is a waiting list of white suburban applicants," Linehan said.

Roughly two-thirds of the suburban applicants are minority students whom Linehan said also add to the economic diversity of city schools.

Forty-four percent of the 5,202 total lottery participants landed a placement in 2,295 slots, but district officials say more slots will open.

Historically, suburban interest in New Haven's magnet schools lagged for years, with roughly 900 suburban students applying each year. The citywide magnet school lottery as it is known today started in 1996; prior to that, individual specialty schools held lotteries dating back to 1969, Linehan said.

The state-funded interdistrict magnet schools must reserve at least 65 percent of their seats for city residents, and entice suburban students with distinctive curriculum programs and unusual opportunities. Of all students placed for 2007, 1,727 are from New Haven and 568 are from

suburban communities. New Haven also operates intra-district magnet schools that accept only city students.

DeStefano credits the curriculum and staff primarily for attracting attention from suburban students, but he also said new city schools play a part.

"The new schools are a tangible sign to parents that the district is investing in schools. They are the best in the state," DeStefano said. ...

Since the primary goal of the magnet schools was to reduce racial and economic isolation on a voluntary basis, magnet school developers feel the suburban surge is a huge victory for their solution to the problem posed when the state Supreme Court ordered Connecticut to desegregate its schools.

No one wanted a return to forced busing, or forced integration, as had taken place after the Supreme Court ordered integration in the landmark 1954 *Brown vs. Board of Education*.

Both state and federal courts argued a separate education could not be an equal education. Racial and economic isolation also severely curtails the ability of Connecticut students to successfully compete in an increasingly global economy, Linehan said.

In New Haven, applicants from 27 towns vied for a slot in the city's 14 interdistrict magnet schools. Linehan said a targeted advertising campaign and the schools' Web site also helped attract attention and new schools managed to sell themselves to parents.

The city school construction program, a \$1.5 billion project that is the largest in the state, has also been systematically building new school or renovating old ones with state of the art technology and innovative architectural designs.

The redesigned Web site at www.nhps.net.idm allowed parents to get more information immediately. The school district took out advertising targeted to the suburbs, from direct mail to

regional magazines. ...

New Haven will build on this success by converting three existing schools into magnet schools with special themes and adding a fourth school to feature science and engineering in collaboration with West Haven and the University of New Haven, Linehan added.

Therefore, New Haven is not attempting anything that it has not done before. It will establish four new magnet schools that will draw students from nearby suburban communities, just as it has done in the past. However, just as in the past, the support of the Magnet Schools Assistance Program is essential. To be competitive with suburban schools, and offer what they cannot to student who are not being well served by their neighborhood suburban schools, (and of course to offer to New Haven students the best possible education), new curricula must be developed and aligned with state standards, teachers must be trained, supplies and equipment must be purchased and integrated into the new curricula, and parents must be informed about the new programs. Without MSAP support, none of this can happen. MSAP support also enables New Haven to develop successful magnet schools in compliance with the court order to desegregate its schools. Of New Haven's 19 magnet schools, 14 received support from the magnet schools assistance program for initial development or expansion. Of those, 12 are currently being supported totally by local funds. For next year, all 14 will be supported by local funds.

The success of New Haven's interdistrict magnet schools is also important because most of the higher performing schools in New Haven are interdistrict magnets. Of the 13 schools that made Adequate Yearly Progress (AYP) last year, 8 were interdistrict magnet schools.) The New Haven magnet school model not only increases diversity, but also improves student achievement.

With MSAP support for extensive professional development, curriculum development and writing, better initial recruitment activities, supplies and equipment, they will be able to improve

their regular school programs and more fully develop their magnet themes in order to attract suburban students and reduce minority group isolation.

280.32(b) Need for Assistance. The Secretary evaluates the applicant's need for assistance under this part, by considering – (a) The costs of fully implementing the magnet school project as proposed.

The New Haven Public Schools have requested approximately \$2,400,000 to implement its Magnet Schools Assistance Program for each of the next three school years. This will fund a half-time Project Director, 7 Magnet School Resource Teachers for the first project year (8 for the second and third project years), and 3 Recruiters to serve four magnet schools. New Haven could operate these schools without Magnet Schools Assistance Program funds. It could not, however:

- ▶ Create 3 interdistrict pre-kindergarten through grade eight magnets that will have the power to attract suburban students; (Please remember that one of these schools is currently a kindergarten through grade 6 elementary school, a second is a prekindergarten through grade 6 elementary school, which will add grades during the grant cycle. In addition, one of these schools has been identified by the State of Connecticut as a low performing school in need of improvement.)

- ▶ Create much more rigorous and engaging curricula at the 3 existing schools and develop a rigorous and engaging curriculum at the fourth school.

- ▶ Renew the School Development Program including staff training at each magnet school.

- ▶ Restructure the magnet schools for diversity by training teachers how to meet the needs of all students in heterogeneous classes through the use of strategies such as differentiated instruction.

- ▶ Implement an extensive multicultural curriculum at all magnet schools.

- ▶ Rewrite the curricula of all magnet schools so that they conform to the highest content standards established by the Connecticut State Education Department, and infuse into these aligned curricula their magnet themes. If they cannot redevelop and align their curricula including magnet

theme material quickly enough, they will appear to parents to be poor choices especially compared with suburban interdistrict magnet schools which have more resources than New Haven for these, and many other school related costs.

The activities described in this application will build the capacity of the New Haven Public Schools to continue its magnet schools after federal funds are no longer available just as New Haven has done with previously established magnet schools for thirty years. Supplies and equipment will be bought, staff will be trained, curricula aligned, magnet themes developed and aligned with state standards and the schools will be restructured adopting governance structures which will alter the roles and relationships of school staff. One of the keys to this restructuring is the Magnet School Resource Teachers. They will:

- ▶ Participate in the writing of the curriculum materials that will be prepared for this project;
- ▶ Implement the new magnet curricula by training and coaching school staff;
- ▶ Teach demonstration lessons in magnet theme areas for classroom teachers;
- ▶ Teach lessons to children that demonstrate how to integrate magnet theme areas into the regular curriculum;
- ▶ Teach lessons to children that demonstrate differentiated instruction cooperative learning strategies;
- ▶ Teach lessons to children that demonstrate various strategies for meeting the needs of all students in heterogeneous classes related to all subject areas but with an emphasis on literacy;
- ▶ Teach lessons that demonstrate how multicultural education can be integrated with all curriculum areas;
- ▶ Facilitate School Planning and Management Team meetings;
- ▶ Support and facilitate the Curriculum Alignment Process;
- ▶ Assist in the development and implementation of expanded Comprehensive School Improvement Plans that will now include extensive school based recruitment plans, curriculum alignment and magnet theme infusion and alignment plans, and parent involvement plans; in addition, each Comprehensive School Improvement Plan must have objectives which will be evaluated by an outside evaluator each year, that address all magnet

activities described in this proposal; ► Assist in the creation of brochures and other written information describing the special magnet programs in their schools; ► Assist in the development and implementation of a school recruitment plan that is coordinated with the district magnet school recruitment plan.

Without the Magnet Resource Teachers, the following activities cannot take place: ► Grade team meetings for joint lesson planning, curriculum development, problem solving, professional development; ► Development of magnet themes integrated into all subject areas; ► Development of interdisciplinary collaborative lessons by regular teaching staff during grade team meetings; ► Development of methods and materials that will enable teachers to successfully instruct children from a variety of backgrounds, and with a broad range of academic skills in the same heterogeneous classes while minimizing the time children spend out of class in pull-out activities; ► Development of the capacity to implement differentiated instruction and cooperative learning activities in every magnet school class; ► Development of multicultural lessons that are integrated into every curriculum area, and into magnet theme lessons and enrichment activities.

In short, without the Magnet School Resource Teachers that are requested, the activities described in this proposal that make each magnet school unique, and which support restructuring each school for diversity and equity cannot take place.

In addition to the personnel, consultants, supplies and equipment that are being requested from the Magnet Schools Assistance Program, the New Haven Public Schools will supply the following: ► Regular classroom teachers; ► Special education teachers; ► English as a second language teachers; ► Remedial reading and mathematics teachers; ► Principals; ► Assistant principals; ► Secretaries; ► School aides; ► Substitute teachers; ► Guidance counselors; ► Supplies and equipment to implement the mandated school program at each school site.

These items will cost the New Haven Public Schools approximately \$6,500,000 this year.

In addition, the New Haven Public Schools will contribute the services of its district office staff including: Superintendent, Associate Superintendent, Director of Grants, Chief Operating Officer, Director of Curriculum and Instruction, District Curriculum Supervisors (Language Arts, Mathematics, Science, Social Studies/History, Foreign Language, Bilingual/ESL Services, Library/Media, Technology), Directors of Instruction (Elementary, Middle, and High School Levels), Director of Pupil Personnel, Supervisor of Special Education. This cost is estimated to be \$200,000.

Therefore, the New Haven Public Schools are contributing approximately \$6.7 million to this project. It is requesting approximately \$2.4 million for each of the three years of this grant (\$2.4, \$2.8, \$2.7 million). Therefore, the total cost of this project, if fully funded and implemented will be \$9.1 million.

280.32(b) Need for Assistance. The Secretary evaluates the applicant's need for assistance ... by considering--(b) The resources available to the applicant to carry out the project if funds under the program were not provided;

The New Haven public schools' financial resources come from the City of New Haven (local tax) revenues, the State of Connecticut, in the form of state education aid and grants, and from the Federal Government in the form of reimbursable program funds such as Title I. In the main, these are determined by funding formulas that allocate funds in proportion to student population and, as in the case of Title I, student need. **These funding sources do not supply supplemental funds for the activities that are described in this proposal.**

Connecticut has a State law that establishes a minimum per pupil cost for general education students. In the past, the City of New Haven has underfunded the Public Schools so that the minimum expenditure was not possible. In response, the New Haven Public Schools have appealed

to the State Education Department which convenes a panel to hear the complaint, and finally orders the City to pay. To avoid an embarrassing and costly court battle, the City always pays its share, but the point is always made that New Haven children will get the minimum allowed under State law.

The New Haven Public Schools total operating budget is \$275 million. The total cost of implementing this project is \$9.1 million. Therefore, to totally implement this project, the New Haven Public Schools would have to spend approximately 3.3% of its total operating budget.

New Haven has many fewer resources to spend on its pupils than the affluent towns, and villages that surround it. As in many aging northeast cities, its tax base consists of poor and working class families. As was described at the beginning of this proposal, whatever wealth and jobs New Haven once had are gone. In addition, much of the property owned by Yale University, the largest employer and landlord in New Haven, is tax exempt making it that much harder to raise revenues. The New Haven Public Schools simply cannot compete with suburban districts on the basis of resources to offer students. Suburban and most private schools are newer, in better repair, have more supplies, equipment and resources than New Haven schools.

With a meager tax base, and declining revenues, the New Haven Public Schools do not have the resources to fund the activities described in this proposal.

Finally, although the State of Connecticut provides funds for the building of interdistrict magnet schools, for their basic education programs, and for student transportation, it does not supply funds for magnet program development, staff professional development, curriculum development and writing or supplies and equipment needed for the special magnet programs that these schools need to attract students from New Haven=s suburbs. This has had a clear impact on magnet schools in New Haven. Every successful interdistrict magnet school in New Haven has had MSAP support when it was first being developed. Magnet schools without this support have failed to attract suburban

students because their programs could not compete with suburban schools, suburban interdistrict magnet schools and the successful charter schools in the New Haven area.

In addition, because New Haven has 16 low performing schools, the district, as many urban districts with low performing schools, is spending a larger proportion of local funds, in addition to state aid and Title I, on the core curricula especially reading, writing and mathematics. It would be a tragedy if desegregation initiatives were not fully developed as they have been in the past.

New Haven supports 17 magnet schools with local (city and state) funds this year and will continue to do so. By next year, 19 magnet schools will be supported totally with local and state funds. New Haven administrators understand that the most expensive period for a magnet is when it first develops. If the 4 magnet schools that are requesting funding can have MSAP support, they will be able to successfully compete with suburban schools, as do other New Haven magnets. Without MSAP support, these schools will struggle with weakly developed magnet programs.

280.32(b) Need for assistance. The Secretary evaluates the applicant=s need for assistance under this part, by considering--(c) The extent to which the costs of the project exceed the applicant=s resources;

To fully implement the Magnet Schools Assistance Program proposed in this application, would cost the New Haven Public Schools \$9,100,000, or 3.3% of its total operating budget. This project will serve approximately 10% of its students. Therefore, the New Haven Public Schools do not have the funds nor the resources to implement this project without Magnet Schools Assistance Program support. The total cost of the project exceeds the resources of the New Haven Public Schools.

If a greater proportion of the operating budget were used on magnet schools, nonmagnet schools would be inadequately staffed, and receive inadequate services, an unacceptable situation.

Need for assistance. (d) 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 on the applicant's ability to successfully carry out the approved plan;

New Haven proposes to implement 4 interdistrict magnet schools. These schools will be difficult to develop as magnet schools designed to attract a diverse population including students from overwhelmingly white suburban communities for these reasons: ► Beecher has been identified by the State of Connecticut as a Title I school in need of improvement; ► The three neighborhood schools that are being converted to magnets are highly minority group isolated; the proportion of minority students at Beecher is 98%; the proportion of minority students at Daniels is 98%; the proportion of minority students at Ross-Woodward is 87%; ► It is projected that the Science and Engineering University Magnet School will also be highly minority group isolated; if it opened in the 2007-2008 school year as a districtwide magnet school, it is projected that the proportion of minority students at the school would be 89%, since that is the projected minority enrollment at the middle school level; ► All four magnet schools will be competing with suburban interdistrict magnet schools which have much lower proportions of minority students and much lower poverty percentages; ► All four magnet schools will be competing against Project Choice, a state sponsored program that makes seats in high performing suburban schools available to New Haven students; ► All four magnet schools will be competing against successful charter schools;

Beecher Elementary School has been identified as a School in Need of Improvement under NCLB and the State of Connecticut's approved NCLB plan. In addition, it has a minority student population of 98%. This presents a challenge for successful recruitment of a more diverse student body. Parents are aware of the academic rating of each school in the District and, as required by the

No Child Left Behind Act, are notified when schools are identified as In Need of Improvement.

To recruit successfully for Beecher, its program must be unique and attractive to a more diverse student group with respect to race, ethnicity and socio-economic level. The school must increase student achievement or indicate the potential for high student achievement and make adequate yearly progress each year. All of New Haven's magnet programs are and will be based on research that has a proven track record in raising student achievement levels and reducing and ultimately eliminating achievement gaps between groups of students, and parents need to know this. In addition, to improve student achievement and better meet the needs of all students, Beecher will add several features that will restructure its curriculum and provide extensive professional development so that its teachers can improve instruction in all of the core academic areas and provide enrichment that will increase both academic rigor and student engagement.

The programs that have been proposed for this project are exemplary and have proven effective in other magnet school districts; but they are complex and difficult to carry out unless there is ample staff development and have appropriate equipment and materials. These resources can only be provided if the district receives MSAP funding.

To implement the magnet programs that will be described in detail in the Quality of Project Design section of this proposal, (and listed below) teachers will receive extensive professional development in using Paideia instructional strategies (Beecher and Ross-Woodward), how to use museum collections and student exhibitions to increase student engagement and achievement in core academic classes (Beecher), classical studies (Ross-Woodward), supporting foreign language instruction for elementary school students, and how to use pre-engineering curricula such as Project Lead the Way (University Magnet). Professional development will be in the form of after school workshops, summer and weekend institutes, and embedded professional development from magnet

resource teachers who will facilitate, support and guide unit and lesson development during grade team, house and faculty meetings. Magnet resource teachers will also coach teachers and present model lessons illustrating instructional new techniques and strategies.

The Beecher Museum School of the Arts and Sciences, currently a K-6 elementary school, will be transformed into a preK-8 school by the end of the MSAP cycle. Beecher's faculty will use New Haven's museums and their collections as extensions of their classrooms and curricula. The museum theme will be implemented through a challenging standards-based thematic curriculum. Because Beecher is a Title I School in Need of Improvement, teachers will also receive professional development in the areas of literacy and mathematics in the form of workshops, summer institutes and coaching and curriculum writing support from magnet resource teachers.

Ross-Woodward Classical Studies Magnet School serves grades K - 8. Ross-Woodward's magnet theme will be Classical Studies implemented through the Paideia model. The classical curriculum at Ross-Woodward will be "enriched" with writing and publishing opportunities, the study of a foreign language, art, drama, music, Junior Great Books, leadership development, and character education.

John C. Daniels School of International Communications, currently a PreK-6 elementary school, will be transformed into a PreK-8 school by the end of the MSAP cycle. Students will learn about different cultures, learn to speak a second language proficiently, and use communications technologies to connect with the global society, to meet and learn from experts and from other children around the world. The theme-based, project-based curriculum will focus on four curricular pathways: (1) World Geography; (2) Past and Present Civilizations and Cultures (3) A strong Dual Language program in Spanish and English; and (4) Environmental Awareness.

The Science and Engineering University Magnet School will open in the fall of 2008, year 2 of the next MSAP grant cycle providing middle school students with a rigorous math/science curriculum designed to prepare them for a demanding high school program. (Next year will be a planning year.) To provide the expertise in engineering curriculum development, the school will adopt the **Project Lead the Way** model, which prepares students to be successful in engineering and engineering technology programs.

The Science and Engineering University Magnet School will be located on the campus of the University of New Haven. The school's location on a college campus will contribute to its ability to attract students and motivate them to work hard to achieve educational success. An important focus of the middle school program is to effectively prepare graduates for rigorous advanced and honors courses in science, mathematics and engineering in high school. Since there are no admissions criteria—all students with an interest in the theme will be encouraged to apply—there will be heterogeneous classes containing students with a broad range of skills, knowledge and needs. Therefore, there is a need for extensive professional development not only to enable teachers to instruct students in the preengineering curriculum but also to give teachers the skills and strategies to be able to meet the education needs of a diverse group of students in each subject area. In addition there will be a need for supplies and equipment to support the engineering, science and math curriculum.

Without the support of the Magnet Schools Assistance Program the professional development from consultants and the magnet resource teachers will not be possible, and these themes will be only partially implemented, therefore having much less impact on student achievement or the reduction of minority group isolation.

Expanding capacity to provide choice. This priority supports projects that will—(1) Help parents whose children attend low-performing schools, that is, schools that have been identified for school improvement, corrective action, or restructuring under Title I of the ESEA) by – (a) selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools to be funded under this project and improving the quality of teaching and instruction in these schools or (b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools funded under the project and thereby reduce minority group isolation in the low-performing sending schools;

This project meets the requirements of part (1) (a) by selecting Beecher Elementary School— a school that has been identified for school improvement under Title I of the ESEA —as a magnet school to be supported by MSAP funds if this proposal is approved. In fact, this is the third consecutive year that Beecher has not attained Adequate Yearly Progress (AYP) and, therefore, the second year that it has been designated as a School in Need of Improvement.

Using the federal formula for setting AYP, Connecticut has established the following AYP standards for 2006 - 2007 testing: **(1)** Proficient in Mathematics— 80% grades 3-8 / 76% grade 10; **(2)** Proficient in Reading – 75% grades 3-8 / 78% grade 10 **(3)** Participation in Testing—95%. **(4)** Other Academic Indicator - Elementary and middle schools must have 70% of students scoring at/or above basic in writing, while high schools must have a graduation rate of 70 percent or growth in the graduation rate over the previous school year. The AYP standards in reading and mathematics will increase every year to reach 100% proficiency by 2014.

Because Beecher is 98% African-American, there were not enough white, Hispanic or Asian students to create NCLB subgroups. Therefore, for Beecher to achieve Adequate Yearly Progress (AYP), the proportion of all students, Black students and economically disadvantaged students must reach the state baselines for both tests.

In math at least 74% of the students in a school need to reach the proficiency level to reach the state standard. At Beecher only 65% of all students, 64% of Black students and 64% of economically disadvantaged students reached the proficiency level.

In reading at least 68% of the students in a school need to reach the proficiency level to reach the state standard. At Beecher only 43% of all students, 43% of Black students and 40% of economically disadvantaged students reached the proficiency level.

Beecher failed to attain AYP for the school and for all subgroup categories for which it had a large enough sample size. Beecher has not attained AYP for three consecutive years. Beecher is a Title I school identified as In Need of Improvement under NCLB. As was discussed above and throughout this application, with MSAP support, Beecher will be restructured, its curriculum will be strengthened and its teachers trained to implement a rigorous curriculum, completely aligned with Connecticut standards and New Haven curricula frameworks, using both Paideia and Museum studies to better meet the needs and interests of its students. Therefore, this application qualifies for Competitive Priority a.

Competitive Preference Priority B: Two of the proposed magnet schools described in this application, John C. Daniels School of International Communications and Ross-Woodward Classical Studies, are higher performing schools. They attained AYP for this year (last spring's testing) and are expected to continue to do so. In addition to becoming magnet schools, they will also be receiving schools for students who attend low performing Title I schools.

Choice, including public school choice, is important to New Haven. It has one of the most robust public school choice programs in Connecticut, and possibly the country. The federal register notice announcing the Voluntary Public School Choice grant competition earlier this year stated: "Only one percent of students eligible to change schools under the Title I provisions have done so."

The State of Connecticut has identified 109 Title I schools as low performing and in need of improvement. Of those, 16 are in New Haven, one of Connecticut's poorest communities. New Haven's Title I Schools in Need of Improvement have 8,380 students, 43% of its school population.

Last year, New Haven placed 446 students attending Title I Schools in Need of Improvement in higher performing schools. Since there were 4,970 students attending 10 Title I Schools in Need of Improvement last year, 9.0% transferred to higher performing schools. This year, New Haven has 42 schools. Sixteen are Title I Schools in Need of Improvement. Of the remaining 26, only 13 attained AYP. Of those 13, 8 are magnet schools. Therefore, converting higher performing neighborhood schools into magnet schools that will serve both New Haven and suburban students as is being proposed will increase the capacity for New Haven to serve students from low performing Title I Schools in Need of Improvement.

Both of the higher performing schools that are being converted into magnet schools for this project, Daniels and Ross-Woodward, will be NCLB receiving schools. Students who apply to these magnet schools who attend Title I Schools in Need of Improvement will be given priority in the lotteries for these schools. **Therefore, this application also qualifies for Competitive Priority b.**

In addition to Daniels and Ross-Woodward, New Haven students eligible to transfer to a higher performing school will have 8 other higher performing New Haven magnet schools, 3 suburban magnets and 4 charter schools to choose from, in addition to some higher performing schools that are not magnet or charter schools.

Expanding capacity to provide choice. The extent to which the applicant proposes to help parents whose children attend low-performing schools (that is, schools that have been identified for school improvement, corrective action, or restructuring under Title I) by – (c) Effectively informing parents whose children attend low-performing schools about choices that are available to them in the magnet schools to be funded under the project.

Parents of students in all Title I SINI and CAR schools are effectively informed about choices that are available to them in their schools, as well as the choices to transfer to higher performing magnet schools and non-magnet schools.

As part of the provisions for the Federal No Child Left Behind (NCLB) Act, every parent with a child in Title I schools that are Schools In Need of Improvement (SINI) will receive notification by mail about their children=s educational options, including the option to request a transfer to one of New Haven=s magnet schools. Under NCLB, parents of students who are enrolled in a Title I SINI school are able to transfer their children to a higher performing school.

The notification letter explains NCLB academic achievement goals for Connecticut, explains the term Adequate Yearly Progress (AYP), explains why the particular school is a School In Need of Improvement and what it means for the school and to the family of students attending the school. All school choice transfer options are explained to the family as well as all services that their child is eligible to receive.

Parents of children who are in a Title I Corrective Action School are able to select for their children free academic assistance/tutoring programs known as Supplemental Educational Services (SES), or transfer their children to a higher performing school. Parents will be notified by mail of their child=s eligibility for transfer and for Supplemental Educational Services. Parents were notified at the beginning of the current school year about their eligibility and were given a list and

description of the supplemental service providers.

New Haven students attending SINI or CAR schools have a wider selection of schools to choose from than students who attend higher performing schools. New Haven currently has 19 magnet schools. These schools are open to all New Haven students and each year accept students from both SINI and CAR schools. Recruiters spend time visiting these schools, distributing magnet materials to parents of students, and informing parents of their magnet school options. In addition, each SINI and CAR school is paired with non-magnet high performing schools that are not far from the SINI or CAR schools.

New Haven currently has an extensive system of school choice that is open to all students. In January, all families are sent a letter, brochures and catalogues that specifically, and, in great detail, list all school choices, both in New Haven and in its suburbs. Besides materials that are sent home with students, a mass mailing firm is retained to mail the material, not only to all families of students who attend New Haven schools, but also to parents of students enrolled in various pre-kindergarten programs, as well as suburban parents. Last year, more than 50,000 pieces of literature were distributed to all parents including parents of students who attend identified schools. In addition, two recruitment specialists visited schools, visited parents in their own homes and communities, and spoke at various public forums and meetings to explain New Haven's choice programs to parents. Funds are requested to hire additional choice resource (recruitment) specialists to encourage even more identified school parents to consider alternatives to their current schools.

Recruitment activities were successful. This past school year, 446 students from Title I Schools in Need of Improvement attended schools of choice, either in New Haven or its suburbs. The activities in this proposal will increase this number, and prepare New Haven for the increasing number of students from low performing schools who will want the opportunity to choose.

The New Haven Public Schools will continue to comply with all NCLB regulations regarding parent notification requirements for Title I, especially regarding parents' options to transfer their child to another public school as part of Public School Choice. This project will help New Haven increase its already wide range of school choice options. Parents will continue to be provided with a reasonable amount of time to consider their options (the recruitment period is two months), be given concise but detailed information on the performance and overall quality of the receiving schools, and be provided an opportunity to visit schools of choice.

The New Haven Public Schools will continue to conduct activities to ensure that parents are informed about their choices under the proposed program and provided a clear explanation of how the program will operate, as required under section 5245(a)(2) of the ESEA. Parent information activities will be coordinated by the project director, the district's Title I director and the recruitment coordinator. Project activities will be supported by Title I staff, the district Title I Executive Board and district Title I Parent Advisory Committee, as well the district Supervisor of Special Education and the district Supervisor of Bilingual/ESL Programs. (All recruitment materials will be translated into the languages that are spoken by the parents in the district.)

An important part of the process to inform parents of their choices are the relationships the district has already forged among parents, educators, administrators and the community. District staff consulted with the Title I Executive Board in order to plan the proposed project and will continue to consult with this body, which meets on a bi-weekly basis, throughout the project period. The project will also be guided by the district Title I Parent Advisory Committee. This committee meets on a monthly basis and will be a crucial forum for the dissemination of information to parents through each school's Parent-Teacher Organization and School Planning and Management Team, which together will spearhead the information campaign at the school level.

(a) Plan of Operation. (1) The Secretary reviews each application to determine the quality of the plan of operation for the project. (2) The Secretary determines the extent to which the applicant demonstrates:
(i) The effectiveness of its management plan to ensure proper and efficient administration of the project;

The New Haven Public Schools have 30 years of experience in the planning, and operation of magnet schools. Currently, the district has 19 magnets. Five have been in operation for more than a dozen years; some for as long as 30 years. These schools are considered by most parents to be among the best not only in the City of New Haven, but in the region. The management plan that follows includes many of those who have helped to successfully implement past desegregation and magnets school efforts.

The New Haven Public Schools have successfully managed federally and state funded programs for many years. Its Grants office currently oversees programs that bring the district over \$15 million. These programs include: (1) Title 1; (2) 21st Century Learning Centers; (3) The Connecticut State Interdistrict Magnet Schools Program; (4) Magnet Schools Assistance Program; (5) Voluntary Public School Choice Program; (6) Safe Schools/Healthy Students.

Grants Office staff, headed by Mr. Burt Glassman, its Grants Manager, is experienced in all aspects of project management, and will be a valuable asset assuring the proper and efficient administration of this project. As Manager of this office for 31 years, Mr. Glassman has managed many different types of grant programs, including those supporting magnet schools beginning with the Emergency School Aid Act (ESAA).

The district also manages, of course, the educational programs for more than 20,000 students in 42 schools, and has a resource staff of experienced specialists who will support the implementation of the activities that are described in this proposal. The Business Office and its

Director, which will be responsible for and assist in the fiscal management of this project, oversees a district budget of \$128,000,000.

A. District Level:

New Haven's Magnet Schools Program will be implemented by a team of individuals with expertise in education and the design of innovative Magnet Schools programs. The Project Director will be housed in the District Office and will report directly to the Superintendent, the highest level of administration in the New Haven Public Schools system. (See organizational chart.) This structure will ensure that all supplemental tax-levy resources will be made available to the project and that the Magnet Schools Program will fully reflect Superintendent's policies and priorities.

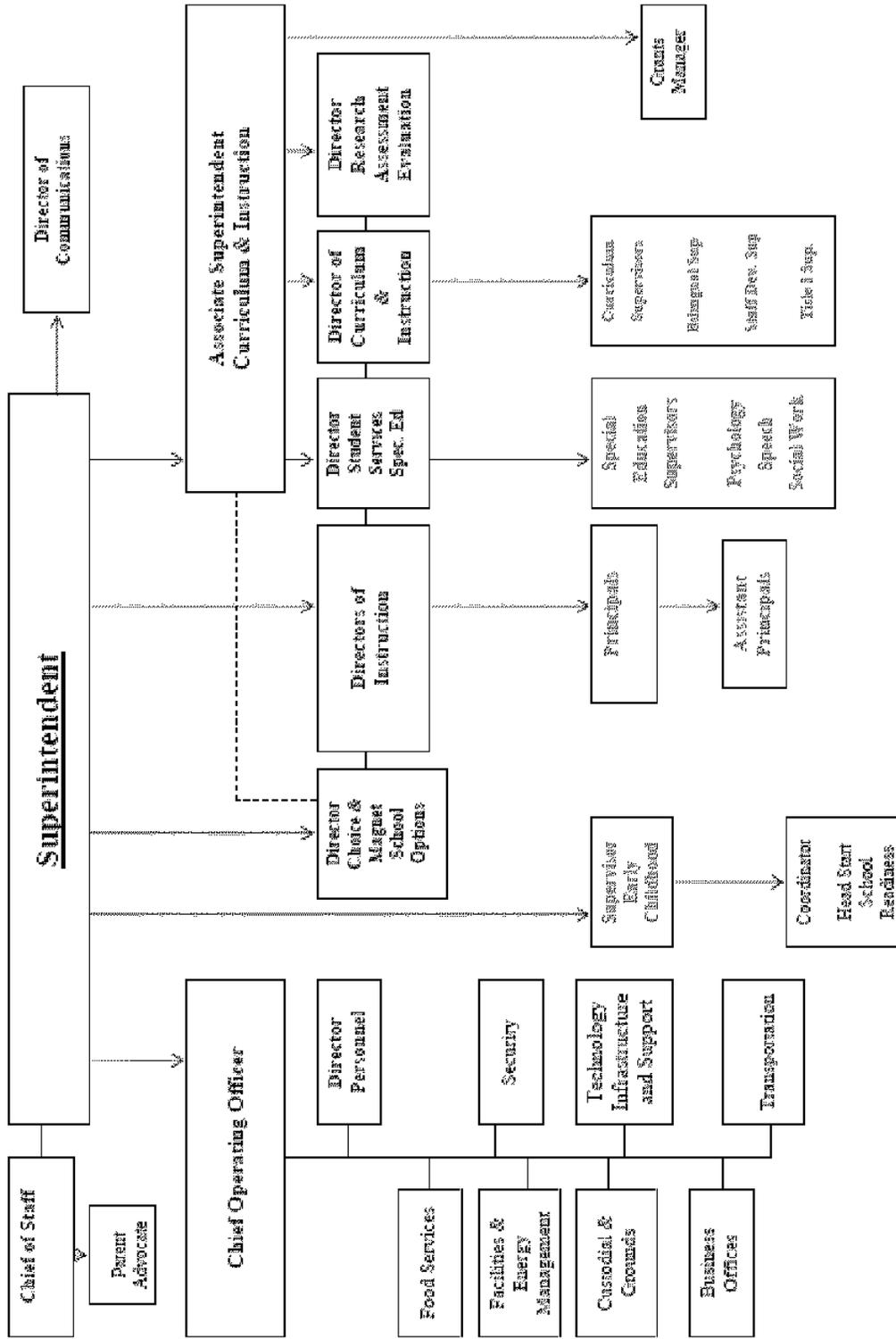
Overall responsibility for the operation of the Magnet School program will be assigned to the Magnet Director. The Magnet Director will develop, manage and monitor the budget, prepare interim and final fiscal reports, and provide centralized leadership for all Magnet Schools programs, recruitment and selection activities. S/he will work closely with the Directors of Instruction, who have direct supervisory responsibility for principals, to coordinate project activities with the Magnet School principals at the school level. S/he will also, for example, work closely with the District Curriculum Supervisors on the extensive curriculum development that is a cornerstone of this project; with the Director of Student Services and Special Education to ensure that the project effectively serves students with diverse needs; and the Director of Research, Assessment, and Evaluation, to ensure that district assessments both drive the project and adequately measure its outcomes. S/he will also supervise all Magnet Schools Assistance Program staff, which will include a Recruitment Coordinator, 2 Recruiters; and the Magnet Resource Teachers (7 in Year 1; 8 in Years 2 and 3). The Recruitment Coordinator will supervise the Recruiters and work directly with each magnet school and with district staff to coordinate school- and district-level recruitment activities.

The Resource Teachers will help develop magnet curricula, facilitate and coordinate curriculum strengthening and alignment activities, and facilitate and coordinate systemic reform at each magnet school in a variety of ways described in later sections of this application.

The Project Director will be assisted by a full-time secretary who will be bilingual and from the community. The secretary will help the project director with clerical tasks connected with specific project responsibilities such as the coordination of a system-wide publicity and recruitment campaign, teacher training, curriculum development and monitoring/facilitating the implementation of activities set forth by each Magnet School.

A special District Magnet Schools Advisory Committee will also be created to assist the Project Director and Recruitment Coordinator with the administration of the project. The Magnet Schools Advisory Committee membership will consist of: (1) Three representatives from each of the magnet school's School Planning and Management Team (teacher, parent, administrator); (2) The President of the Parents Associations Council; (3) A Magnet Schools Resource Teachers Representative; (4) Representatives from Community Based Organizations; (5) The Associate Superintendent; (6) The Project Evaluator; (7) The Special Education Supervisor ; (8) Representative of Curriculum Supervisors; and (9) Representatives of Yale University.

The administration of the project at the district level is illustrated by the organization chart on the next page:



B. School Level Management:

The innovative design of New Haven's Magnet Schools Program includes a management plan that maximizes participation from parents, teachers, students, community members and administrators at the school level. At each magnet school, a School Planning and Management Team will oversee the school administration in implementing magnet school educational reform and equity. The team will have overall responsibility for the governance of each school. It will be led by the building principal, and be composed of representatives of all adult stakeholders, including teachers, other school staff, parents and middle and high school students. The team will have the responsibility of establishing policy guidelines to address systemic school planning, resource assessment and mobilization, program implementation, evaluation and modification of the curriculum, social climate, and staff development areas; coordinate the activities of all individuals, groups and programs in the school; and will work with the Parent Teacher Organization (PTO) to plan an annual activity calendar. It will also produce a Comprehensive School Plan for each magnet.

Each School Planning and Management Team will also implement a site-based management model that will be connected to the District Magnet Schools Advisory Committee. Through this linkage the Project Director and Superintendent will ensure that information and decision-making flows both ways-- downward to the magnet schools-- and upward to the district office.

The project will be evaluated by a professional team of university based consultants and former school district administrators with special experience and qualifications in evaluating Magnet Schools. The evaluation team (Education Alliance of Brown University and American Education Solutions, Inc.) will direct the implementation of formative and summative evaluation activities, and the creation of formative, interim and final evaluation reports. They will monitor the program throughout the school year and make suggestions for program improvement on a continuing basis.

The project management plan is designed to provide effective administrative support to guarantee the success of the project, and yet be flexible enough to allow for the changing demands of the project's on-going activities. This will allow the project to fulfill its primary goals and objectives, yet allow each magnet school to maintain independence in the implementation of its thematic academic program. It will have five functions: ► The smooth and efficient administration of linkages between the Magnet and non-Magnet schools and staff in the District; ► The support of all participating magnet schools for recruitment, public relations, curriculum development (of magnet themes, and Curriculum Alignment) which will produce curricula that support new state content standards; ► The in-school development of rigorous curriculum, and enrichment activities based on magnet themes; ► The achievement of specific project objectives related to the project's desegregation, academic improvement and systemic reform goals. ► The inclusion of all school populations including special education, and all LEP students in order to promote equity in all aspects of the program.

Organizational Reporting Relationships

The **Magnet Project Director** has primary responsibility for the successful implementation of the project. This includes all goals and objectives relating to the purposes of the Magnet Schools Assistance Program. The Project Director will be in constant touch with the teachers and principals of each magnet school to provide support and guidance, and monitor all magnet activities. The Project Director=s responsibilities will include: (1) Project Administration, implementation, and coordination; (2) Supervision of all magnet staff; and (3) Coordination of the activities of the Magnet Schools Advisory Committee.

The Project Director=s full responsibilities are described in greater detail in the Quality of Key Personnel section of this proposal. Reporting to the Project Director are the Magnet School Staff

(Magnet School Resource Teachers, Project Recruiters). The Magnet Resource Teachers will help develop magnet curricula, facilitate and coordinate curriculum strengthening and alignment activities, and facilitate and coordinate systemic reform at each magnet school in a variety of ways described in later sections of this application.

The Project Director will report directly to Dr. Reginald Mayo, the **District Superintendent**. Dr. Mayo's personal interest in the success of this program insures that program activities will be correctly implemented, and that progress towards program objectives will be made. Dr. Mayo will meet at least twice each week with the Project Director. Dr. Mayo will regularly visit magnet school sites, offering suggestions, and showing his interest in the success of the project. Dr. Mayo is particularly interested in ensuring that the Restructuring for Equity, and the School Development Program, which will be fully described in a later section of this proposal, will be successfully implemented at all magnet schools. Because of Dr. Mayo's extensive experience as a school administrator, he is widely respected by his staff not only as a dynamic leader, but as a practitioner who understands how to implement programs, and get results. Dr. Mayo's personal involvement with this project, as the district's administrative and instructional leader, and as a successful magnet school administrator will ensure its ultimate success.

The Superintendent will also be responsible for the implementation of the following district policies that relate to this project: (1) The reduction of minority group isolation in as many New Haven schools as possible; (2) The creation of magnet schools that serve students throughout the region (regional magnet schools that serve both New Haven and suburban students); (3) The elimination of school structures that categorize and separate children by race, ethnic group, or socio-economic class; (4) The implementation of programs and activities that foster interaction among children from different backgrounds, and which help them to better understand one another; and (5)

The support of the School Development Program.

The **Project Director**, who will report directly to the Superintendent, will be a member of the Superintendent's cabinet, which includes, along with other key district administrators, those who have critical responsibilities related to the district's overall instructional programs: (1) the Associate Superintendent for Curriculum and Instruction, the highest-ranking administrative officer besides the Superintendent; (2) four Directors of Instruction; (3) the Director of Student Services and Special Education; (4) the Director of Curriculum and Instruction, who oversees District Curriculum Supervisors in all content areas, as well as the Staff Development Supervisor and the Title I Supervisor; and (5) the Director of Research, Assessment, and Evaluation. The Magnet Schools Program will be discussed at monthly cabinet meetings.

There will also be a monthly (more frequently if needed) meeting at which the Project Director will meet with the Associate Superintendent for Curriculum and Instruction, Director of Student Services and Special Education, Director of Curriculum and Instruction, and the District Curriculum Supervisors to discuss the operation of New Haven's Magnet Schools Assistance Program, the activities that are being implemented, the progress that is being made towards the project objectives, and the problems that have been encountered. At these meeting problems will be solved, and the support services that will be given to the schools will be coordinated. These and other regularly scheduled meetings involving the Project Director and key administrative staff will ensure the coordination of the district curriculum, staff and other resources with project activities. **Since all of the District support and resource personnel are supervised by the Associate Superintendent, there will be coordination among all of those whose job it will be to lend support to this project.**

The **District Curriculum Supervisors** will give support in their disciplines to the teachers in every magnet school, and to the magnet school resource teachers. They will be able to assist in the development and writing of curricula, and the training of teachers. They will be available to meet with the School Planning and Management Teams at the magnet schools to plan staff development activities and to answer questions and offer suggestions concerning their areas of expertise. The support efforts of the District Curriculum Supervisors will be supervised by the Associate Superintendent for Curriculum and Instruction and the Director of Curriculum and Instruction in cooperation with the Project Director so that magnet schools will receive the resource support that they need from the New Haven Public Schools District Office.

Also reporting to the Associate Superintendent are the **four Directors of Instruction**, who supervise all New Haven elementary, middle, and high school principals. Each of these Supervisors has been a successful school principal. They are, in a sense, master principals. Their responsibilities include not only supervising principals, but also giving them support, and helping them to solve administrative and instructional problems. In addition, each sits as the district's representatives on the School Planning and Management Teams of each of the magnet schools, assists schools develop and implement their school improvement plans, and advises them on a wide variety of school implementation issues. All are experts in School Development Program implementation, and will offer resource support for this important project component.

Reporting to the Directors of Instruction are the **Principals** of the magnet schools. They will direct their schools' programs, working cooperatively with their school's School Planning and Management Team, the Project Director, and the Magnet School Staff.

Reporting to the Associate Superintendent is the **Director of Student Services and Special Education** who will work closely with the Project Director to ensure that families in need of

counseling and information related to school choice and magnet schools are given the services and assistance they need. In addition, as supervisor of all guidance counselors, social workers, and school psychologists, she will be able to give resource support to both the School Based Support, and Mental Health Teams at each magnet school regarding the functioning of the Mental Health Teams, and the implications of child development issues on the solving of school problems, issues at the heart of the School Development Program that will be implemented at each magnet school.

The **Special Education Supervisors** report to the Director of Student Services and Special Education, and will work closely with the Project Director to ensure the participation of special education students in all project activities.

All of the District Office personnel, except for the Project Director will be paid for by local funds, not by Magnet Schools Assistance Program funds.

Presented on the following pages is a management timeline for the project.

New Haven MSAP Time Management Timeline: 2007-2008	
Project Year 1 Activities	Dates
Identify and Orient Project Staff and Magnet Advisory Committee	8/07-09/07
Orient School Principals and Teachers, Create Magnet Standards for Each School	8/07-10/07
School Planning and Management Teams Will Plan Details of MSAP Implementations	8/07-8/08
Establish Criteria for Evaluation and Unit/Lesson Peer Review, Monitor Project Activities	7/07-2/08
Professional Development for Classroom Teachers: District Staff, Magnet Staff	8/07-7/08
Professional Development: Paideia, School Development Program (SDP)	8/07-6/08
Magnet Curriculum Development/Alignment: Classroom and Magnet Resource Teachers	8/07-8/08
Order Supplies and Equipment	8/07-4/08
Implement Systemic Reforms: Paideia, School Development Program (SDP)	8/07-6/08
Implement Magnet Program and Extended Day for Students	8/07-6/08
Parent Involvement Activities and Workshops Including Information About Magnet Program	8/07-4/08
Formative Evaluation, Peer Review of Newly Created or Modified Units and Lessons	9/07-5/08
Plan District and School Level Recruitment Activities, Design Materials, Forms, Procedures	8/07-12/07
Student Recruitment	1/08-3/08
Student Selection/Lottery	4/08
Student Testing	4/08
Parent, Student, Teacher Surveys	4/08-6/08
Publish Magnet Units, Lessons, Courses That Were Approved by Peer Review Panel	6/08
Collect/Analyze Evaluation Data	1/08-6/08
First Year Performance Report	5/08-6/08

New Haven MSAP Time Management Timeline: 2008-2009, 2009-2010			
Project Year 2 Activities	Dates	Project Year 3 Activities	Dates
Orient Project/School Staff	8/08-9/08	Orient Project/School Staff	8/09-9/09
Review Standards	8/08-10/08	Review Standards	8/09-10/09
School Planning/Management Teams Plan Details of MSAP Implementation	8/08-8/09	School Planning/Management Teams Plan Details of MSAP Implementation	8/09-8/10
Review Evaluation Criteria	8/08-2/09	Review Evaluation Criteria	8/08-2/09
Formative Evaluation	8/08-6/09	Formative Evaluation	8/09-6/10
Professional Development Teachers	8/08-8/09	Professional Development Teachers	8/09-8/10
Order Supplies and Equipment	8/08-4/09	Order Supplies and Equipment	9/09-4/10
Magnet Curriculum Development	8/08-7/09	Magnet Curriculum Development	8/09-6/10
Implement Program for Students	8/08-6/09	Implement Program for Students	9/09-6/10
Implement Extended Day	8/08-6/09	Implement Extended Day	8/09-6/10
Parent Involvement Activities	8/08-6/09	Parent Involvement Activities	8/09-6/10
Improve Recruitment Plans/Activities	8/08-12/08	Improve Recruitment Plans/Activities	8/09-12/09
Peer Review Units/Lessons, Publish	9/08-10/09	Peer Review Units/Lessons, Publish	9/09-10/10
Student Recruitment	1/09-3/09	Student Recruitment	1/10-3/10
Student Selection/Lottery	4/09	Student Selection/Lottery	4/10
Student Testing	4/09	Student Testing	4/10
Parent, Student, Teacher Surveys	4/09-6/09	Parent, Student, Teacher Surveys	4/10-6/10
Collect/Analyze Evaluation Data	9/08-6/09	Collect/Analyze Evaluation Data	9/09-6/10
Second Year Performance Report	5/09-6/09	Final Performance Report	08/10

a) Plan of operation (2) The Secretary determines the extent to which the applicant demonstrates:

(ii) The effectiveness of its plan to attain specific outcomes that; (A) Will accomplish the purposes of the program; (B) Are attainable within the project period; (C) Are measurable and quantifiable; (D) For Multi-year projects, can be used to determine the project=s progress in meeting its intended outcomes;

This proposal’s objectives are aligned to the six purposes of the Magnet Schools Assistance Program (MSAP). A set of objectives follows the Program Purpose it addresses.

Program Purpose (1): The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools. All proposed magnet schools are minority group isolated. In each case, minority group isolation will be reduced. (The percentage of minority students at each school will decrease.)

One of the performance measures established by the Secretary of Education for this program states: *The percentage of magnet schools whose student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, would reduce, eliminate or prevent minority group isolation increases annually.* Objective 1.2 addresses this performance measure.

Please note that each proposed magnet school is a whole school magnet. Every student will fully participate in the program. In addition, each building has sufficient capacity to accommodate the numbers of students needed to achieve its desegregation goals. The current enrollments, utilization percentages and total capacity of each existing school follows:

- ▶ Beecher Museum School of Arts and Sciences – 50% (enrollment of 324, capacity of 650);
- ▶ Ross-Woodward Classical Studies Magnet School – 92% (enrollment of 689, capacity of 751);
- ▶ John C. Daniels School of International Communications – 83% (enrollment of 538, capacity of 650).

The Science and Engineering University Magnet School will open in the fall of 2008. It is projected to have an enrollment of 88 sixth graders its first year, and 176 sixth and seventh graders in its second year (2008-2009). If the Science and Engineering University Magnet School, a city-wide school, did not open as a magnet school, its student population would be the same as the district-wide percentage of minority students, 88.6% (which is the same as the percent of minority students in middle schools). Therefore, as a magnet school, serving both New Haven and suburban students, minority group isolation will be reduced and its minority enrollment is projected to be 70.5% for project year two.

Objectives: **1.1** By October 1 of each project year, minority group isolation will be reduced at the proposed magnet schools as follows: (See numbers in bold on the table below.)

Current / Projected Enrollment % Minority				
School Name	Current Min%	2007-2008 Min%	2008-2009 Min%	2009-2010 Min%
Beecher	97.8%	89.3%	82.9%	79.7%
John Daniels	97.6%	89.3%	85.0%	82.0%
Ross-Woodward	87.2%	83.3%	79.8%	75.4%
University Magnet		88.6% (Projected)	70.5%	67.6%

1.2 For each project year, the student application pools for the proposed magnet schools will reflect racial and ethnic compositions that, in relation to the total enrollments of the schools, eliminate, reduce or prevent minority group isolation. (MSAP GPRA Performance Measure 1.)

1.3 For each project year, the proportion of minority students in the applicant pool for each magnet school will be less than the proportion of minority students enrolled in the school by at least 10 percentage points. For each project year, the numbers of students in the applicant pools will be at least 10% greater than the total number of seats available in each school.

1.4 By October 1 of each project year, no feeder school will have an increase in minority group isolation that will result in the proportion of minority students exceeding the districtwide average of minority students at that level of schooling.

1.5 By October 1 of each project year, the minority:white ratio of every magnet school class, including gateway, enrichment and advanced classes, will not deviate from the minority:white ratio of its grade by more than 15%.

Purpose 2: To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards;

The school wide planning process will coordinate magnet and other school planning. Each magnet school will participate in the writing of curricula that will be based on State academic content and student academic achievement standards and, at the same time, will develop its magnet theme. This will be supported by the project and district office resource staff.

Objectives: 2.1 By October 15 of each project year, the School Planning and Management Team at each magnet school will have completed or revised a Comprehensive School Improvement Plan with goals, objectives, and activities that support the adoption of high standards for all students. This plan will have objectives and activities that are directly related to: (1) systemic reform and the alignment of curricula with State academic content standards and student academic achievement standards; (2) the development of the school's magnet themes; (3) staff development related to the

objectives and activities of this grant; (4) expanding previous parent involvement initiatives.

2.2 At the end of each project year, 90% of all teachers at all magnet schools will agree with the following survey items related to the effectiveness of schoolwide planning: (1) *The School Planning and Management Team of my school:* (a) *Elicited teacher input.* (b) *Developed and implemented policies.* (c) *Accepted feedback.* (2) *The school improvement plan:* (a) *addresses the need to align curriculum with state standards.* (b) *includes a strong magnet theme component.* (c) *includes clearly defined instructional priorities.* (d) *will help improve student test scores.*

2.3 By the end of each of the three years of this program, the magnet resource teachers will facilitate and support activities related to systemic reforms and providing all students the opportunity to meet challenging State academic content and student academic achievement standards. The specific reforms include: ► the integration of the magnet theme into core academic subjects and the alignment of curriculum and instruction to state standards (all schools); ► the implementation of Paideia (Beecher and Ross-Woodward); ► an English-Spanish dual language program (Daniels); and ► the School Development Program -SDP (all schools). The success of these activities will be determined through teacher observations (using a protocol developed by the evaluators, principals and magnet project director), interviews and survey items.

2.4 By the end of the second and third years of this project, there will be a significant increase, from the previous year (baseline information will be collected at the end of project year 1), in the numbers of parents of magnet school students who participate in school activities related to the education of their children. The success of these activities will be determined by agendas and attendance sheets of school sponsored parent activities, other records of parent-school interactions kept by school staff, and by an analysis of parent responses to survey items that include: (1) *During the current school year, how often did you:* (a) *Attend parent-teacher conferences?* (b) *Volunteer to help in the*

classroom? (c) Attend school-wide special events? (d) Attend parent workshops? (e) Attend school committee meetings? (2) Have you received any training from the school on working with your child at home? If yes, have you used any of the techniques or information you received from the school (3) Please mark the extent to which you disagree or agree with each of the following statements. (a) The staff at my child's school is friendly and helpful. (b) I feel comfortable at my child's school. (c) The school really makes an effort to involve me in my child's learning.

Purpose 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public education programs.

Magnet schools will develop, as part of their Comprehensive School Plans, goals, objectives, and activities that are directly related to the school's magnet theme. These activities will be supported, facilitated and assisted by the magnet resource teachers at each magnet school.

Objectives: **3.1** Throughout each project year, the magnet resource teachers will facilitate and support the development and implementation of the magnet themes. The success of these activities will be determined through teacher interviews, and agreement (90%) with survey items that include: (1) The magnet theme is an instructional priority of this school. (2) The school's focus on the magnet theme has improved student achievement. (3) The magnet resource teachers have been an important source of support and training for the development and implementation of magnet theme lessons.

3.2 By the end of each project year, every student, at each magnet school, will receive high quality instruction directly related to the magnet theme for at least 5, 10 and 15 hours per week respectively.

Much of this instruction will be integrated with core academic subjects. Some may also be presented as separate subjects. Specifically:

Project Year	Number of Hours Per Week of Magnet Instruction	Percentage of Instructional Time
1	5	20%
2	10	40%
3	15	60%

Data related to frequency of magnet lessons will be collected through teacher surveys (sampling six weeks during the school year) and interviews, as well as lesson documentation. Quality will be determined through classroom observations using a using protocols developed by the evaluators, principals and magnet project director and peer review of units and lessons produced as a result of this program. All lessons must pass the peer review or be modified until they pass.

3.3 By the end of each project year, each magnet school will submit to the district a magnet curriculum document that includes the peer reviewed and approved lessons created as a result of this program. These documents will be published by the beginning of the next school year.

Program Purpose 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

The magnet schools will be expected to meet NCLB Adequate Yearly Progress (AYP). All students in grades 3-8 take the Connecticut Mastery Test (CMT-4) in Reading and Mathematics in the spring of each year, while all grade 10 students take the Connecticut Academic Performance Test (CAPT-3) in Reading and Mathematics. Using the federal formula for setting AYP, Connecticut has established the following AYP standards for 2006 – 2007 testing: (1) Proficient in Mathematics—80% grades 3-8 / 76% grade 10; (2) Proficient in Reading—75% grades 3-8 / 78% grade 10 (3) Participation in Testing—95%. (4) Other Academic Indicator – Elementary and middle schools must

have 70% of students scoring at/or above basic in writing, while high schools must have a graduation rate of 70 percent or growth in the graduation rate over the previous school year. The AYP standards in reading and mathematics will increase every year to reach 100% proficiency by 2014.

Objective 4.1: By the end of each project year, each magnet school will show improvement in reading and mathematics as measured by the Connecticut Mastery Test (CMT-4) for elementary and middle school students and the Connecticut Academic Performance Test (CAPT-3) for high school students. For each school, the proportion of students scoring at or above the Proficient Level will increase by at least 10% for the total population and for each of the NCLB defined subgroups. As a result, the percentage of schools attaining AYP each year will increase. **By Project Year 3,** all magnet schools will have attained AYP for their total population and for each NCLB defined subgroup. This objective addresses Performance Measure (b): The Secretary has set an overall performance target that calls for the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard to increase annually from a baseline established by participating schools' performance in the school year prior to the beginning of the project. The table below will be completed for each magnet school, each year.

School Name	% Students Scoring At or Above Proficient Level							
	Current Year		2007-2008		2008-2009		2009-2010	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State AYP Benchmarks:								
gr. 3-8:	75%	80%	79%	82%	82%	85%	85%	89%
gr. 10:	78%	76%	81%	80%	84%	83%	88%	87%
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Disability Status								
Disabled								
Non-Disabled								
English Proficiency Status								
Limited English Proficient								
English Proficient								
Economic Status								
Disadvantaged								
Non-Disadvantaged								

4.2 By the end of the project period, as a result of the implementation of theme curricula, 75% of students at each magnet school will develop mastery of that curriculum, as determined by methods such as alternative performance measures including portfolios, teacher checklists, etc.

Purpose 5: Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

5.1 By the end of each project year, magnet school teachers will have received, on average, 40 hours of training directly related to the magnet theme. No teacher will receive less than 20 hours of training per year.

5.2 By the end of each project year, 90% of magnet school teachers will agree with survey items related to professional development including: (1) I use what I learned through professional development in my classroom. (2) The professional development which I received enabled me to better prepare my students for the state/standardized tests. (3) Professional development and support helped me better address students' most pressing learning needs.

Also, please see objectives 3.2 and 3.3 which are related to the development, use and documentation of high quality lessons related to the magnet themes.

Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Please see objectives 1.5, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 which are related to providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards, and the writing and publishing of magnet curricula

a) **Plan of operation.** (2) The Secretary determines the extent to which the applicant demonstrates:

(iii) The effectiveness of its plan for utilizing key personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;

Program Purpose (1): The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools.

Summary of Objectives: By the end of each project year, minority group isolation will be reduced at four interdistrict magnet schools.

Uses of Resources and Personnel To Achieve These Objectives

A 1997 state law, forced by *Sheff v. O'Neil*, offers urban and suburban students the opportunity to attend schools in each others districts in an effort to ameliorate the racial isolation of all students. Both urban and suburban school districts are encouraged to develop interdistrict magnet schools. New Haven has already successfully developed 14 of these schools that have attracted more than 1,200 students from suburban schools. New Haven=s interdistrict magnets have proven to be popular because they have been successful in differentiating their educational programs from those of other schools, particularly most suburban schools. New Haven=s magnets use Dr. James Comer=s School Development Program to help structure a school environment that aims to meet the needs of a diverse community of learners within heterogeneously grouped classes. All students receive enrichment. Teachers learn how to work collaboratively with each other and support each other in aligning curricula, developing and implementing magnet theme materials and integrating them into units and lessons, and meeting students' needs. Each magnet school has a unique theme that surveys and public meetings have determined are popular among parents in New Haven and its suburban towns. One school, Daniels, will become a dual language school with an International

Communications theme. Using the Paideia model, two schools will either become a museum school with an Arts and Science theme (Beecher) or adopt a Classical Studies theme (Ross-Woodward). A fourth school, the Science and Engineering University Magnet School will begin with the 6th grade in the 2008-2009 school year and phase in one grade in each subsequent year until it serves grades 6-12.

Therefore, minority group isolation will be reduced at the four proposed magnet schools, serving both New Haven and suburban students, by attracting students from **suburban schools that are predominantly white**. This is a strategy that has worked well for New Haven's 19 magnet schools. Since 2003-2004, 12 of those schools reduced minority group isolation.

The success of these objectives depends on the following key personnel who will have important roles in the recruitment plan that will be described in detail in the next section: The Project Director, Magnet Recruitment Coordinator, the Supervisor of Bilingual and ESL Programs, Magnet School Principals, Members of the School Planning and Management Teams at each magnet school, Magnet School Teachers, Parents, Members of the District Magnet School Advisory Committee, Magnet Schools Resource Teachers, and the Recruiters. Magnet Schools Assistance Program funds are being requested for the Project Director, Magnet Resource Teachers, and the Magnet Recruitment Coordinator and Recruitment Specialists. All other personnel will be paid for from local funds.

The **Project Director** and the **Recruitment Coordinator** will have the overall responsibility of coordinating and implementing the recruitment plan which will include the publicizing of the magnet school program to all parents, in every community in New Haven and its suburbs. The recruitment materials that will be developed include school brochures, a video tape, newspaper advertisements, press releases for local newspapers, radio and television stations. These will be developed by the **Project Director, Recruitment Coordinator**, and the **Recruitment Specialists** in cooperation with the **Magnet School Advisory Committee**, and the **School Planning and**

Management Teams of every magnet school. The **Supervisor of Bilingual and ESL Services** will either translate, or supervise the translation of all recruitment materials and applications, to Spanish, Russian, Chinese, Korean, and all other languages that are represented in the New Haven Public Schools.

The **Recruitment Specialists**, under the direction of the **Recruitment Coordinator**, will present magnet programs to parents in a convincing and persuasive manner. They will give presentations both at the **Recruitment Center**, and at community meetings. The **Recruiters** (Recruitment Coordinator and Recruitment Specialists) will be trained to assist parents in the school selection process, and, most importantly, in the application process (completing and returning the application in a timely fashion). They will keep individual records of their contacts with parents and follow-up visits both with letters, and telephone calls when necessary. The Recruiters will also make appointments for parents to visit magnet schools and meet with the magnet staff. These appointments will be made using networked computer scheduling/appointment software so that appointments can be made either by the Recruiters, or the school staff (both would have access, via computer, to the same schedules) and be coordinated. The support of the Recruiters will be especially crucial during the extended recruitment/application period, described later in this section, when school and district recruitment plans will be modified in response to whether certain groups of students are underrepresented in the applicant pool. Because recruitment is so important, having a full time position to coordinate and support the entire process described in this proposal is essential.

School brochures will be developed and produced by each school with the resource support of the **Recruitment Coordinator, Recruitment Specialists, and the Project Director**. The School Planning and Management Teams at each magnet school will create recruitment subcommittees which will not only assist with the development of brochures, but also create a school recruitment

plan which will include dissemination of brochures and other school created recruitment materials, as well as plans for inviting parents and the community to see their school in operation. The **Principal** of each magnet school will be responsible for the completion and implementation of these school based recruitment activities. **Parents** will be members of the School Planning and Management Teams at every magnet school, and therefore will have significant input into the recruitment process. Parents will also be represented on the District Magnet School Advisory Committee.

Purpose 2: *The development and implementation of magnet school projects that will assist LEAs in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards.*

Summary of Objectives: **(2.1)** School Planning and Management Teams in the four magnets will have completed a comprehensive school plan with goals, objectives, and activities that support systemic reforms and school-wide reform (Paideia at two schools; English-Spanish dual language program at one school; Project Lead The Way/Gateway to Technology at one school), including the adoption of high standards for all students; expansion and restructuring at two schools (Beecher expanding from K-6 to PreK-8; Daniels expanding from PreK-6 to PreK to 8), opening in Year 2 of the new Science and Engineering University Magnet School (grade 6 in Year 2; grades 6-7 in Year 3); restructuring for diversity and equity, and the expansion of activities for parents. **(2.2)** **Surveys** will measure teacher perceptions of school planning effectiveness. **(2.3)** **Magnet resource teachers will facilitate** and support the implementation of systemic reforms and provide all students the opportunity to meet challenging State academic content standards and student academic achievement. **(2.4)** **By the end of each project year, there will be an increase in the numbers of parents** who participate in various magnet school activities.

Uses of Resources and Personnel To Achieve These Objectives

The success of these objectives depends on the following key personnel who will have important roles in the development of curricula for this project: the Associate Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction, District Curriculum Resource Supervisors in all subject areas, the Project Director, members of the School Planning and Management Teams at each magnet school, and Magnet Schools Resource Teachers.

As described in the section on Quality of Personnel, the **Magnet Director** will support the **principal** and **assistant principals** at each school and will provide overall leadership. The **Magnet Resource Teachers** will implement all activities that relate to: (1) the introduction of school-wide reform models at each school (Paideia, Project Lead The Way/Gateway to Technology, dual language structures); (2) the expansion of two schools into PreK-8 schools; (3) the introduction of a new grade 6-12 magnet school (grade 6 in Year 1; grades 6-7 in Year 2); (4) magnet theme-based curriculum development; and (5) objectives relating to desegregation, systemic reform, innovative methods, academic achievement, instruction, capacity building (including professional development), and equitable access and treatment. In Year 1, a Magnet Resource Teacher will focus on planning activities that will enable the Science and Engineering University Magnet School to open at the beginning of Year 2. As described in the Quality of Project Design Section, magnet funding will support such resources as Paideia and Project Lead The Way/Gateway to Technology, which will introduce challenging and standards-driven learning experiences that are integral to their approaches. The District Supervisor of Bilingual/ESL Programs will work closely with the Daniels School as it restructures into a dual language school.

One of the systemic reform strategies that New Haven is pursuing is based on the School Development Program developed by Dr. James Comer and the Yale Child Study Center. The School

Development Program, which facilitates change both at the district level, and at the magnet school sites proposed in this application, is an organizational and management system based on knowledge of child development and relationship issues. At the school level, it promotes school based management and shared decision making, extensive staff development, and periodic assessment and modification of all aspects of school operation through the School Planning and Management Teams.

The New Haven Public Schools has developed a curriculum framework that is completely aligned with Connecticut content and performance standards. This structure creates an understandable and workable environment for curriculum reform for magnet school staff. By combining staff training and curriculum development using the framework, the Magnet Resource Teachers will help classroom teachers become experts in the curricula that they teach, and, at the same time, give them the power to choose, adapt, and present materials and methods to meet the needs of their students as they integrate the magnet themes with core academic subjects. All Magnet Resource Teachers will be trained in this process by the **Associate Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction**, and the **District Curriculum Supervisors**. The **District Curriculum Supervisors** and **Magnet Resource Teachers** will review the district's curriculum frameworks with the staff of each magnet school.

During curriculum framework professional development, teachers will review state standards and will be shown how to use them as they integrate magnet theme content into academic core subjects. Teachers will receive professional development so that they can better instruct students in heterogeneously grouped classes using differentiated instruction, cooperative learning strategies, and minimizing in-class ability grouping. At the elementary school level, teachers will be trained, will plan, and will write magnet curricula, units and lessons in grade groups, but also, at times in cross-grade groups, facilitated by the **Magnet Resource Teachers** who will do everything necessary to

push forward the curriculum alignment process and remove barriers. At the middle school level, the **Magnet Resource Teachers** will work with teachers in and across their areas of subject area specialization.

By the end of each project year, there will be an increase, from the previous year, in the numbers of parents of magnet school students who participate in various school activities that relate to the education of their children. A **Parent Participation Plan** will be developed at each school by the **School Planning and Management Team** with the help of the **Magnet Resource Teachers**. Each school will offer various workshops for parents to better acquaint them with the school program, and make them feel welcome in a school that may not be in their immediate community.

***Program Purpose (3):** The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools and public educational programs.*

Summary of Objectives: (3.1) Magnet resource teachers will facilitate and support the development and implementation of magnet themes. (3.2) Magnet theme related units, lessons and curriculum documents will be developed and used with students. (3.3) Teachers will use innovative instructional practices related to magnet theme.

Uses of Resources and Personnel To Achieve These Objectives

The School Planning and Management Teams of each magnet school, in cooperation with the Project Director, will assemble several magnet material development teams composed of teachers and **Magnet Schools Resource Teachers**, who will develop magnet theme curricula. Each team will concentrate on one grade. This process will be supervised jointly by the **Project Director**, and the magnet school **principal**, and aided by the **District Curriculum Supervisors** who will offer resource assistance in their area of expertise. When a draft of the curriculum is completed (or when

groups of lessons are completed), the material will be used with students and modified to better meet their needs. This process of curriculum development, testing, and rewriting will continue through the second and third years of the project. Part of this curriculum development process will be the integration of magnet theme curriculum materials with other subject areas. This will be accomplished during grade team meetings, for the elementary school grades, and during disciplinary and cross-disciplinary meetings for the middle school grades. This process, which will include aligning magnet standards with curriculum and writing theme-specific lessons and materials aligned to state standards, will be supported by the **Magnet Director**, the **Magnet School Resource Teachers**, and the **District Curriculum Supervisors**.

The **Magnet Project Director** will establish and/or strengthen those specific innovative programs that will be used in the magnet schools (Paideia, Project Lead The Way/Gateway to Technology, dual language structures). In each magnet school, the **Magnet Resource Teachers** will support the implementation of its magnet theme(s) through using innovative educational practices. Each magnet school will draw on magnet-funded staff, district staff, consultants, and staff from partnering external organizations to support its magnet theme(s) in: (1) museum arts and sciences; (2) international communications, including a school-wide dual language program; (3) classical studies; and (4) science and engineering. The schools will draw on such magnet theme-related resources as the following: Yale Peabody Museum of Natural History, New Haven Colony Historical Society, Yale Art Gallery, Mashantucket Pequot Museum and Research Center, Story Corps, National Geographic Kids Network, American Forum on Global Education, United Nations Cyberschoolbus, New Haven Eli Whitney Museum, and the University of New Haven.

Purpose 4: To support, through financial assistance to eligible LEAs, courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the

attainment of tangible and marketable vocational, technological, and professional skills of students attending such schools;

4.1 By the end of each project year, each magnet school will show improvement in reading and mathematics as measured by the Connecticut Comprehensive Assessment Program. For each school, the percentage of students scoring at or above the Proficient Level will increase by at least 10% for the total population and for each of the NCLB defined subgroups.

Uses of Resources and Personnel To Achieve These Objectives

The magnet schools will use current —and develop additional—curricula that, at a minimum, will meet all Connecticut State content standards and which, in turn, will meet standards established by nationally recognized experts in each discipline. Courses of instruction at each school will be consistent with the district improvement plan which has been approved by the state of Connecticut and implements improvements in six areas assuring that all students will meet state performance standards in all curriculum areas. These content standards will strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending the magnet schools.

The **Magnet Resource Teachers** will be the key personnel to achieve this objective in each school. They will work closely with classroom teachers to integrate the special magnet curriculum into each core curriculum area. The Magnet Resource Teachers will also work closely with staff and consultants from Paideia (Beecher and Ross-Woodward) and Project Lead the Way/Gateway to Technology (Science and Engineering University Magnet School), as well as with staff from local museums, universities, and other groups that will serve as magnet theme-related resources. In addition, hourly teachers will provide intensive, research-based instruction in extended day and extended year programs designed to extend and reinforce instruction provided in the regular school day.

As described previously in this section and in the plan of management, the Project Director will help ensure a high quality instructional program by working closely with the Superintendent, Associate Superintendent for Curriculum and Instruction, Directors of Instruction, Director of Curriculum and Instruction, Curriculum Supervisors, Principals, and the Director of Research, Assessment, and Evaluation, as well as other staff.

Purpose 5: Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

Summary of Objectives: Classroom teachers in each magnet school will have 40 hours of professional development related to the magnet theme and attaining the objectives of this project.

The **Magnet Resource Teachers** will train their colleagues and be supported by the **Associate Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction, Directors of Instruction, District Curriculum Specialists, and Teacher Trainers.** All training activities will be coordinated by the Project Director and the Magnet Resource Teachers at each school, who will develop training schedules. The Project Director will encourage joint training, as appropriate, by the Magnet Resource Teachers, Director of Curriculum and Instruction, and Curriculum Supervisors, consultants and networks, as well as community based organizations, the Connecticut Department of Education and the Equity Assistance Center at Brown University.

Every magnet school will have completed or revised as part of its **Comprehensive School Plan, a staff development plan,** with goals, objectives, and activities that support the implementation of high standards for all students, the development of the magnet theme, and the restructuring of their school for diversity. This staff development plan will specify the type of training provided, the number of hours of training provided, the number of teachers who will be

involved, the percentage of teachers expected to participate, and the percentage of teachers applying the training in their classrooms. In addition, the staff development plan will identify trainers and presenters for each activity. (School personnel will be trained by **MSAP staff, district staff, and outside experts.**) The staff development plan will be written with the assistance of the **Magnet School Resource Teachers** at each site and the **Magnet School Director**. The staff development for the project will be coordinated by the **Magnet School Director** who will actually contract with outside experts and schedule district personnel in consultation with the **Associate Superintendent for Curriculum and Instruction** to best utilize district and project resources, and coordinate training both within schools, and among schools.

As detailed in the description of the project design, magnet staff will participate in professional development and capacity-building activities through the National Paideia Center and Project Lead the Way/Gateway to Technology. Staff at the two schools using the Paideia Model (Beecher and Ross-Woodward) will participate in tailored and intensive ongoing professional development in Paideia instructional practice, including demonstration seminars, coaching in specific grade levels or subjects areas, and training focused on teaching math-science/literacy/social studies through the Paideia model. Staff from the Science and Engineering University Magnet School, which will be on the campus of the University of New Haven—a professional development center for the Project Lead the Way (PLTW) Network in Connecticut—will participate in training through the PLTW network. Activities will include Summer Training Institutes, ongoing professional development, and graduate college credit opportunities for teachers.

The magnet schools will have literacy mentors who work with teachers and paraprofessionals. The literacy mentors model, coach, and provide professional development in the

area of literacy. In addition, literacy mentors set up literacy competency groups for teachers and paraprofessionals to focus on students who are at-risk.

Teachers, Administrators and Literacy Coaches have been trained in Data-Driven Decision Making delivered by the Center for Performance Assessment.

Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Summary of Objectives: Please see objectives 1.5, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3. They are related to providing all students, in a context of school-wide reform, the opportunity to meet challenging State academic content standards and student academic achievement standards, and the writing of magnet curricula and the production of magnet curricula guides. The activities that will be conducted to meet these objectives will ensure that all students enrolled in the magnet schools have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

As detailed in the section on Quality of Project Design, the Magnet Project will draw on multiple resources that ensure equitable access of all students to high quality education. All Magnet Schools personnel and resources are dedicated to achieving systemic reforms and ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable them to succeed academically and continue with postsecondary education or productive employment. The **Director of Research, Assessment, and Evaluation** will work closely with the **Project Director, Associate Superintendent of Curriculum and Instruction, Directors of instruction, Director of Student Services and Special Education, Director of Curriculum and Instruction, and Curriculum Supervisors** to ensure that the Magnet Project will consistently use

data and assessment instruments to meet multiple student needs and to form the basis of both classroom instruction and intervention services.

Multicultural training to support equitable access will be done collaboratively by the **Brown University Equity Assistance Center staff, District Curriculum Supervisors, and the Magnet Resource Teachers**. The **Equity Assistance Center** will provide a multicultural education expert to work in an ongoing way with magnet staff as they develop magnet curriculum and learn to better integrate multicultural perspectives into magnet curriculum. Multicultural content integration will be addressed by the **Magnet Resource Teachers** working with groups of teachers, especially during grade team and cross-grade meetings. Every magnet **School Planning and Management Team** will, in cooperation with the **Yale Child Study Center**, and the **Magnet Resource Teachers**, create a series of workshops aimed at helping teachers better understand their diverse groups of students. The **School Planning and Management Teams** will create school policies, and recommend teacher and administrator training that increase teacher understanding of their students, and more importantly, suggest methods and materials that will improve classroom instruction and increase students' access to it and its responsiveness to their diverse needs and backgrounds.

Coordinated by the Project Director and the Magnet Resource Teachers and the Magnet Director, Magnet staff and Brown University Equity Assistance Center staff will meet with each magnet **School Planning and Management Team** to familiarize them further with various inclusive enrichment models and to train them to implement the model they choose. The Magnet Director will work closely with the Director of Student Services and Special Education to identify ways in which students with special needs can have equitable access to a high quality education. Special education teachers will be included in all staff training, and will be represented on the School Planning and Management Team of every magnet school to ensure the full participation of their students.

Each of the above objectives and the activities that will be implemented to attain them will be monitored by outside evaluators, **American Education Solutions, Inc. (AES)**, an evaluation firm with extensive MSAP experience, and the **Education Alliance of Brown University**, who have collaborated on the evaluations of 9 MSAP projects during the 1998-2000 and the 2001-2003 grant cycles and 11 MSAP projects during the current grant cycle. The evaluation team will report their findings through a formative evaluation process that is intended to help the participating schools modify grant activities, when needed, to make them more effective. The **AES/Brown** evaluation team will also produce summative reports at the end of each school year.

(a) Plan of operation. (2) The Secretary determines the extent to which the applicant demonstrates:

(iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girl in mathematics, science or technology courses, and disabled students;

One of the critical design elements in the New Haven Public Schools' Magnet Schools Assistance Program is the implementation of a component called Restructuring for Diversity and Equity. As explained elsewhere in more detail, this means that all magnet school classes will be heterogeneous regarding race, ethnic group, and ability as measured by tests or teacher assessment. In addition, Restructuring for Diversity and Equity will train teachers how to meet the needs of a diverse group of students in heterogeneous classes using differentiated instruction, cooperative learning, and other strategies, and how to implement multicultural education as described in this proposal. The purpose of Restructuring for Diversity and Equity is to remove structures and change attitudes that categorize and separate students by race, gender, and socio-economic class.

Equity and Excellence for all New Haven Schools and Students

As will be seen from a description of the activities of this proposal, the New Haven Public

Schools' commitment to equity for members of traditionally under represented groups emerges naturally out of its educational program. The New Haven Public Schools will actively recruit applicants for magnet schools who are members of racial or ethnic minorities, female, have limited English proficiency, and have disabilities. Females, students with disabilities, and minorities who are under represented in mathematics and science will be encouraged to participate in activities in all magnet schools that emphasize these curricula, especially for enrichment. It is essential that these students be successful in mathematics and science from the beginning of their schooling, so that they will have confidence in their abilities, and enjoy them. It is also essential that girls and minorities be given all of the prerequisites, especially in elementary and middle school, so that they can enroll and be successful in advanced courses in these areas in high school.

All Magnet Schools Assistance Program recruitment materials will make clear to all parents of special education children the full range of choices that will be made available in New Haven's magnet schools. New Haven will actively recruit special education students and students with disabilities to ensure that every magnet school is serving the broadest population of these children as possible. Each magnet school is working with the Director of Student Services and Special Education, under the supervision of the Associate Superintendent to create a special education component that will maximize the possibilities for mainstreaming these students, incorporating them as fully as possible into each school's magnet program. New Haven is committed to making all of its magnet schools accessible to students with physical disabilities. In each major renovation, or new construction project, the district makes accessibility a priority.

The district's recruitment component is designed to reach all parents, so that each can make an informed choice about the right school for her/his child, and so that efforts to attract more non-minority students do not limit the options of its minority students. The magnet recruitment

videotapes will make information about the district's choice plan available to parents who are not literate in their native language and who do not speak English. The availability of translators and of written recruitment materials in Spanish and other languages will give non-English-speaking parents access to information about the district's magnet schools.

Once they enter a magnet school, students from under represented groups will receive equitable treatment. Multicultural curriculum, differentiated instruction, cooperative learning, heterogeneous ability groupings, and staff development activities will: (1) prevent resegregation within the school; (2) counter stereotypes and other biases; and (3) facilitate more positive interactions among diverse groups of students and between staff and students, staff and parents.

To respond better with cultural competence to the needs of students from different cultural and linguistic backgrounds, staff will draw on the personnel and written resources of the Educational Alliance at Brown University, which sponsors the New England Equity Assistance Center. Among these critical magnet resources will be two of its publications: *Leading with Diversity: Cultural Competencies for Teacher Preparation and Professional Development* (Trumbull & Pacheco, 2005) and *The Teacher's Guide to Diversity: Building a Knowledge Base* (Trumbull & Pacheco, 2005). *Leading with Diversity* provides a synthesis of the research and practical knowledge related to cultural competency and is designed to help teachers work more effectively with diverse groups of students. It provides: (1) definitions and supporting research as part of its overview; (2) cultural competencies that shape curriculum, instruction, equitable assessment, and parent-staff interactions; (3) language-related cultural competencies that support both native English speakers and ELLs; and (4) cultural competencies related to dealing in the classroom and school environment with race and ethnicity, including having high expectations for students of all backgrounds. Dr. Maria Pacheco, the Director of the New England Equity Assistance Center will provide professional development for

all project staff and for magnet school staff in this important area. District, Brown University, and other educators who will work with the four New Haven magnet schools will make ongoing use of these key resources.

To better understand the role of equity in this project, and in education, every staff member in every magnet school will receive training from the Director of Student Services and Special Education, the Director of Curriculum and Instruction, and their staffs, in cooperation with the Connecticut State Education Department, and/or the Equity Assistance Center at Brown University such as the following:

Eliminating Stereotypes in Instructional Materials is a workshop which uses rating sheets and guidelines which publishers and equity specialists have developed to analyze books and other materials. The goal of the workshops is to train participants to: (1) define and identify stereotypes in different instructional materials; (2) review instructional materials and choose the correct rating instruments to document the review process; and (3) to develop methods for using materials in a non-biased way.

The Sex Equity Awareness in Career Education workshops use such approaches as large group presentations, role playing, small group meetings and brainstorming. At the end of this activity, participants will be able to: (1) identify traditional and non-traditional female and male roles in the world of work; (2) identify factors which influence career development patterns; and (3) identify school policies and structures which can be used to reinforce sex equity awareness in career education.

The Winning Formula Workshop—Science and Math Equity offers information about factors affecting science and mathematics achievement. Viewers see a thirty minute videotape which features finalists in the Intel Science Talent Search. At the end of the workshop, viewers will be able

to (1) discuss factors which limit female/minority pursuit of math/science interests; (2) list strategies for reversing this dynamic; and (3) identify resources for implementing these strategies.

Providing Equal Educational Opportunities of English Language Learners(ELLs)

The magnet schools will include (English Language Learners) ELLs in all of its activities. Language instruction for ELLs will reflect the Connecticut State Board of Education *Position Statement on the Education of Students Acquiring a Second Language* (2001), which, among other things, affirms that such students: “master the same content and meet the same academic performance standards expected of students whose first language is English.” Instruction will be guided by the Connecticut State Department of Education’s English Language Learner (ELL) Framework, which provides an overview related not to grade or age but to the three levels of English language proficiency: Beginning, Intermediate, and Advanced. It will be designed to address each of the Frameworks’ three goals: (1) use English to effectively communicate in social settings; (2) use English to achieve in all academic settings, including language arts, math science, and social studies; and (3) use English in culturally appropriate ways. Each goal is associated with both content standards and learning indicators.

Instruction will therefore emphasize both students’ basic interpersonal communication skills and academic language proficiency as they link to Connecticut State Learning Standards for all students. ESL classes will, for example, engage students in improving their English, listening, speaking reading, and writing skills through using interdisciplinary magnet themes and lessons. Students will be transitioned into general education classes as soon as they demonstrate that they have made the necessary gains in English proficiency.

All ELLs, but especially those who choose to attend the Daniels School of International Communications, will have opportunities to interact with English dominant students—and thereby

improve their acquisition of English—during the regular school day, extended day activities, and in summer programs. As detailed in the Plan of Operation, all Daniels students will participate in the school’s dual language English-Spanish program, with half of the students being ELLs. At Daniels and the other magnet schools, ELLs and English dominant students will work together in cooperative groups engaged in project-based learning.

The Supervisor of Bilingual/ESL Programs will provide professional development to all teachers of ELLs and of students no longer designated as ELLs. This will include: (1) visual cues, scaffolding (Robb, 1996), sheltering (Short, 2002), and other techniques that provide critical linguistic modifications and contextual clues (e.g., limiting vocabulary and sentence length) to support the learning of challenging content; (2) vocabulary and technical terms associated with content areas; (3) language functions needed for academic communication; (4) language skills taught in a sequential fashion to emphasize their different academic functions (e.g., reading for information); and (5) higher level thinking skills (Mohan, 1985). (Special education students and other students who need additional literacy support will also benefit from these strategies.) The Supervisor of Bilingual/ESL Programs will also review for possible use in the magnet schools the interventions designated at having potentially positive effects in the What Works Clearinghouse’ systematic review of Interventions for Elementary School English Language Learners (2006).

Students with Disabilities

As previously described, New Haven is fully committed to providing an inclusive educational environment for students with disabilities that they can interact positively with their magnet school classmates. Students with disabilities will be mainstreamed as much as possible, and will participate in the magnet program as fully as possible. Mainstream teachers will receive training and support to better serve these students. **Special education teachers will be included in all staff training, and**

will be represented on the School Planning and Management Teams of every magnet school to ensure the full participation of their students. In addition, special education teachers will be part of all joint planning sessions and conferences in which general education teachers participate.

Untracking Students with Learning Disabilities: The magnet program districts will ensure that each child has the opportunity to participate to the fullest in all magnet programs, and that each child will also have exposure to rich science and mathematics instruction that will inspire, encourage and motivate. All New Haven schools will ensure that each child will be viewed as having potential to learn and to learn to high standards. The districts' goal is to provide the mandated services to young people who have been identified as having learning disabilities, while seeking to help them achieve to the same high standards as their non-special education peers. To that end, the magnet schools described in this proposal will provide differentiated instruction in classrooms that recognizes both the reality of learning disabilities, and the tremendous potential for children to grow and change, and to triumph over obstacles, when treated as equal citizens within the classroom.

(a) Plan of operation. (2) The Secretary determines the extent to which the applicant demonstrates:
(v) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools;

The Recruitment Team

The recruitment plan for the New Haven Public Schools is designed to disseminate magnet school information to all parents **from every racial and ethnic group**, and offer assistance to those who need it. The recruitment plan has extensive district and school level activities. All recruitment activities will be planned, directed, and coordinated by the Project Director, the Recruitment Coordinator and the Recruitment Specialists in cooperation with the District=s Magnet School Advisory Council, at no cost to the project. They have created an application, and a guide book to

assist parents and students select magnet schools. Moreover, the Project Director and the recruitment staff will work with the district Supervisor of Bilingual/ESL Programs to translate all materials into the languages that are spoken by the parents in the district, at no cost to the project.

Key to the success of the entire recruitment process are the relationships which the District has already forged among parents, educators, administrators and the community. Primary among these significant relationships is each school's School Planning and Management Team, which will spearhead the recruitment effort at each school. Parents from every racial and ethnic group play important roles on these teams. Also critical to the recruitment process is the Parent-Teacher Association at each school, composed of parents from every racial and ethnic group, which will actively recruit parents for the magnet schools program.

The third group in the recruitment triumvirate is the district Magnet School Advisory Committee which will be a collective composed of three representatives (parent, teacher, administrator) of each of the School Planning and Management Teams from both magnet and feeder schools, as well as parent representatives from the Parent Teacher Organization, district personnel, community members (including Yale University representatives) and school board members. All racial, ethnic, social and economic groups represented in the New Haven Public Schools will be fairly represented on this committee. In addition to assisting in the development of the District's recruitment plan, this committee will coordinate all school level recruitment activities.

Further, the project director and the recruitment staff will utilize the resources of the district's parent involvement program including the various parent workshops conducted at the district and school levels and parent newsletters and bulletins to inform parents of all school activities.

The Recruitment Campaign

The New Haven Public Schools has put together a recruitment campaign that will address the

community via a multitude of media-print and broadcast, as well as a host of other methods.

The District will have a Recruitment Center located at the district office. The location will be easily accessible to all parents either by public transportation (especially the district office location) and public highways. It will house the Recruiters— two Recruitment Specialists and a Recruitment Coordinator who supervises the Specialists and coordinates district and school level recruitment – and a host of written and audio-visual materials that parents can examine at any time. Parents will be able to walk in and examine materials, and of course, take many of them home, or make an appointment with the Recruiters for a counseling session, either individual or group, to receive assistance in selecting a school. Among the materials that are housed at the Recruitment Center are a videotape describing every magnet school. Copies of the videotape will be available on loan to be viewed at home. In addition, every magnet and feeder school will have copies of this video to show parents, and to lend. Parents will also be able to call schools directly to obtain information about individual school programs, and make appointments to visit the schools. The magnet resource teachers will lead the recruitment efforts for their magnet schools. The Recruiters will have an intimate knowledge of New Haven and its communities and its magnet school programs, community residents, and parents of public school students who will be able to present the magnet programs to their peers in a convincing and persuasive manner. The Recruitment Coordinator will be the main planner and resource person regarding recruitment, the development of recruitment plans both at the district and school levels, and the implementation of recruitment plans. The support of the Recruiters will be especially crucial during the extended recruitment/application period, described later in this section, when school and district recruitment plans will be modified in response to whether certain groups of students are underrepresented in the applicant pool.

The Recruiters will give presentations both at the Center, and at community meetings. They

will also be trained to assist parents in the school selection process, and, most importantly, in the application process (completing and returning the application in a timely fashion). They will keep individual records of their contacts with parents and follow-up visits both with letters, and telephone calls when necessary. The Recruiters will also make appointments for parents to visit magnet schools and meet with the magnet staff.

Another important task for the Recruiters is giving individual and group guidance to parents who are interested in magnet schools, but who are in need of assistance before they can make a choice or complete an application. For some parents, negotiating the school bureaucracy is an impossible task. This is one reason why a disproportionately large number children with the greatest educational needs often are not magnet school applicants. These families need the assistance of the Recruiters, who can explain differences between the various programs.

At every parent workshop, regardless of the topic, a Recruiter will make a presentation about magnet schools, and present the resources of the center. In addition, the recruitment and/or school based magnet staff will present magnet school information at every school based workshop or meeting for parents regardless of the content.

All public libraries in New Haven will have school videos for loan, and will duplicate the collections of resource materials found at the Recruitment Center. The Magnet School Director and his staff will train the public library staff so that they will be more familiar with the magnet school program. Library staff will refer interested parents to the Recruiters.

Recruiters, with the cooperation of local merchants, will set up temporary mobile information centers at supermarkets, malls, grocery stores, gas stations, public housing projects and other places where prospective magnet school applicants can be reached. These will be small booths staffed by a Recruiter during peak times that will disseminate written materials and applications to parents and

community members, and, when possible, show them videos of magnet schools.

Radio, Television, Newspapers Advertising

Every possible method of reaching the community will be utilized. The public radio station will be used to air public affairs announcements about the magnet schools and arrangements will be made to have educators and administrators from the magnet schools interviewed on "talk shows" on those stations, in English, Spanish, Russian and other languages of parents in the district.

There are also a number of programs on these stations specifically addressed to school-age children. We expect student participants in the magnet projects to discuss their schools, and special areas of study, on these programs. Similar programs will be aired on the public access television channels. Television will be used to create an image, develop awareness, and direct the target groups to the applications when the sign-ups start.

The New Haven Register, the city=s major newspaper will be used to maximum advantage (editorial, advertising, etc.) as well as the smaller community newspapers such as The Inner City, The Advocate, and, of course, the Yale Daily News. These smaller newspapers maintain wide circulation locally and are closer to the "heartbeat" of the local community than the larger Register. When the community wants to know what's going on in the local public schools, it is to these smaller community papers that they look. Bus and subway advertising as well as billboards will help to saturate the community with the beacon call to the magnet program.

Public meetings at the district office and the schools are lightning rods for the attention of the community, and these hearings will be used not only to publicize the proposed magnet programs, but to draw critical input and opinions from the community at large.

Magnet Fairs As Meeting Ground And Stimulus

The ideal will be to continuously encourage a new influx of students throughout the school

year. A powerful tool both to create initial interest and to maintain the impetus are school fairs. These fairs will have three-dimensional displays, and posters which will describe with words, pictures and model the themes and educational objectives of the various magnet schools, as well as videotapes of each magnet school. There will be teachers, administrators, parents, and students available to engage in dialogue with parents and prospective students.

On entering, there will be a brief form to complete, asking name, address, phone and potential fields of interest to facilitate follow-up mail and phone calls. The fairs will also include specifics about the curricula and course content. Extensive use of audio-visual and video presentations at these fairs will underline the forward-looking approach of the magnet schools themselves.

Linkages With The Community

Another major advantage which the New Haven Public Schools have even before the process begins, is its extremely strong links to various and diverse ethnic/social service organizations throughout the community. These organizations will be asked to distribute magnet school materials to their clients and members.

In addition, the New Haven Public Schools will strengthen its links to pre-kindergarten programs, both Head Start and private, by offering to train their teachers, and implementing parenting workshops, and Parent and Children Together Time (joint learning activities) at magnet schools to familiarize parents of all races with the magnet schools and their programs. Recruitment materials will be distributed to parents at these sessions. In addition, the pre-kindergarten programs will distribute the magnet school literature to the families that they serve.

Tapping The Religious Wealth Of The Community

Many parents have strong ties to their respective religious communities. The churches and synagogues in the neighborhoods are frequently a focal point for family activities and parental

interaction. These religious institutions will be used as critical meeting places where parents can be presented with brochures and hand-outs as well as joining together to discuss the proposed magnet schools in focus groups. The focus group parents meetings will explore not only the magnet programs to be offered, but also parents' feelings about sending their children to schools in New Haven, the comparable values of public and private schools, including the costs, etc.

Direct Mail and the Internet As A Critical Tool

The New Haven Public Schools have current mailing lists for its target groups, which it has used to good advantage in its extensive mailing of parent surveys. The district will update this list on a regular basis. After the magnet schools program begins, the district will send four mailings to its prime target groups. The objective here, is to introduce, inform, and sell these prospects over a period of four to six weeks, culminating in a letter designed to "close the sale" immediately after the announcement of the application sign-up campaign.

To enhance its image and prestige in the community, the magnet effort will include outstanding community leaders, as well as respected sports and media personalities, in community events, printed materials, and public service announcements.

The New Haven Magnet School Office will have an Internet web site, as a part of the New Haven Public Schools web site that will list all magnet schools and have links to pages that will describe each school's program in detail. Parents will be given the option completing applications on paper or on-line.

School Level Recruitment Activities

Each school will have a recruitment plan, created by its School Planning and Management Team, which it implements with the support of the Project Director, the Public Information Officer, the Recruitment Coordinator, and other district resource personnel. These plans will be coordinated

with each other, and with district activities by the Magnet School Advisory Committee. All school plans must be approved by the Project Director who will act as a resource during their development. These plans will be modified at the beginning of each school year to ensure their effectiveness. Schools that do not reach their recruitment goals, and desegregation objectives, will, with the assistance of the project director, either modify the plan, or develop a new one.

Tentative Recruitment Time Line

- September** Schools create or modify recruitment plans, and materials such as brochures. School Planning and Management Teams receive orientation from Project Director and Recruitment Coordinator.
- October** Schedule of school magnet fairs and visits distributed. Parent and student guides for selecting magnet schools are distributed.
- November** Magnet school fairs at various locations in New Haven. At least two will be implemented in New Haven suburbs to assist in the recruitment of students for Career and CO-OP Regional Magnet High Schools. Applications are distributed to students and parents.
- December** Beginning of magnet school application submission period.
- Jan.-March** Parents submit applications. Recruitment and focused recruitment continue.
- April** Lottery is held. Student assignments are made and announced.

(B)Quality of personnel. (1)The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project. (2)The Secretary determines the extent to which: (i) The project director is qualified to manage the project.

New Haven's Magnet Schools Program will be implemented by a team of individuals with experience and competence in implementing innovative education programs and designing effective Magnet Schools. All unfilled positions will be advertised and hiring procedures will conform to district and state affirmative action/equal opportunity guidelines. There will be a concerted effort to recruit minority group members for project positions so that the diverse racial, gender, ethnic and cultural characteristics of the population to be served by the project is represented in its staff.

The following are the key project personnel who will be supported by MSAP funding and will work full-time on the project: (1) the **Magnet Project Director**; (2) **Magnet Resource Teachers** (7 in Year 1, with 2 each assigned to the three fully operating schools and 1 assigned to the school that will be in its planning year; 8 in Years 2 and 3, 2 assigned to each school); (3) the **Magnet Recruitment Coordinator**; (4) 2 **Magnet Recruitment Specialists**; and (5) the **Magnet Secretary**. MSAP funding will also support the work of evaluation consultants from Brown University/AES and other consultants.

Qualifications of the Project Director (100% FTE)

The individual selected to serve as Project Director will be required to possess outstanding organizational skills, excellent interpersonal skills, and a vision of desegregation and academic achievement founded on the belief that all students can meet high standards.

The Project Director will be a principal with successful magnet school experience, and experience in the creation of local standards aligned with high state standards, curricula development

and alignment with high standards, magnet theme development, teacher training, and the creation and implementation of whole school improvement plans that have increased student achievement.

New Haven also has 19 magnet schools that have been successful in a variety of ways. The successful operation of these schools has also produced a cadre of teachers and administrators experienced in the operations of magnet schools.

Therefore, New Haven currently has, among its professional staff, experienced principals, administrators and teachers, with the qualifications needed to insure the success of this project. Selecting a successful magnet school principal as the director of this project sends a message to the entire New Haven community that the school district is committed to the success of this project.

All magnet resource teachers will be school based. Their daily activities will be supervised by the principal of each magnet school. The project director insures that all of their time is spent on the activities described in this proposal, that project funds are spent appropriately, and that all project activities are implemented effectively and on time. All of this can and will be accomplished with a highly qualified administrator who has been a magnet school principal.

Specific qualifications will include: ∃ advanced educational degree and State certification as a School Administrator; ∃ at least three years experience as a magnet school principal and five years as a principal; ∃ a dynamic instructional leader; a exemplary administrator; ∃ At least ten years experience as a school administrator; ∃ at least five years experience as a classroom teacher; ∃ at least five years experience in curriculum development; ∃ proven ability to manage large projects; ∃ training and experience in creation of local standards aligned with state standards; ∃ experience in the development of magnet themes and specifically with the themes that are described for the proposed magnet schools (Paideia, engineering, foreign language and bilingual instruction, museum, international and classical studies); ∃ experience and knowledge related to Standards-Based

education related to curriculum, instruction, and professional development; ð demonstrated leadership in the development of courses of instruction that substantially strengthen students' knowledge of academic subjects; ð excellent interpersonal skills;

The Project Director will: ð manage all aspects of the project; supervise all project staff; ð coordinate the activities of the Magnet Schools Advisory Committee, and chair the committee; ð ensure that the activities of the magnet school project are continually focused on promoting desegregation in accordance with the district's desegregation plan; ð supervise Magnet Schools staff; ð serve as the primary support person assisting each of the magnet school principals in implementing their magnet school program and teacher training; ð work closely with the District Curriculum Supervisors to coordinate their involvement with the school-based planning activities in each magnet school such as curriculum development and alignment, unit and lesson planning and alignment with state standards, magnet theme development and infusion with units and lessons; ð manage, in cooperation with the school district's Director of Grants, all fiscal and budget aspects of the project; ð keep all project records with the assistance of the project's secretary and the Superintendent's clerical staff; ð file all necessary reports with the U.S. Department of Education; ð coordinate all project activities with the Director of Student Services and Special Education, the Special Education Supervisors, and the Supervisor of Bilingual/ESL Programs to make certain that special education and LEP populations are included; ð supervise and coordinate the recruitment/application process, the Magnet Schools lottery program, and the entire student selection process; ð take the lead in developing and directing the district's student recruitment plan and oversee its implementation and coordination with school plans.

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- (B)Quality of personnel. (2)**The Secretary determines the extent to which:
- (ii) Other key personnel are qualified to manage the project;
- (3)** Experience and training of Key Personnel in fields related to the project objectives, including their knowledge of and experience in curriculum development and desegregation strategies.
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As we have already noted above, New Haven's Magnet Schools program will be housed at the New Haven District Office. The Project Director will become a key member of the Superintendent's cabinet and come under the direct supervision of the Associate Superintendent.

Qualifications of Superintendent and Associate Superintendent for Curriculum and Instruction.

Dr. Reginald R. Mayo, the Superintendent of Schools, has spearheaded the effort to desegregate the community's public schools through the establishment of Magnet Schools. He is widely regarded as one of the most committed educators to the concept of educational equity in the state of Connecticut. Dr. Mayo was a science teacher and later Assistant Principal of the Troup Middle School during the ESAA grant period of the 1970's. He participated in the school's transition into a Magnet School for Science, Mathematics and Communications.

Before his appointment to Superintendent, Dr. Mayo was Executive Director for School Operations was instrumental in the revitalization of CO-OP High School, one of New Haven's early magnet schools, helping it to find a more suitable location, and helping it secure State aid for the purchase of a suitable building, (a parochial school that had been forced to close) since none were available, and New Haven did not have the funds to build a new school. He was also a major supporter of the New Haven magnet schools, consistently favoring their support with tax levy funds when no other resources were available.

Under Dr. Mayo's leadership, 12 New Haven schools secured the status of Interdistrict Magnet Schools, a state designation that brings with it increased support in the form of capital funds.

student transportation funds, and State aid for students who transfer to New Haven from its surrounding suburbs. Of New Haven's 42 schools, 19 are magnet schools. Fourteen of these magnet schools were developed during Dr. Mayo's tenure as a result of his vision and leadership.

Dr. Mayo has been an educator for three decades. He has held the posts of science teacher, mathematics and science department chair, Assistant Principal, Principal, Director of Schools, K-8, Executive Director for School Operations, as well as Superintendent.

Dr. Mayo hold a Masters degree from Southern Connecticut University, a Doctorate from the University of Connecticut, and has taken Post-Doctoral Studies at Yale University. Dr. Mayo is a Fellow at the Bush Center at Yale University, and a Research affiliate at Yale's Child Study Center.

As Superintendent, Executive Director of Operations, and Director of Schools, K-8 Dr. Mayo has been responsible for overseeing desegregation efforts and magnet school development in New Haven schools for seventeen years. Through his leadership, New Haven's public schools have participated in some of the most innovative reform efforts in the nation. New Haven has more magnet schools than any other Connecticut district, has more students who transfer from Title I Schools in Need of Improvement to higher performing schools than any other Connecticut district and offers its students a great variety of school choices (neighborhood school, New Haven magnet, suburban magnet, Project Choice and charter schools.) New Haven's outstanding magnet school and choice programs exist because of Dr. Mayo's vision and outstanding leadership.

As Superintendent he oversees a budget of \$120 million. He will monitor the progress of all of the goals of the magnet program in collaboration with the Project Director and the Associate Superintendent for Curriculum and Instruction.

Penny MacCormack, the Associate Superintendent for Curriculum and Instruction, who works closely with the Project Director, is the supervisor directly in charge of district

curriculum initiatives that develop and align new curricula, in all subject areas, to meet revised state content standards. As the key individual responsible for coordinating all educational programs in the New Haven Public Schools, she supervises all subject area curriculum resource specialists (the District Curriculum Supervisors) in Mathematics, Reading and Language Arts, Science, Art and Music, Social Studies/History, Bilingual/ESL Programs, Library/Media (including technology), Foreign Languages, and Computer Education and Technology, as well as the development and writing of all curricula. Ms. MacCormack will ensure the coordination of the district resource staff with project activities through meetings with the Project Director at least twice each week, through weekly meetings with the Supervisors of Instruction and Pupil Personnel, the District Curriculum Supervisors, and through frequent visits to magnet schools. She reports directly to Dr. Mayo.

Ms. MacCormack will work closely with the Project Director to integrate the services provided by the district-wide instructional support that she supervises. She will:  supervise the development and implementation of policies that affect New Haven’s curricula alignment, magnet theme development, and, generally, its standards based education initiatives;  ensure the coordination of the district resource staff in the design and implementation of magnet school curricula, and in the integration of magnet themes with the standard curricula;  ensure that appropriate district staff is assigned to assist with project implementation;  monitor the progress of all of the goals of the magnet program, in collaboration with the Superintendent and Project Director;  together with the District Curriculum Supervisors, train all magnet resource teachers, to ensure that all new and modified curricula created as a result of this project is fully aligned with state standards.

Ms. MacCormack’s professional and educational background reflects her strong instructional leadership background and qualifications. Prior to becoming the Associate Superintendent for Curriculum and Instruction, she served as New Haven’s Director of Curriculum and Instruction. In

that capacity, she created a plan to develop, implement, and evaluate district curriculum to better meet the needs New Haven students. Ms. MacCormack has extensive experience as a school administrator: as Principal and Dean of Students at Harborside Middle School and Principal of The Alternative High School—all in Milford, Connecticut. While at Harborside, she developed the Milford Board of Education math curriculum for grades 6-8. Working as a public high school science teacher, she served on committees responsible for developing chemistry curriculum, ecosystems curriculum, and the Alternative High School Science program. She has taught courses in leadership development and in curriculum and instruction for educational leaders at Southern Connecticut State University. Ms. MacCormack holds a Masters of Arts Degree in Liberal Studies from Albertus Magnus College, Certification in Teaching from Southern Connecticut State University, and a B.S. in medical technology from the University of Connecticut. She has a Sixth Year Professional Diploma of Advanced Studies from Southern Connecticut State University, which is awarded to educators who meet state requirements for certification as administrators.

Director of Research, Assessment, and Student Information Dr. Catherine McCaslin came to her current position in 2005 after two decades as a researcher, most recently as Supervisor of Research, Evaluation and Assessment and Evaluation and Assessment Specialist at South Carolina's Beaufort County School District (1992-2005). Her extensive educational evaluation experience includes serving as: member of the Leadership Initiative Advisory Committee for the Data-driven Decision Making Initiative (Consortium for School Networking); evaluation consultant for a National Science Foundation-funded classroom science project and for the University of South Carolina Graduate School of Education (middle-school laptop program); and Chair of the Head Start Bureau's Research and Evaluation Review Panel (Washington, D.C.). She has a Ph.D. in sociology from the University of California, Los Angeles (UCLA).

District Curriculum Supervisors:

Among the New Haven K-12 Curriculum Supervisors are the following. Because New Haven has had successful magnet schools for many years, every Curriculum Supervisor has assisted in the design of magnet school curricula, and in the integration of magnet themes with the standard curricula of their discipline. They have developed special magnet curricula and have trained New Haven's magnet school teachers how to teach their various disciplines to classes with children from different racial, ethnic, and socio-economic backgrounds.

Literacy: Patricia T. D'Amore has been an educator for 34 years with recognized expertise in effective instructional/assessment practices and curriculum development. As Literacy Supervisor, she revised New Haven's Literacy Curriculum and wrote and managed its Reading First and Early Reading Success grants. Prior to coming to New Haven, she served as Director of Curriculum in Derby, Connecticut, where she initiated its elementary school Literacy Reform Models and created a long-term professional development plan. As Literacy Coordinator for Cooperative Educational Services (Trumbull, Connecticut), she evaluated school improvement plans and curriculum, designed the Principal's Guide to Comprehensive Literacy, and planned statewide professional development. She also served in the Bridgeport public schools as a district-wide reading consultant, reading specialist, and classroom teacher. She holds a Sixth Year Professional Diploma of Advanced Studies from Sacred Heart University, an M.S. (K-8 reading consultant) from the University of Bridgeport, and a B.S. (elementary education) from Central Connecticut State University. She is licensed in administration and supervision and as a K-8 reading consultant and a PreK-8 elementary teacher.

Mathematics: Kenneth Matthews, the Mathematics Supervisor, previously served as Math Coordinator in the Prospect and Beacon Falls, Connecticut schools and as Administrator for Math, Science, and Technology in the North Haven Public Schools. In both capacities, he was responsible

for facilitating the alignment of the K-12 math-science-technology curriculum to account for the newly released State Frameworks for Mathematics. He holds a Sixth Year Professional Diploma of Advanced Studies and an M.S. in mathematics from Southern Connecticut State University and a B.A. in biology from Wesleyan University. He expects to complete his Ph.D. in Educational Leadership at the University of Connecticut in 2007.

Science: Richard Therrien brings to his current position as New Haven Science Supervisor nearly two decades of outstanding experience in the areas of curriculum and professional development. He began as a middle school and high school teacher and educational technology specialist: teaching interdisciplinary courses and revising Honors Physics and Earth Science curriculum. From 1990-1998, he worked with the Wesleyan University Project to Increase Mastery in Math and Science (PIMMS), leading intensive K-12 summer programs that emphasized the use of technology in the classroom, and developing an integrated model of science/math professional development. Immediately prior to assuming his current position, he chaired the science department at Suffield High School. Mr. Therrien has been, since 1993, an officer of the Board of Directors of the Connecticut Science Teachers Association. He also served on the Connecticut Academy for Mathematics, Science and Technology Leadership Council and the Connecticut Academy Grade 8 Science Assessment Writing Project. He holds a Sixth Year Professional Diploma of Advanced Studies (educational leadership; science education) from Central Connecticut State University, an M.S. in education from the University of Bridgeport, and a B.A. in astronomy from Case Western Reserve University. He is certified in grade 7-12 general science, math, physics, and earth science.

Social Studies/History: Willie L. Freeman, New Haven's Supervisor of Social Studies/History, has been a New Haven educator for 35 years. He was a middle and elementary school principal for 13 years, as well as being a classroom teacher. He has been active in linking the

schools with local communities: as member of the United Way Executive Board, the New Haven City Empowerment Zone Education Committee, and the City of New Haven United Negro College Fund Steering Committee. Mr. Freeman was recipient for six consecutive years of the New Haven Public Schools Chapter 1 Principal of the Year Awards; he also received the Elm City Clubs of the National Association of Negro Business and Professional Women's Clubs Man of the Year Award and the New Haven Association of African American's Heroism Award. He holds a Sixth Year Professional Diploma of Advanced Studies, an M.S. in reading, and a B.S. in intermediate upper education from Southern Connecticut State College.

Bilingual/ESL: Dr. Jose A. Ortiz brings to his current district supervisory position and to this magnet project experience as the Principal of the DiLoreto Magnet School for Global Studies and Dual Language Immersion in New Britain, Connecticut. In that capacity, he was the instructional leader for a 600-student K-5 magnet school at which he improved building-level staff and parent leadership capacity, and both organized and developed professional development for all teachers related to first and second language development, data driven decision making, and professional learning communities. Dr. Ortiz was also a middle school associate principal and an elementary school and high school bilingual teacher. He has a Ph.D. in Curriculum and Instruction, with a concentration in bilingual/bicultural education and an M.A. with a concentration in Teaching English to Speakers of Other Languages (TESOL) Education from the University of Connecticut, and a B.B.A. from Catholic University in Puerto Rico. Dr. Ortiz will be of special assistance in the development of the John C. Daniels School of International Communications which includes both global studies and dual language components.

Magnet School Principals: Ms. Katherine Russell, Beecher; Ms. Gina Wells, John Daniels; Bernadette Strode, Ross-Woodward.

The principals of participating Magnet Schools will direct their schools= programs working cooperatively with their School Planning and Management Teams.

As the educational leaders of their schools, principals will have overall responsibility for meeting the project's desegregation, instructional, systemic reform, and student academic achievement objectives in their schools. They will work collaboratively with the schools' staff to integrate the magnet program, themes, and activities into their school improvement plans. They will oversee the school-based magnet activities and maintain open lines of communication with the central office, parents, and members of the community. These skilled, Connecticut-licensed building administrators will bring decades of educational experience and expertise to New Haven's Magnet Schools Assistance Program. Their varied skills will enrich the project. While individual experiences and expertise differ, they all share a common commitment to creating school communities that achieve greater racial balance and offer challenging curricula to ensure that all students meet or exceed state content standards and student academic achievement standards.

Each magnet principal is an experienced professional with years of teaching and administrative experience. All have been teachers, and building administrators, with at least 10 years of supervisory experience. They are all licensed building administrators by the State of Connecticut and hold numerous university credentials. Further, they all have: advanced degrees; at least 10 years experience in curriculum development and/or experience as a staff developer/teacher trainer; extensive experience working with parents of different races, ethnic, social and economic backgrounds; extensive experience working with community-based organizations, cultural institutions, agencies and other groups in initiatives related to systemic reform and innovative educational methods and practices; and demonstrated leadership in the development of programs and

courses of instruction that substantially strengthen students' knowledge of academic subjects and marketable vocational skills.

Ms. Gina Wells, principal of John Daniels, is a good example of the type of administrator the New Haven Schools choose as their principals. Ms. Wells, was chosen as the 2007 National Distinguished Principal of the Year by the Connecticut Association of Schools. (The National Distinguished Principals Program was established in 1984 as an annual event to honor elementary and middle school principals who set the pace, character, and quality of the education children receive during their early school years. The program is jointly sponsored by the U.S. Department of Education and the National Association of Elementary School Principals (NAESP)). Ms. Wells was nominated by her peers and selected by a committee of principals from other school districts who evaluated her using NAESP guidelines for outstanding leadership. Dr. Mayo, New Haven's Superintendent, summarized Ms. Wells' credentials and accomplishments, "As Principal of the John C. Daniels School, Ms. Wells has exemplified extraordinary leadership and an unwavering commitment to children and learning. This year, the state Commissioner of Education has recommended the school as an applicant for Blue Ribbon status. The University of Connecticut recently completed a study recognizing the school as one of six in the State that has shown the greatest achievement for children despite incredible odds."

The New Haven Public Schools assures that the new principal to be hired at the Science and Engineering University Magnet School will have the same high level qualifications as the current principals of the proposed magnet schools.

The principals participating in the project will contribute their time at no cost to the project budget.

The following positions will be paid for from Magnet Schools Assistance Program Funds:

Magnet Recruitment Coordinator (1 at 100% FTE)

The Magnet School Recruitment Coordinator will have demonstrated competence in the areas needed for the successful implementation of the project's recruitment process.

Qualifications of the Recruitment Coordinator

The ***Recruitment Coordinator*** will be required to: ∃ demonstrate knowledge of the local community; ∃ have good interpersonal skills; ∃ experience working with parents and parent groups from different racial, ethnic, cultural, and economic backgrounds; ∃ college graduate; ∃ preferably be a member of the community that the magnet schools serve; ∃ possess organizational skills and the ability to maintain record-keeping procedures related to the implementation of student recruitment activities; ∃ willingness to work on a flexible schedule that will include evening and Saturday meetings/activities; ∃ strong oral and written communication skills, including, if possible, the ability to speak and write in Spanish and other languages of New Haven parents; knowledge of computers/software.

Duties and Responsibilities: The Recruitment Coordinator will: ∃ work closely with the Project Director on all aspects of student recruitment; ∃ supervise the Magnet Recruitment Specialists; ∃ work directly with principals and district staff to ensure coordination of school- and district-level recruitment activities; ∃ assist in the development of recruitment literature; ∃ implement recruitment activities, including parent workshops and parent visits to schools; ∃ help parents complete magnet school applications; ∃ explain magnet school programs to parents; ∃ maintain the collection of magnet school literature and other materials at the recruitment center; ∃ train and assist parent volunteers to help with recruitment activities; ∃ attend community

outreach, orientation and awareness sessions regarding the MSAP project; ∃ encourage and arrange parent and student visitations to magnet schools

Magnet School Recruitment Specialists (2 at 100% FTE)

Two full time Magnet Recruitment Specialists will have demonstrated competence in the following areas:

Qualifications of the Magnet School Recruiters

∃ demonstrated knowledge of the local community and neighborhoods; ∃ demonstrable interpersonal skills; ∃ demonstrable sensitivity to the needs of minority students and the families; ∃ knowledge of each school=s magnet theme and ability to discuss and relate school=s features with parents and students; ∃ community college graduate as a minimum; ∃ preferably a member of the community that the magnet school serves; ∃ able to communicate, and relate easily and comfortably with parents and students from different racial, ethnic, and socio-economic backgrounds; ∃ demonstrable sensitivity to the needs of minority students and the families; ∃ ability to maintain record-keeping procedures related to the implementation of student recruitment activities.

Duties and Responsibilities of the Magnet School Recruiters

∃ work closely with the Project Director, Recruitment Coordinator and School Planning and Management Teams on all aspects of student recruitment; ∃ assist in the development of recruitment literature; ∃ give Project Director and Recruitment Coordinator and magnet schools feedback concerning the efficacy of recruitment strategies; ∃ implement recruitment activities such as parent workshops, community outreach, scheduling of parent visits to schools; ∃ help parents complete magnet school applications; ∃ explain magnet school programs to parents and refer parents to the Recruitment Coordinator, Project Director or school based staff when more assistance or counseling

is necessary for parents to make the best decision regarding which schools to choose; ∃ offer assistance to parents at school recruitment workshops and fairs, as well as during open school weeks, school tours, and Parent Association meetings; ∃ when necessary, assist with the collection of magnet school applications; ∃ maintain the collection of magnet school literature and multi-media materials at the recruitment centers; ∃ act as a liaison with public libraries and community organizations regarding recruitment; ∃ train and assist parent volunteers to help with recruitment activities; ∃ attend community outreach, orientation and awareness sessions regarding the MSAP project; ∃ attend project staff meetings and serve as a resource to the MSAP Advisory Council as needed and requested; ∃ encourage and arrange parent and student visitations to magnet schools.

Project Secretary (1 at 100% FTE)

The secretary will provide clerical support for the project director. S/he will have extensive secretarial experience, organizational and record keeping skills, and word processing and desktop publishing skills. S/he will be responsible for all clerical duties associated with the project.

Qualifications and Responsibilities of Project Evaluator: American Education Solutions

The New Haven Public Schools will contract with the firm of American Education Solutions (AES). For the past nine years, AES has worked with the Education Alliance at Brown University to evaluate twenty-nine Magnet Schools Assistance Program grants. In addition, the AES/Brown University team was awarded six rigorous MSAP evaluations during the current grant cycle. AES and Brown will continue this relationship.

Teacher, student and parent surveys have been developed by the Brown University team in cooperation with American Education Solutions (AES). These surveys were a product of an extensive evaluation and research project involving 11 MSAP funded districts in which survey data

and student test scores were analyzed. For this project, the Brown University team will continue with survey development and analysis, the collection, processing and maintenance of survey data, the writing of formative evaluation reports, contributing to the annual performance reports and the collection and analysis of student test score data and the writing of reports presenting and summarizing this data and its analysis for a rigorous evaluation, if approved. **A more detailed work scope is included in the evaluation section of this proposal.** The Brown University team consists of two data manager/statisticians and report writers. They will be supervised by Dr. Debra Collins, Director of Research at the Education Alliance at Brown.

The AES MSAP site visit team includes Dr. Gladys Pack, Dr. Donna Elam, Dr. Nancy Peck, Dr. Verdell Roberts, Ms. Joanne Smith, and Dr. Judith Stein. All have been teachers and administrators and have extensive evaluation experience. Two were assistant superintendents, two were principals, two were Equity Assistance Center Directors and two were directors of magnet schools. The site visitor for this project will be selected from this list.

The duties and responsibilities of the evaluators will include: (1) Implement the entire design described in the evaluation section of this proposal; (2) Work with staff to prepare locally-developed tests, questionnaires, and surveys; (3) Conduct process evaluation with principals, teachers, and parents; (4) Assemble, analyze, and report data as part of the formative and summative evaluation procedures; (5) Provide evaluation feedback to the project director throughout the project period; (6) Monitor all program elements; (7) Interpret data from program to district personnel, school personnel, parents, etc. (8) Prepare interim evaluation reports and annual performance reports.

Consultant Edward Linehan will provide technical assistance to magnet staff and principals in order to ensure that the proposed magnet project will run as smoothly as the ones that he directed for a decade. A founding staff member (1971-1981) of New Haven's first magnet high school and

later, for eight years, the principal of a second high school with a magnet theme. Mr. Linehan served as Director of the New Haven Public School's Choice Office which included supervision of all magnet schools (1995-2003), Hartford's Executive Director of Magnet School Programs (2003-2005), and Supervisor of New Haven's School Choice Office (2005-2007). He has presented at various national and regional Magnet Schools of America conferences; is a founding member of the Connecticut Association of Interdistrict Magnet Schools; was named 2006 Connecticut K-12 Multicultural Educator of the Year by the National Association of Multicultural Education; served as a member of legislative and CSDE magnet school advisory panels; and was an invited Advisory Group member regarding the U.S. Secretary of Education's expansion of Public School Choice (2003). He holds administrator certification from the University of Connecticut, an M.S. in school administration from Fairfield University, and a B.S. from Southern Connecticut State College.

(B)Quality of personnel. (2)The Secretary determines the extent to which: **(iii)** Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools;

Qualifications of Magnet School Resource Teachers (7 100% FTE in Year 1; 8 in Years 2 and 3)

School-based Magnet School Resource Teachers will be hired to work directly in the four proposed magnet schools. In Year 1, when one school will be in the planning stage, there will be seven Resource Teachers, one focusing on the new school's planning process and six (two per school) at each of the other three schools; in Years 2 and 3, there will be two Resource teachers assigned to each of the four magnet schools. These master teachers will support all of the school based activities that are described in this proposal. They will assist in and support the professional development of classroom teachers in the magnet theme areas. They will assist in the development and writing, with teachers and administrators, of the magnet theme curricula. They will assist with

the extensive curriculum development, writing, and alignment described in the quality of project design in addition to planning and facilitating the professional development of classroom teachers.

Minimum requirements for these Resource Teachers will include: ∃ A highly qualified classroom teacher with proven ability in the subject area to be taught. (Please see NCLB criteria for highly qualified teachers following the Magnet Resource Teachers roles in this project) ∃ Have demonstrated proficiency and accomplishment in the teaching of integrated, heterogeneously grouped classes which are comprised of children from diverse ethnic, racial, and socioeconomic backgrounds who possess different levels of academic skills. ∃ Have the proven ability to use various methods and materials to adjust with flexibility to the assessed learning styles of students. ∃ Have had extensive expertise with curriculum development in the magnet theme area to be taught, and have previously written curriculum materials, relevant to the magnet theme, which have been used effectively with children. ∃ Have had prior experience in desegregation related programs and/or magnet school efforts. ∃ The capability to handle staff training responsibilities. ∃ Be experienced in the evaluation of student academic performance. ∃ Be knowledgeable about the School Development Program, and all of its components, and have experience as a member of a School Planning and Management Team. ∃ Have the ability to work productively with students and parents, teachers, and administrators. ∃ Have college level courses, including graduate level courses, in curriculum development, and/or the magnet theme to be developed and taught. ∃ A minimum of five years of successful teaching experience in public schools. ∃ Experience working with diverse student populations in an urban setting; ∃ Ability to work effectively with teachers, administrators, children and the communities served by the district. ∃ Curriculum development experience. ∃ Understanding of the academic needs of diverse populations and appropriate methodology to

improve their academic performance. ⊃ Experience in teacher training.

Duties and Responsibilities

The specific role of each of the Resource Teachers will vary according to the curricular theme of each of the magnet schools. Each will have special training in the theme area that will complement the expertise of outside consultants. All of the Resource Teachers will be part of the school-based governance and management teams. They will also assist the Principal and Project Director in creating special, theme-based curriculum resources for each magnet school and play a key role in providing training for other school staff.

The following is a short list of the responsibilities and duties that these teaches will have: ⊃ Teach demonstration lessons in magnet theme areas for classroom teachers. ⊃ Teach lessons to children that demonstrate how to integrate magnet theme with regular curriculum. ⊃ Teach lessons to children that demonstrate cooperative learning strategies. ⊃ Teach lessons to children that demonstrate various strategies for meeting the needs of all students in heterogeneous classes. ⊃ Teach lessons that demonstrate how multicultural education can be integrated with all curricula. ⊃ Participate in the writing of the curriculum materials that will be prepared for this project, and described in a later section of this proposal. ⊃ Implement the new magnet curricula by training school staff. ⊃ Train and assist in the training of classroom teachers in skills that are needed to teach newly created curricula to students in heterogeneous classes, using cooperative learning strategies, and minimizing or eliminating the use of in-class ability groups. ⊃ Facilitate School Planning and Management Team meetings. ⊃ Support and facilitate the Curriculum Alignment Process. ⊃ Assist in the development and implementation of improvement plans for magnet schools. ⊃ Assist in the creation of brochures and other written information describing the special magnet programs in their

schools. ⇒ Assist in the development and implementation of a school recruitment plan that is coordinated with the district magnet school recruitment plan.

All magnet resource teachers will exceed the Highly Qualified Teacher criteria.

All magnet funded resource teachers to be hired for this project will be required to be **highly qualified** as described in the Connecticut Plan for Implementing the Teacher and Paraprofessional Quality Provisions of the No Child Left Behind Act.

The general requirements that were established by *NCLB* stated that a highly qualified teacher must have: 1) a bachelor=s degree; 2) full state certification and licensure as defined by the state; and 3) demonstrated competency, as defined by the state, in each core academic subject he or she teaches. New elementary school teachers must demonstrate competency by *passing a rigorous state test on subject knowledge and teaching skills in reading or language arts, writing, mathematics, and other areas of the basic elementary school curriculum.* On the middle and high school levels, new teachers must demonstrate competency either by passing a rigorous state test in each subject they teach, or by holding an academic major or course work equivalent to an academic major or advanced certification or credentials. States must establish their own full definitions of highly qualified teachers, as well as their requirements for state certification and alternative certification. In the case of experienced teachers, the state must create a high, objective, uniform state standard of evaluation (HOUSSE) which includes criteria that are: ⇒ set for grade-appropriate academic subject matter knowledge and teaching skills; ⇒ aligned with challenging state academic content and student achievement standards and developed collaboratively; ⇒ designed to provide objective, coherent information about the teacher=s attainment of core content knowledge in the academic subjects the teacher teaches; ⇒ applied uniformly to all teachers in the same academic subject and the same grade level throughout the state; ⇒ not primarily based on the time that a

teacher has been teaching in the academic subject, but does take that information into consideration.

Connecticut=s Basic Requirements for Highly Qualified Teachers

With the responsibilities and flexibility in NCLB, the state developed its criteria. All magnet resource specialists will be required to have met the Connecticut Teaching Competencies, identified as characteristics of highly qualified teachers as part of the state=s *No Child Left Behind* plan. Every teacher will: ∃ demonstrate facility in the skills of reading, writing, and mathematics; ∃ demonstrate knowledge of the subject to be taught; ∃ demonstrate knowledge of human growth and development as it is related to the teaching/learning process; ∃ demonstrate knowledge of the American public school system; ∃ plan instruction to achieve selected objectives; ∃ effectively implement instructional plans and use appropriate instructional techniques; ∃ effectively communicate with students; ∃ help students develop positive self-concept; ∃ facilitate the independence of the student as a learner; ∃ effectively organize time, space, materials, and equipment for instruction; ∃ effectively assess students needs and progress; ∃ effectively meet the needs of exceptional students; ∃ establish a positive learning environment; meet professional responsibilities; ∃ encourage and maintain the cooperative involvement and support of parents and the community.

(B)Quality of personnel. (2)The Secretary determines the extent to which: (iv) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability;

In 1974, the New Haven Board of Education adopted an Affirmative Action policy to ensure equal employment opportunity for all system employees. In 1977, the Department of Education established Affirmative Action goals for the system as a whole and for individual job classifications.

Implementation of these goals was begun in July 1977. This date was selected to coincide with the appointment of the new Superintendent. Recognizing that the impact of Affirmative Action in a school system is of particular importance to the educational process, on October 1978, the Board of Education adopted a policy statement on the "Relationship of Affirmative Action to Education."

NEW HAVEN'S POLICY STATEMENT REGARDING THE RELATIONSHIP OF AFFIRMATIVE ACTION TO EDUCATION

It is a major part of the employment policy of the New Haven Board of Education that no discrimination will exist on the grounds of race, color, religion, sex, age or national origin in any area of New Haven Public Schools. The Board's Affirmative Action Plan recognizes the importance of taking aggressive action to seek out qualified applicants for employment from under represented groups. This plan has particular importance in relation to education and child development. In order for children to learn to live in a democratic and pluralistic society, it is necessary for them to interact in a social system in which members of every group share, in representative proportions, the responsibility of that system's operation. The adequate representation of groups at all levels of our social system also provides children with role models. It is crucial that these role models be sufficiently numerous to convince the children that the accomplishments of these models are not exceptions to the rule, but are possible for anyone who possesses that appropriate qualification. When this occurs, the role models serve to enhance the children's self-esteem and motivation by providing evidence that persons from all races and both sexes can have rewarding careers, and can utilize what they are learning in school to achieve success as adults. In this manner, the students' cognitive performance may be improved through enhancement of affective development.

These factors indicate that the implementation of an Affirmative Action Program is a necessary part of providing New Haven students with the best possible education.

Policy Implementation: The district has aggressively pursued an Affirmative Action and recruitment policy in hiring personnel. The Board has set aside funds to enable district administrators to make recruiting trips to Southern colleges which have high proportions of minority graduates who are certified to teach. We have been fortunate in attracting a large number of qualified minority staff to the district as a result of this process.

The district also promotes its non-discriminatory employment policies by insuring that information regarding its Affirmative Action policy and Title IV compliance is included in all district publications and advertisements for positions. Persons involved in the recruitment and hiring process have also participated in various diversity workshops and training seminars in Connecticut.

New Haven has also made a commitment to developing linkages with local colleges and universities which train students to be teachers and have encouraged them to place qualified minority student teachers in the school district. The district also monitors internal procedures for women to be certain that they are given access to administrative positions and policy-making bodies, and it has a self-policing policy on salary levels that assures that all levels are determined by experience and qualifications rather than on the basis of race or sex.

The following specific steps will be taken to insure equitable participation in project activities by members of all groups who have been traditionally under represented:

1. Postings will be developed for all positions created as a result of the implementation of the desegregation plan, and sent to minority group organizations such as the NAACP and ethnic publications such as Noticias del Mondo and Ebony Magazine. All position announcements will also be circulated internally in our schools.

2. Presentations outlining the Magnet School Program and the professional expectations of staff will be made at all faculty meetings. Interested administrative, classroom and special education staff

of all racial and ethnic backgrounds who possess appropriate qualifications and experience will be encouraged to apply for voluntary transfer to the magnet schools.

3. Advertisements of openings for magnet school professional personnel will be placed in newspapers which have broad regional or national distribution and which have the potential to reach candidates from a variety of racial and ethnic backgrounds.

4. Recruiting trips to southern colleges with high percentages of minority college graduates and to New York City will be made by district administrators to widely disseminate information about available positions for minority group candidates in the magnet school program.

5. Advertisements for non-federally funded magnet school support positions such as teacher aides and teaching assistants will be placed in the local press and sent to organizations representing minorities and senior citizens.

6. Staff will be appointed to the various positions based on their qualifications and experience. The selection process will involve a multiethnic committee. All attempts will be made to develop a staff which reflects diversity in age, race and sex.

7. Parents and members of various cultural and social organizations which serve differing racial and ethnic groups within the community will be provided with information on Magnet Schools employment practices and policies.

8. Written materials will be generated in languages other than English as appropriate.

9. Staff who are members of under-represented minority groups are encouraged to participate in district policy making committees.

Involvement of Disabled/Physically Challenged

Disabled residents of the community and/or staff who suffer from disabling conditions will be encouraged to become part of Magnet School environments and policy making bodies associated

with magnet school operations. New Haven currently employs staff who have disabling conditions, and does not discriminate on the basis of disability in the staff selection process.

Involvement of the Elderly

Retired persons will be invited to work in magnet school programs without penalty to their retirement benefits. New Haven has also actively sought the help of persons from the Retired Senior Volunteer Program who have donated their time and talents in a number of different areas of the educational program.

Involvement of Women

Women have been and will continue to be involved in all Magnet Schools Program activities. The district annually reviews its Sex Equity Plans which contain strategies for insuring that women have access to positions in areas in which they have been traditionally under-represented (such as administration). The district is also conscious of the need to insure that women are represented on policy making bodies, such as faculty councils and district committees.

The district does not discriminate against women employees or students who are pregnant, and makes all possible attempts to enable pregnant women to remain at work or in school as long as is medically feasible. New Haven allows family leave for staff of both sexes without loss of employment status. The New Haven district encourages both women and men to apply for positions which are traditionally sex-stereotyped. It attempts to hire persons who will assist in defusing sex-stereotypes associated with vocations such as male librarians and female industrial arts teachers, whenever possible.

Note: Each part of the following *Quality of the Project Design* section integrates research into the narrative, so that the reader can readily see the relationship between the research and the proposed magnet activities. The citations appear in the narrative and the works cited are listed on

pages 241-245. For the magnet school descriptions, the works cited appear at the end of each description.

(C) Quality of project design. (1) The Secretary reviews each application to determine the quality of the project design. **(2)** The Secretary determines the extent to which each magnet school for which funding is sought will—**(f)** Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

Promoting Desegregation in a Highly Minority Group Isolated Urban School District

The Sheff Case: On July 9, 1996 the Connecticut Supreme Court (*Sheff v. O'Neill*) declared that racial segregation (whether *de jure* or *de facto*) in Connecticut's public schools violated the state Constitution, and ordered the General Assembly to remedy the disparity between urban schools (which serve highly minority group isolated populations) and suburban schools (which serve mainly white and affluent populations).

Justice David M. Borden of the Connecticut Supreme Court summarized the decision by saying that the Court has transformed a laudable educational philosophy into a constitutional mandate.® He went on to say that **virtually every school district in the state is now either unconstitutional or constitutionally suspect. Without explicitly saying so, the majority has effectively struck down, not just for the greater Hartford area, but for the entire state the municipality-based school system that has been in effect in this state since 1909.**® Three governors and the Connecticut legislature have accepted the interpretation that the *Sheff* decision affects all districts throughout the state, and have acted accordingly.

The *Sheff* case and the resulting legislation established the foundation for the extensive interdistrict transfer programs that have become important school reforms in Connecticut. The State

Department of Education has developed an Interdistrict Magnet School Program and an urban-suburban transfer program (Project Choice) so that students from cities can transfer to suburban schools and students from suburban districts can attend city schools. These transfers reduce minority group isolation in urban schools and create more racially and economically diverse suburban schools. Project Choice differs from the Interdistrict Magnet School Program because the receiving schools do not have to be magnets. However, New Haven has used Project Choice transfers to allow suburban students to attend New Haven magnet schools that are not yet formally designated as Interdistrict Magnet Schools, a process that takes several years.

New Haven's magnet program is part of its overall choice strategy, which includes local (intradistrict) magnet schools, interdistrict magnet schools and Project Choice districts and schools. New Haven has developed partnerships with 16 suburban school districts which send students to its schools for the purpose of reducing minority group isolation. Suburban students can transfer to New Haven magnet schools through either the Interdistrict Magnet School Program, or through Project Choice. (For students and their families, there is no distinction between the two programs. Students simply choose schools that have programs that they are interested in.)

Developing racially, ethnically and socioeconomically diverse higher achieving schools of choice has created a culture in which many parents are more interested in a school's program than in its geographic location. An important indicator of success has been whether suburban parents— who come from communities with more resources than New Haven and send their children to schools that often have higher test scores than many New Haven schools—are willing to send their children to New Haven schools. An article from the New Haven Register, quoted in the introduction to this proposal and excerpted here, illustrated that many suburban students, including many white students, apply each year to New Haven Interdistrict Magnet Schools.

New Haven A surge in applications by white suburban students to New Haven's 2007 interdistrict magnet school lottery has given city officials hope that their aim to voluntarily desegregate urban schools is working. ...

The total number of suburban applicants increased by 50 percent over last year, from 927 to 1,386, and the number of white students from the suburbs placed in city schools increased by 98 percent over last year, from 193 to 382, said Ed Linehan, magnet school director.

The total number of white applicants also rose 40.6 percent from 547 in the 2006 lottery to 769 in the 2007 lottery. The total number of white suburban applicants in 2006 was 291 and in the 2007 lottery it was 514, a 76.6 percent increase, of which the 382 were placed, Linehan said.

"That means there is a waiting list of white suburban applicants," Linehan said.

Roughly two-thirds of the suburban applicants are minority students whom Linehan said also add to the economic diversity of city schools.

Forty-four percent of the 5,202 total lottery participants landed a placement in 2,295 slots, but district officials say more slots will open. ...

In New Haven, applicants from 27 towns vied for a slot in the city's 14 interdistrict magnet schools. Linehan said a targeted advertising campaign and the schools' Web site also helped attract attention and new schools managed to sell themselves to parents. ...

New Haven will build on this success by converting three existing schools into magnet schools with special themes and adding a fourth school to feature science and engineering in collaboration with West Haven and the University of New Haven, Linehan added.

The four magnet schools described in this proposal will serve students from New Haven and from its surrounding suburban communities and reduce minority group isolation in highly minority group isolated schools (Beecher Museum School of the Arts and Sciences- 97.8%; John C. Daniels

School of International Communications - 97.6%; Ross-Woodward Classical Studies Magnet School - 87.2%. The Science and Engineering University Magnet School will open in the fall of 2008 as a city-wide school and therefore, if not for the magnet program, would have a minority enrollment of approximately 89%. University Magnet's actual minority enrollment will be less because the magnet program will draw a diverse population including suburban students).

New Haven Magnet Schools Program will build on the district's outstanding record of success with the magnet schools model. New Haven has 19 magnet schools. Since 2003-2004, 12 of those schools had reductions in minority group isolation.

New Haven recognizes that many students and their families desire school choice, including those attending higher performing suburban schools. The fact that 1,246 suburban students attended New Haven schools last year proves that point. New Haven's successes illustrate that urban districts can create alternatives to neighborhood schools that can be attractive to both urban and suburban families.

Therefore, New Haven is not attempting anything that it has not done before. It will establish four new magnet schools that will draw students from nearby suburban communities, just as it has done in the past. However, just as in the past, the support of the Magnet Schools Assistance Program is essential. To be competitive with suburban schools and offer what they cannot to students who are not being well served by their neighborhood suburban schools, (and of course to offer to New Haven students the best possible education), new curricula must be developed and aligned with state standards, teachers must be trained, supplies and equipment must be purchased and integrated into the new curricula, and parents must be informed about the new programs. Without MSAP support none of this can happen. MSAP support also enables New Haven to develop successful magnet schools in compliance with the court order to desegregate its schools. Of New Haven's 19 magnet

schools, 14 received support from the Magnet Schools Assistance Program for initial development or expansion. Of those, 12 are currently being supported totally by local funds. For next year, all 14 will be supported by local funds.

The success of New Haven's interdistrict magnet schools is also important because most of the higher performing schools in New Haven are interdistrict magnets. Of the 13 schools that made Adequate Yearly Progress (AYP) last year, 8 were interdistrict magnet schools.) The New Haven magnet school model not only increases diversity, but also improves student achievement.

It is New Haven's success with creating magnet schools that can meet the needs of both urban and suburban students and the ability to attract suburban students to its magnet schools that will promote desegregation in this project. For urban districts like New Haven, the first step is to attract a more racially and ethnically diverse population to a school. The next steps are described below.

Increasing Interaction among Students from Different Backgrounds

To insure that students from different backgrounds will interact during the course of the school day, New Haven will use the following strategies: (1) heterogeneous classes; (2) cooperative learning; (3) inclusion and mainstreaming; and (4) education that is multicultural.

Superintendent Mayo believes that reform programs and activities will eventually fail if they are not part of a larger school restructuring effort. Each of the items listed above are part of a philosophy that helps guide the New Haven Schools: that all children can learn, and must be given the opportunity to learn the same things together. This can only be accomplished when children are in the same classes, when all students are taught the same curricula, and when their teachers have high expectations for all regardless of race, ethnic group, or socio-economic status.

Heterogeneous Grouping: Every Class, Every School

The first step in insuring the interaction of students from different racial, social, and economic

backgrounds is to put them in the same classes, avoiding the use of “ability” as the sole criteria for the organization of classes. Therefore, every magnet school class will have virtually the same racial composition, and nearly the same proportions of high and low achievers, as every other class in its grade and school. In other words, every class in every magnet school will reflect the racial composition of its grade within a few percentage points. Legally mandated classes such as bilingual and special education will be discussed in a later section of this proposal. After classes are created, but before the beginning of each academic year, the magnet school principals will modify the composition of racially identifiable classes, if any exist, to bring them into balance.

Heterogeneous grouping will present challenges to teachers who may believe that having a narrower range of student abilities in classes is better. Therefore, the training and support that will be part of the School Development Program phase of this project will be an important ingredient in the success of this policy. Teams of teachers and administrators working collaboratively with the support of the New Haven District Office resource staff, will find the most appropriate methods and materials for the groups of students they work with.

The full implementation of heterogeneous grouping in the proposed magnet schools is a good example of the “top-down, bottom-up” philosophy of this project. While the heterogeneous grouping policy is a district decision, its implementation is left to the schools, each of which has a School Planning and Management Team headed by a principal, and which includes representatives of all stakeholders in the school including, of course, parents and teachers. Training to support teaching heterogeneous classes will be implemented during grade team meetings, faculty conferences, and special workshops (after school and during professional development days) in each magnet school. The policy may come from the top, but the implementation must come from the school if it will last.

Assigning students of different racial, ethnic, social, and economic backgrounds to the same classes, and making sure that they are in the same learning groups for most of the school day is only the beginning. Getting them to interact as they learn is the next step.

Cooperative Learning

Cooperative learning is a successful strategy both to foster ongoing interactions among students of different racial, ethnic, and economic backgrounds and to improve student achievement. In cooperative learning, small teams, each consisting of students with different ability levels, engage in various learning activities designed to improve student understanding and skills.

For more than a quarter-century, federally sponsored research centers, field-initiated investigations, and local districts have demonstrated cooperative learning's effectiveness. Research findings from more than 70 such major studies have found, for example, that cooperative learning improved relations among different ethnic groups, increased motivation and improved attitudes that contribute to greater student achievement (Kohn, 1999), and improved relationships between students with disabilities and other classmates. Students who learn cooperatively, compared with those who learn competitively or independently, learn better, feel better about themselves and get along better with each other. Slavin and Madden (1979), in a secondary analysis of data collected in a national sample of high schools by the Educational Testing Service, found that teacher workshops, multiethnic texts, minority history, and classroom discussions of race relations had very limited effects on students' social attitudes and behavior; however, the assignment of students of different races to work with each other and the participation of students in multiracial sports teams had strong, consistent, positive effects on race relations.

There are several variants of cooperative learning, although all support such key cooperative learning elements as group diversity, positive interdependence, individual accountability, and equal

participation. School Planning and Management Teams, with the assistance of the Magnet Resource Teachers, Magnet Schools Director, New Haven resource personnel, and Yale University staff will select the variant of this method that best suits the needs of their students and school. Teachers will receive training in how to implement these techniques, and will receive the support necessary to make it work through the School Development Program. Professional development will prepare teachers to, for example: (1) select group participants, so they are heterogeneously grouped academically, linguistically, and by gender; (2) help students learn to work well in groups and understand group expectations (Speck, 2003); and (3) choose appropriate group tasks, monitor group activities, and make interventions that ensure that all students participate (Cohen, 1994; Webb, Farivar, & Mastergeorge, 2002). Professional development will reflect research findings that students work best in a cooperative learning environment maximizes discussion and interaction and that greater learning gains correlate with higher levels of interaction (Cohen, 1994).

Magnet funding will support the use of cooperative learning in the New Haven magnet schools. Key aspects of each school's approach to learning, such as the emphasis on project-based learning, lend themselves especially well to cooperative learning strategies: the object-based museum studies, for example, at the Beecher Museum School; the coaching and Socratic seminars that will be part of the Paideia model at Beecher and Ross-Woodward; such active learning at Ross-Woodard as simulated archaeology digs; and the environmental awareness units that will be part of Daniels' international communications theme. Beecher students, for instance, will be involved in a multi-part process (Engage, Explore, Explain, Elaborate, Evaluate) that will involve them in work collaboratively to investigate objects and finally to design museum quality exhibits that demonstrate what they have learned. Project Lead The Way/Gateway to Technology at the Science and Engineering University Magnet School will promote communication and collaboration by

emphasizing a teaming approach in the engineering and other instructional units.

Inclusion and Mainstreaming

The magnet program will provide an inclusive educational environment for students with disabilities that will enable them to interact positively with their magnet school classmates while fully developing their potential. By being included, to the fullest extent possible in all magnet activities and in general education classes and extended-day programs, students with disabilities will have the opportunity to interact with those without disabilities in a variety of formal and informal educational settings. Researchers have found that these interactions can help students with disabilities strengthen their sense of themselves and their capabilities; at the same time, those without disabilities can first expand—and perhaps correct—their perception of people with disabilities and then come to value them as individuals (Rynders et al. 1993). Students with and without disabilities will thereby benefit from the program’s inclusion.

Education That is Multicultural

New Haven’s commitment to multicultural education emerges out of a keen awareness that schools are “gate-keeping institutions which are intercultural meeting grounds” (Erickson & Mohatt, 1982; quoted in Trumbull and Pacheco, 2005). Multicultural education is designed to provide all children with an equal opportunity to learn in a culturally affirming and caring environment. It is important for all students to develop a multicultural perspective to enhance:

- (1) A good self-concept and self-understanding;
- (2) Sensitivity to and understanding of others;
- (3) The ability to perceive and understand multiple, sometimes conflicting, cultural interpretations of and perspectives on events, values, and behavior; and
- (4) Understanding of the process of stereotyping, a low degree of stereotypical thinking, and pride in self and respect for all peoples.

A literature review of the field by Dr. James Banks, a widely published scholar in the field of multicultural education, reveals that students can be helped to develop more positive racial attitudes if realistic images of ethnic and racial groups are included in teaching materials in a consistent, natural, and integrated fashion (Banks, 2004). Involving students in cooperative learning activities with students of other racial groups will also help them to develop more positive racial attitudes and behaviors. The New Haven magnet schools will do all that the literature suggests to support multicultural education in ways that have a positive impact on their students and staff. This project will use as resources the Equity Assistance Center (EAC) at Brown University, as well as District Curriculum Resource Supervisors and Magnet School Resource Teachers. The EAC will also provide resource assistance, in the form of a multicultural education expert, to support the magnet school staffs as they develop curricula during the three year period of the Magnet Schools Assistance Program grant. The School Planning and Management Teams will create school policies, and recommend teacher and administrator training that suggest multicultural methods and materials that will improve classroom instruction and increase teacher understanding of their students. All aspects of multicultural education will be further developed by the Magnet Resource Teachers working with groups of teachers, especially during grade team meetings.

Preceding the writing of any curricula, the staffs of the magnet schools will receive training that will enable them to integrate multicultural perspectives into the magnet curriculum that they will develop. Training will address the following five dimensions of multicultural education (Banks, 1994, 2004): (1) **content integration**, which deals with the extent to which teachers use examples, data, and information from a variety of cultures and groups to illustrate the key concepts, principles, generations, and theories in their subject area or discipline; (2) **knowledge construction**, which involves teachers in helping students understand how different people's perspectives influence their

conclusions; (3) **prejudice reduction**, which focuses on the characteristics of children’s racial attitudes, and on strategies that can be used to help students develop more positive attitudes; (4) **equity pedagogy**, which exists when teachers use techniques and teaching methods that facilitate the academic achievement of students from different racial and ethnic groups and from all social classes (e.g., the School Development Program’s the use of child development information to solve such problems as how to improve the academic achievement of African-American and Hispanic students); and (5) an **empowering school culture and social structure**, which requires the restructuring of the school’s culture and organization (e.g., no tracking, heterogeneous classes, high expectations), so that students from diverse racial, ethnic, and social-class groups will experience educational equality and a sense of empowerment.

Professional development by the EAC, as well as by others, will draw on resources that will support teachers in establishing multicultural contexts for student learning. Professional developers and magnet, district, and school staff will draw on such resources as *Leading with Diversity: Cultural Competencies for Teacher Preparation and Professional Development* (Trumbull & Pacheco, 2005) and *The Teacher’s Guide to Diversity: Building a Knowledge Base* (Trumbull & Pacheco, 2005), two publications of Brown’s EAC. These resources lay the foundation for multicultural education by exploring the strategies, actions, and teacher attitudes that help teachers attain—and use in their classrooms—cultural competence in the areas of culture, language, and race and ethnicity. They address such issues as culturally responsive pedagogy (e.g., linking to students’ knowledge and ways of knowing and learning) that will be essential for teachers to develop strong multicultural magnet curriculum.

EAC, with district and magnet staff, will also provide professional development in the following areas: **(1) using textbooks and other instructional materials** so that they can recognize

subtle as well as blatant forms of bias (e.g., invisibility, stereotyping, selectivity and imbalance) and counteract or correct these distortions. **(2) identifying/developing multicultural themes** for each grade level that will be consistently integrated in all subject areas. **(3) exploring teachers' attitudes and instructional practices** so that teachers change classroom practice and do not, unknowingly, transmit stereotypes and biased messages to students. Every magnet School Planning and Management Team will, in cooperation with the Yale Child Study Center, and the Magnet Resource Teachers, create a series of workshops aimed at helping teachers be more sensitive to and better understand the needs of their students, especially their minority students. As was previously discussed, a primary goal is to get middle class, predominantly white teachers and administrators to be more sensitive to, and better understand the needs of their students, especially their minority students.

New Haven is currently implementing the anti-bias program developed by the Anti-Defamation League, "A Classroom of Difference." All magnet schools will use this program, which supports multiculturalism through curriculum that provides teachers with lessons that help students explore prejudice and bigotry, improve critical thinking skills, examine diverse viewpoints, and take leadership roles. Its curriculum supports teachers in exploring their own cultural biases and assumptions, infusing culturally diverse perspectives into the curriculum (rather than compartmentalizing them), establishing an accepting environment for students to grow, and responding to acts of bias. Age-appropriate curriculum is designed for elementary and middle school students and for high school students.

While all of the schools will incorporate multicultural education into their magnet curriculum, it will be a centerpiece at the Daniels School of International Communication, which has students from 12 different countries and a wide range of backgrounds. At Daniels, students will explore

broad-based international themes in four nine-week segments aligned with each grade's curriculum. Among the themes to be explored is The World in My Backyard: Coming to America, which will allow students to learn about the many cultures in their classmates.

At Beecher, museum resources will be at the core of multicultural education: the New Haven Historical Society (local community), Mashantucket Museum and Research Center (Connecticut Native Americans), and the Yale Art Museum (African, American, and Asian art and artifacts). At Ross/Woodward, students will, as part of its Foreign Language in the Elementary School Program, study Spanish and Latino and Spanish culture beginning in the second grade.

Please note that descriptions of the magnet programs of each school will be presented in *(C) Quality of Project Design. (iii)* later in this proposal.

C) Quality of Project Design. (2)The Secretary determines the extent to which each magnet school for which funding is sought will: (ii) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school.

Restructuring for Equity to Improve the Academic Achievement of All Students

New Haven has 42 schools. Sixteen are Title I Schools in Need of Improvement. Of the remaining 26, only 13 attained AYP. Of those 13, 8 are interdistrict magnet schools and 1 is a Lighthouse School. The process of converting a neighborhood school into an interdistrict magnet school restructures the school's curriculum and instruction. By creating heterogeneous classes that contain both urban and suburban students with a wide range of learning styles and educational needs, teachers are forced to modify both what and how they teach. By focusing on presenting the magnet theme to students through integrating it with core academic subjects when it is most appropriate and, to some extent, presenting it in separate classes, teachers go through a process in which they

reconsider the curriculum and the standards on which it is based, modify the content of lessons and how they deliver the lessons, and then aligning the new lessons and units with state standards. As described later in this Project Design section, the basis of the magnet curriculum development process will be the concept of “Power Standards,” prioritized standards that are both aligned to State standards and essential for student success. At the end of the process, if it is successful, teachers are more familiar with state standards and have increased their expertise with the curriculum that they teach. They are able to balance their own ideas and professional expertise, the existing curriculum and instructional program, the textbooks, the views of experts in the field, the district frameworks, and state content and assessment standards.

As Beecher, Daniels and Ross-Woodward go through the process of magnet conversion, the professional development provided to classroom teachers will assist them in weighing the competing priorities of their own judgments, the textbook, the standards, the tests, the assessments, state guidelines, district curriculum documents and multicultural materials, and school developed magnet theme curricula. The professional development provided by the magnet resource teachers in cooperation with the District Curriculum Supervisors and their staffs is necessary to assist teachers to make informed and balanced decisions about what is taught in their schools and how it should be taught. The use of Power Standards across the curriculum will guide teachers in identifying what is most essential to teach.

Teachers will be familiarized with the content standards in a given area, the curriculum based on those standards, and techniques for teaching the curriculum to a diverse group of students in heterogeneous classes using differentiated instruction, cooperative learning and other techniques that do not separate and categorize children by race and socioeconomic level.

In other words, the magnet schools described in this application will be restructured for

equity. Their organizations and structures will be altered to replace practices that hurt some children with strategies that help everyone. This means:

(1) The magnet schools will have heterogeneously grouped classes. All classes on a grade will have approximately the same proportion of minority and white students and the same proportion of students with high and low test scores;

(2) Differentiated Instruction and Cooperative Learning will be used in all magnet schools;

(3) All students will have their needs met by their classroom teachers as much as possible. All intervention strategies will be assessment driven and tailored to the specific needs of students.

(4) All students will receive enrichment to better meet their needs and interests. New Haven schools recognize that all children deserve the chance to receive enrichment in areas that interest them. In the case of magnet schools, themes are designed to increase student engagement so that teachers can find new ways to better meet student needs.

(5) The literacy programs at the magnet schools will be strengthened.

(6) Teachers will work in collaborative teams to better meet the needs of their students. Using the Power Standards magnet curriculum development process described later in this section, these teams will meet weekly to write units and lessons that incorporate the magnet theme and align them with state standards; receive professional development; develop, review and modify goals for students; consult with specialists; review assessment and test results and modify instruction to better meet the education needs of students; and meet with parents.

Any program that seeks to restructure for equity must include a change process. For New Haven that process is the School Development Program.

Each school will have the School Development Process (SDP), a validated, research supported exemplary program, fully implemented. SDP developed, by Dr. James Comer and the

Yale Child Study Center, was one of the original fifteen model programs chosen for use by the Comprehensive School Reform Program. The School Development Program, which facilitates change both at the district level, and at the school sites proposed in this application, is an organizational and management system based on knowledge of child development and relationship issues. At the school level, it promotes school based management and shared decision making, extensive staff development, and periodic assessment and modification of all aspects of school operation, through the School Planning and Management Teams. The School Development Program is currently used in over 250 schools in 19 states and the District of Columbia.

In its Catalog of School Reform Models, the Northwest Lab summarized research from seven studies conducted both by Yale and independent researchers on student achievement in School Development (Comer) schools. Some studies have compared student achievement in Comer schools to that in control schools. In one longitudinal study (1992-1997) in Chicago schools, researchers who compared ten Comer schools with nine randomly selected no-treatment schools found that, by the last two years of study, the Comer schools had demonstrated higher gains than the comparison schools: a difference of about three NCE points in both subjects (Cook et al, 2000). Another study (Millsap et al., 2000) suggests that higher-implementing SDP schools in Detroit had a greater impact on reading scores relative to comparison schools than lower-implementing schools.

Other studies have compared student achievement in Comer schools to that for the district as a whole. In Prince George's County, Maryland, for example, average percentile gains on math, reading, and language arts CAT scores for the district's 10 Comer schools were significantly higher than the average percentile gains for district schools as a whole. Comer schools in Benton Harbor, Michigan, also witnessed considerable improvements in CAT scores over a four-year period, though district scores in some subjects in some grades improved as much as or more than scores in Comer

schools. Several studies have found that student achievement improves more at schools that faithfully implement the Comer Process than at low implementation schools.

Finally, a number of studies have documented improvements in behavior, attendance, self-concept, and school climate in Comer schools.”

Differentiated Instruction: Empowering Teachers to Increase the Achievement of All Students

No two children are alike; no two children learn in the identical way; an enriched environment for one student is not necessarily enriched for another. Although essential curricula goals may be similar for all students, the methods teachers’ use in the classroom must be varied to suit to the individual needs of all children. Learning must be differentiated to be effective. Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process (Tomlinson, 1999, 2001, 2003). It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning. There are generally several students in any classroom who are working below or above grade level and these levels of readiness will vary between different subjects in school. It is important to offer students learning tasks that are appropriate to their learning needs rather than just to the grade and subject being taught. Teachers must provide 3 or 4 different options for the students. Readiness, learning styles and interest vary between students. In a differentiated classroom, all students have equally engaging learning tasks.

In preparation for differentiating, the teacher diagnoses the difference in readiness, interests and learning styles of all students in the class, using a variety of performance indicators. Differentiation begins by varying the content, processes or product for each group in the class. As the teacher becomes more proficient using these techniques, differentiation can occur at all 3 stages of

the process for some students. The essential curricula concepts will be the same for all students but the complexity of the content, learning activities and/or products will vary so that all students are challenged and no students are frustrated.

Differentiation occurs in the content, process, product or environment in the classroom: (1) **Differentiating Content/Topic:** Differentiating content requires that students are pre-tested so the teacher can identify the students who do not require direct instruction. Students demonstrating understanding of the concept can skip the instruction step and proceed to apply the concepts to the task of solving a problem; (2) **Differentiating the Process/Activities:** Differentiating the processes means varying learning activities or strategies to provide appropriate methods for students to explore the concepts. For example students may use graphic organizers, maps, diagrams or charts to display their comprehension of concepts covered (3) **Differentiating the Product:** Differentiating the product means varying the complexity of the product that students create to demonstrate mastery of the concepts; (4) **Differentiating by Manipulating the Environment or Manipulating Learning Styles:** Varying teaching strategies makes sure that students will learn in a manner compatible with their own learning preference and also expands teachers' repertoire of alternative learning strategies.

Improving the Academic Achievement of Students in Need of Greater Assistance

For each of the proposed magnet schools, it is important that the children who score in the lowest quartiles on standardized tests show marked improvement, and that the gaps in achievement between minority and white students be narrowed as quickly as possible. New Haven's Literacy Program's first step to intervention is to assure that all students receive a solid, high-quality instructional program, which is generally referred to as Tier 1 of the Intervention model. Tier 2 includes more intensive, small group, targeted instruction. The level of support increases by reducing the teacher-to-student ratio in a small group setting. Additionally, instruction focuses on

skills. The next level of intervention, Tier 3, includes even smaller groups, generally one to three students, with the instruction broken into more discrete instructional skills. Since Tier 1 and 2 interventions are based on scientific reading research (detailed in a later discussion of New Haven's Core Curriculum) and delivered by truly highly qualified staff, Tier 3 involves a limited population of students.

Regular assessments are necessary to guide grouping decisions, instructional pace, and individual need for support. In the early grades, it is important to assess the specific skills and strategies that provide the foundation for such long-term outcomes as comprehension and fluency. Because students need to master these precursor skills, reading assessment in kindergarten and grade one must be frequent and specific. New Haven assesses regularly on Phonemic Awareness, Alphabetic Principles, Oral Language, Concepts of Print. Assessment is necessary both to monitor progress and to identify causes of reading weakness. Unlike primary-grade assessment, which starts with discrete skills, upper-grade assessment often starts with reading comprehension and then becomes more discrete in order to pinpoint particular sub-skills that are causing reading difficulty. In this way, assessment in the upper grades becomes increasingly diagnostic.

New Haven organizes its assessment toolkits around four broad categories: screening assessments (assessments that provide information about the student's existing knowledge and skill base); ongoing progress-monitoring assessments (assessments most useful to monitor and adjust instruction); summative assessments (assessments at the end of a time period); and diagnostic tests (assessments to pinpoint specific skill needs in individual students; usually administered after screening or progress-monitoring tests reveal weakness).

In grades K-3, besides the Phonemic Awareness, Letter and Letter Sound Identification, Concepts of Print and Oral Language tests, staff administer the Developmental Reading Assessment

three times a year. Additionally, in grades 2-5, district mini-assessments, adhering to the Connecticut Mastery Test (CMT) model, are administered and analyzed every six weeks. In grades 6-8, they are administered and analyzed every nine weeks. Teachers, Administrators and Literacy Coaches have been trained in Data-Driven Decision Making delivered by the Center for Performance Assessment. Each school and grade level must meet regularly in data team meetings.

In all cases, teachers need to understand the expected targets of mastery for individual skills in order to identify students at risk of difficulty and to tailor instruction to meet identified needs. Assessment information will provide the evidence not only that students are learning, but also that teachers are teaching skillfully. Assessment information should provide the guidance necessary for grouping students for special intervention and added support.

The magnet schools will use the following research-based programs to address specific student literacy needs: (1) Good Habits, Great Readers (grades 3-5), whose materials support small-group reading instruction and help build the habits of mind that great readers possess (e.g., seeing themselves as readers, making sense of text, using what they know, understanding how stories work, reading to learn, monitoring and organizing ideas and information as they read, thinking critically about texts); (2) Read 180 (grades 6-8), a computer supported program focused on building fluency and comprehension that has been cited as having established effectiveness (SEDL, 2003); (3) the Wilson Reading System (WRS), which targets secondary special education students with severe decoding and spelling difficulties, includes assessment and multi-sensory instruction, and has been cited as having established effectiveness (SEDL, 2003); and (4) Edmark, which is designed for students with learning or developmental disabilities and those who have not succeeded with other reading methods, and uses a whole-word approach, with short instructional steps, consistent repetition, and positive reinforcement to ensure that students experience immediate success;

The literacy programs at each magnet school will be strengthened by: (1) implementing the literacy programs listed above with intensive professional development provided by Literacy Coaches; (2) providing professional development for all teachers and paraprofessionals on the areas outlined in the Connecticut State Department of Education's *Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas* (2006); and (3) implementing multiple reading intervention programs.

Gifted Students --Who Should Be Denied Access To Enrichment?

Every magnet school student will receive enrichment activities that supplement the regular school curriculum, and are based on the magnet theme of the school. Because New Haven values individuality and rewards initiative, it implements programs that offer enrichment activities to all students, and allows them to first discover and then pursue their various gifts, talents, or special interests. Such frameworks currently exist in variants suggested by Howard Gardner, and Joseph Renzulli, to name just two. What these inclusive enrichment programs share is a much broader definition of gifted, and a belief that many girls and boys, in all racial, ethnic, social, and economic groups, possess gifts and talents that need to be discovered and encouraged (Renzulli, 2005). For example, Renzulli's Triad presents various enrichment activities to all students, and then in a multistage program, gives them the tools and support to explore these areas as far as they can or want.

The School Planning and Management Team of each school will determine the model that will be used to deliver these experiences. They may use the Renzulli Triad, a system based on Dr. Gardner's seven intelligences, or some other program that meets the needs of their students. Regardless of what is chosen, no child in a New Haven magnet school will be denied access to enrichment. To aid in the selection process, the magnet staff and Brown University Equity

Assistance Center staff, will meet with School Planning and Management Teams in various combinations, to be coordinated by the Magnet Resource Teachers and the Magnet Director, to assist them in becoming more familiar with various inclusive enrichment models, choosing one, and obtaining the necessary training to implement the model. By February 2008, all schools will have chosen such a strategy and will begin scheduling staff training with the assistance of the magnet and/or Equity Assistance Center staffs.

Restructuring for equity requires schools to offer high quality education to all children. The strength of the School Development Program is that it allows schools to invent, devise, or discover their own solutions while given the resources to make informed decisions, and train their staffs.

English Language Learners

As described in the previous discussion of equal access, the magnet schools will meet the educational needs of their English Language Learners (ELLs), by including them in all of their magnet activities and offering a strong ESL/bilingual education program that reflects the Connecticut State Department of Education's English Language Learner (ELL) Framework's goal: (1) to use English to effectively communicate in social settings; (2) to use English to achieve in all academic settings, including language arts, math science, and social studies; and (3) to use English in culturally appropriate ways. Each magnet school will provide ELLS with instruction that relates directly to each Framework goal's content standards and learning indicators.

The magnet schools will meet the needs of English Language Learners, both while they are designated as ELL and after they have transitioned into mainstream classes but still require additional support to achieve at their capacity. The magnet schools will: (1) train all classroom teachers in how to support ELL and former ELL students in Cognitive Academic Language Proficiency (CALP) skills, which are necessary for students to master English-only content-area

material; (2) coordinate instruction by bilingual, ESL and regular classroom teachers; and (3) train bilingual and ESL teachers to fully support all magnet activities, and use magnet theme enrichment activities as the content of English as a second language lessons. As a result of New Haven's Curriculum Revision Process, all language arts guides have ELL strategies embedded in the document.

General education, ESL, and bilingual education teachers at all magnet schools will participate in professional development activities that focus on research-based best practices for use with ELLs. These practices will, for example, include: (1) integrated curriculum, which provides opportunities for stimulating language input (Short, 2002; Kowal & Swain, 1997); (2) use of language across the curriculum (Doherty et al, 2003); (3) a content-based approach that builds on the Cognitive Academic Language Learning Approach (CALLA), which has been successful in improving student learning and academic competence at each ELL's grade level (Chamot & O'Malley, 1994); (4) accelerated instruction and enriched, rather than remedial, approaches (Cloud et al, 2000); and (5) scaffolding (Robb, 1996), sheltering (Short, 2002), and other techniques that provide critical linguistic modifications and contextual clues.

All students at the Daniels School of International Communication will be part of its research-based English-Spanish dual language program, which will include both English Language Learners and English-dominant students. Instruction for ELLs at Daniels will build on its international studies magnet theme and will draw on best practices in the field of dual language learning cited by Center for Applied Linguistics and other leading researchers (Lindholm-Leary, 2005; Howard et al 2005). In addition to the strategies to enhance second language development that are listed in the previous paragraph, Daniels will have a clearly articulated language policy (Lindholm-Leary & Molina, 2000), and take an approach that supports additive bilingualism.

including the integration of multicultural themes into learning activities (Molina, 2000).

Students with Disabilities

As previously described, New Haven is fully committed to providing an inclusive educational environment for students with disabilities so that they can interact positively with their magnet school classmates. Students with disabilities will be mainstreamed as much as possible, and will participate in the magnet program as fully as possible. Mainstream teachers will receive training and support to better serve these students. **Special education teachers will be included in all staff training, and will be represented on the School Planning and Management Teams of every magnet school to ensure the full participation of their students.** In addition, special education teachers will be part of all joint planning sessions and conferences in which general education teachers participate. As described in greater detail previously, special education teachers will help maximize achievement and ensure that each student receives the services outlined in the IEP by providing a range of support to the student's general education teacher, including consultation services. Students with disabilities will also benefit from the use throughout the magnet schools of differentiated instruction and from reading intervention programs that are specifically designed for special education students, such as the Wilson reading System and Edmark.

Collaborative Team Meetings: Improving the Academic Achievement of All Students Through Joint Planning and Professional Development

The focus of New Haven's magnet schools is diversity: racial diversity, socioeconomic diversity, diversity in learning styles, diversity in abilities in various subjects. They have much more diversity, in all of these areas, than any neighborhood school. Therefore, to serve all students effectively within heterogeneous classes, teachers must become expert in meeting the educational needs of very diverse groups of children. Experience has shown that when teachers work

collaboratively to develop and implement units and lessons, the amount of magnet theme integration and alignment with local and state standards increases, and the individual needs of students are better served.

Therefore, the teaching schedules in every magnet school will be organized to enable teachers, and all others who deal with a group of children, to meet once per week for joint planning and problem solving. Strategies for individual students will be discussed, as well as materials, methods, lessons and anything else that relates to the improvement of practice for that group of students. Meetings will be attended by a Magnet Resource Teacher who will facilitate the session and use it for curriculum development and alignment, and the infusion of magnet theme materials into lessons and units. These sessions will also be used for professional development. The emphasis will be on coordination of instruction, and joint planning.

Meetings will be attended by classroom teachers, a magnet resource teacher, a teacher with a specialty such as a special education, or English as a second language teacher, and a principal or assistant principal. In the elementary school grades, there will be grade teams where teachers share curriculum concerns and plan units and lessons. For middle grades, the teams will be determined by grade, but also by the groups of students taught. In other words, middle school teams will be composed of English, social studies, mathematics, and science teachers who teach many of the same students. These teams will engage in the following activities to assist them in better meeting the needs of the diverse groups of students that they instruct: **(1) Develop, review, and modify long and short term goals for each student.** These meetings give teachers a chance to discuss student successes and problems, and possible solutions. Academic, behavioral, social, and personal problems of students will be discussed. Guidance counselors will often attend the meetings. The purpose is to insure that all children are reaching their potential, and that barriers to success are

removed, or at least lowered. All children will be taught to the same high standards. **(2) Write and modify, units, lessons, materials, and methods that best meet the needs of different groups of students.** Planning for heterogeneous groups of students can be daunting. No one teacher has all the answers. Working with colleagues on lesson and unit planning and modification allows teachers to share successful ideas and approaches. Because a Magnet School Resource Teacher or Literacy Mentor will be a part of these sessions, they can share successful approaches of other groups. For the middle school grades, teachers will plan interdisciplinary lessons that break down the sometimes artificial walls between curricula areas and help students see the interrelatedness of various disciplines. Joint lesson planning often removes the burden of teachers doing what some perceive as endless modifications for the many needs of their diverse student bodies. It will be at these meetings that units and lessons actually used in classrooms will be based on Power Standards, aligned with state standards, and infused with the magnet theme. **(3) Consult with specialists** such as the Magnet Resource Teachers, Literacy Mentors and other literacy specialists, subject area specialists or teachers, English as a second language teachers, etc. to plan joint lessons and projects, and to ensure that magnet themes, and other supplementary instruction complements and reinforces the regular curriculum of the school. **(4) Review assessment and test results on a regular basis and modify methods and materials for students based on this information.** The team approach encourages discussion of individual student progress, and enables teachers to share strategies that have worked in similar situations. **(5) Receive training in the context of team meetings.** Since magnet resource teachers will take part in these meetings, they can more accurately assess the training needs of teachers, and provide assistance. For example, if a teacher has an inadequate science background and is intimidated by hands on science, or demonstrations, the magnet resource teacher can visit the class more often and perform demonstration lessons, send the science specialist in to demonstrate

lessons, team the teacher with one whose strong suit is science, or get support from the District's Supervisor of Science. The topics that come up during team meetings might include questions related to the infusion of magnet themes into units or lessons, classroom management, expectations of teachers of students, reading instruction, mathematics instruction, science instruction, homework, magnet themes, and parent involvement. Team meetings will be an effective adjunct to more formal training such as workshops and seminars. **(6) Meet with parents.** At the elementary school level, several teachers get to know every child. Therefore, teachers often find it helpful to meet together with parents to discuss the progress of the child and how family and school can work together to improve the child's school success. At the middle school level, having the English, social studies, mathematics, and science teachers together for parent meetings will be helpful in giving parents a more accurate view of their child's progress, and in formulating joint strategies to assist students.

Improving the Academic Achievement of the "Average" Student

New Haven's magnet schools will benefit all students, including the large middle group of students who have tremendous potential, but are often overlooked when schools focus their resources on students at either end of the achievement spectrum (e.g., low achievers and gifted students). For the "average" student, this means that they will: (1) have multiple opportunities to develop their full potential, including enrichment activities (too often limited to high achievers) and additional assistance, as needed; (2) gain entrance to magnet schools based on their interest, not their academic achievement; (3) attend schools whose teachers use creative teaching and learning strategies designed for heterogeneous populations; and (4) have the same ongoing access as other students to the key critical thinking, technology, information science, and communications skills that they need for educational and career success.

Magnet school teachers will offer enrichment to all students, who then have the support to

explore each area as extensively as they can or wish. Their use of differentiated instruction will enable them to provide both "enrichment" and "remediation" in the same class. This approach will enable teachers to identify each student's strengths and weaknesses, so that a student who is "average" in science might need additional assistance in reading, but be able to do advanced enrichment in math. As a result, teachers will provide a heterogeneous group of students with the best learning activities to meet particular student needs, rather than categorizing them according to their achievement level. Teachers will thereby be able to focus on the whole student, while they work with the student's other teachers to develop activities that complement each other and better enable that student—and all students—to improve their achievement, critical capacities, and employment options.

C) Quality of project design. (2) (iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving student reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

Although each of New Haven's magnet schools will have its own unique theme, all share characteristics that, as a group, separate them from other New Haven schools, and will make them more attractive to parents, and more effective for students. These characteristics are: **(1) Restructuring for Diversity:** Heterogeneous class grouping; the extensive use of differentiated instruction and cooperative learning groups; inclusion and mainstreaming; the implementation of all five components of multicultural education that were previously described. **(2) The Comer School Development Program:** School based management (School Planning and Management Teams); the use of child development knowledge and mental health principles to solve school and student

problems; an extensive Parents Program. **(3) Systemic Reform:** the Paideia model at two schools; a school-wide English-Spanish dual language program at one school; Project Lead The Way/Gateway to Technology at one school; expansion and restructuring at two schools (Beecher expanding from K-6 to PreK-8; Daniels expanding from PreK-6 to PreK to 8), opening in Year 2 of the new Science and Engineering University Magnet School (grade 6 in Year 2; grades 6-7 in Year 3); curricula that, at a minimum, meet all Connecticut State content standards and which, in turn, meet standards established by nationally recognized experts in each discipline; Power Standards that are aligned with State standards; a district improvement plan which has been approved by the State of Connecticut and implements improvements in six areas assuring that all students will meet state performance standards in all curriculum areas; school improvement plans which create goals and objectives for restructuring and developing each magnet school. **(4) Attractive magnet themes** at each magnet school that makes it unique, and especially attractive to a wide range of families from different racial, ethnic, social, and economic backgrounds. Each theme increases the rigor of core curriculum. One school, Daniels, will become a dual language school with an International Communications theme. Using the Paideia model, two schools will either become a museum school with an Arts and Science theme (Beecher) or adopt a Classical Studies theme (Ross-Woodward). A fourth school, the Science and Engineering University Magnet School, will emphasize the sciences and be located on the campus of the University of New Haven.

Connecticut Standards, Power Standards, and Curriculum Development

The State of Connecticut has created high quality content standards, developed assessments based on those standards, and supports local districts that adopt those standards. As part of a larger initiative spearheaded by the State, New Haven is in the midst of an extensive curriculum revision process. New Haven currently has curriculum frameworks in twelve areas: early childhood,

language arts/English (K-12), mathematics (K-12), science (K-12), social studies/history (K-12), library and media technology (K-12), bilingual/ESL (K-12), foreign languages (K-12), social development (K-12), unified and technical arts (K-12), fine and performing arts (K-12), and physical education/health (K-12). These resulted from a Curriculum Alignment Process that aligned curriculum vertically and horizontally with State standards and New Haven curriculum frameworks and provided guidance for classroom teachers about what their students should be able to know and do.

By the beginning of the proposed project, New Haven will be approximately one-third of the way through a process (to be completed during the 2008-2009 school year) that will result in revised Pre-K-K to grade 12 curriculum documents in these content areas. The basis of this process is the Connecticut Making Standards Work initiative, which builds on the work of the Center for Performance Assessment—a group that has already provided training for New Haven staff. At the core of this State approach is the concept of “Power Standards,” prioritized standards that are aligned to State standards and are absolutely essential for student success. In each grade, they are the “safety net” that will better prepare students to move into the next grade. They enable teachers, who have limited time, to focus on what is essential. Beginning with these Power Standards, New Haven staff has been developing vertically-articulated curriculum that includes designed and required learning experiences supported by scientific research-based instructional strategies and assessment (e.g., the use of Significant Tasks that define for teachers the most important students outcomes of each unit). In this process, they have identified connections between the selected Power Standards and State and other accountability assessments. For each curriculum area, staff has been developing a scope and sequence pacing guide that is tied to district-wide assessments that are regularly administered every six or nine weeks. Each curriculum guide includes and highlights areas of integration with literacy and math.

The Magnet Resource Teachers and district curriculum personnel, who have already been training in—and are currently implementing—this curriculum development/revision process, will assist staff teams from each magnet school in using the Power Standards approach to develop magnet theme-related curriculum. The Magnet Schools Resource Teachers will assist schools to find resources, provide problem solving interventions, and maintain a high level of quality in the curriculum development and writing work. School teams at each magnet school will identify Power Standards related to magnet themes and then “unwrap” the standards and indicators to identify critical concepts and skills which they can use to plan lessons, focus instruction, and drive assessment. From these unwrapped concepts and skills, they will identify "Big Ideas," or lasting understandings; they will then formulate "Essential Questions" that they will both share with students at the beginning of each instructional unit and use to select lessons and activities designed to enhance student understanding of the concepts and skills. The coordination of this process by the School Planning and Management Team will ensure that all of the necessary pieces that are needed to successfully implement new curricula will be in place: the selection of new textbooks if necessary, and the creation of new tests or assessment methods that will measure the material that is being taught, the acquisition of the resources necessary to properly implement the new curricula, and the training of teachers in cooperative learning and other strategies that will enable them to meet the needs of all children in heterogeneous classes.

Once the magnet theme curricula are developed during grade team and middle school team meetings (and during before and/or special after school and summer curricula development sessions), the Magnet Resource Teachers will support teachers as they integrate these lessons with the regular curricula and hone techniques for teaching the curriculum to a diverse group of students. All magnet

school curriculum will be fully aligned with state standards and the New Haven curriculum frameworks.

Project-based Learning

The Power Standards approach to curriculum development is well suited to project-based learning, which will be central to all magnet school curriculum. Project-based learning emphasizes Big Ideas and students' active roles as discoverers and shapers of their own learning experiences. Each problem-based learning activity is based on one or more "Essential Questions" that students need to address. With teacher facilitation, students engage in project-related tasks that involve: (1) complex and challenging questions or problems and authentic content; (2) student-designed activities that allow students to work alone and with others to investigate and make decisions as part of their problem-solving process; (3) extended and relatively autonomous student work; and (4) culminating student-developed presentations or products that illustrate what they have learned (Moursund, 1999). Educators have identified a number of other key features that are characteristic of project-based learning. Among these are reflection, cooperative learning, and incorporation of adult skills (Diehl et al, 1999), as well as using authentic questions, working within a community of inquiry, and making use of a range of cognitive (technology-based) tools. (Thomas, 2000).

Magnet Standards

Magnet school staff will develop specific magnet standards that indicate what students will know and accomplish as a result of the school's magnet theme. These will be aligned and integrated with core state standards. As a result, when parents and/or students select a magnet school they will have a strong sense of what will be expected and what they will accomplish in the magnet program that goes beyond the basic district or state standards. The development of specific Magnet standards will be tied directly to the design and implementation of magnet curriculum and will help parents and

students to know what is unique about each magnet school. Magnet standards will also be aligned with and integrated into the required state and local content and student achievement standards.

Magnet standards will be public knowledge and will be available to all staff, parents and students. To create magnet standards, teachers will begin by developing exit level performance standards for the exiting grades that will reflect the knowledge and skills staff believes are important for students to attain and that are unique to the magnet program, while also supporting the state academic content standards and student academic achievement standards. The magnet standards will reflect the knowledge/content to be learned, the skills the student will need to know and use to create products, the performance or product and how good is good (the rubric that will be used to judge whether the student has attained the standard). The magnet standards will become part of the magnet themes, units and lessons throughout the year. One way to do this is through thematic instruction and project-based learning. The magnet schools supported by this grant will develop exit criteria based on their magnet standards. Students will complete projects, display their portfolios or have exhibitions. In this way parents will better understand that the magnet schools have provided their children with skills and knowledge, with an education experience, that they could not have received in another New Haven school.

New Haven's Core Curriculum

Language Arts: The Literacy Standards for the New Haven Public Schools are designed to promote lifetime learning. The overriding goal is for all students to develop the literacy skills they need to reach their potential and to become informed members of a global society. The New Haven K-8 Literacy standards are based on national and Connecticut standards and are aligned to the Connecticut Mastery Test, grades 3-8. New Haven Standards reflect Connecticut's vision that every student will be highly skilled in reading, writing, listening, speaking, viewing and presenting across

all content areas. The *Connecticut Framework Standards* are sequenced prekindergarten-12, and based on the goals and standards of the *International Reading Association and National Council of Teachers of English*.

Literacy instruction is also shaped by the Connecticut State Department of Education's 2006 document, *Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas*, which focuses on literacy instruction as learners encounter literacy tasks that are increasingly challenging and complex, and perceives literacy instruction as the responsibility of both English language arts and other content-area teachers. The magnet schools will incorporate into their literacy instruction the multiple conclusions of this report, including: (1) a knowledge of what good readers do when they read; (2) the core comprehension and writing strategies that can be taught; (3) comprehending, interpreting, and evaluating texts as primary literacy learning goals for most 4th-12th graders; (4) the importance of continued literacy instruction; (5) the need for explicit instruction, scaffolding and coaching from teachers, for differentiated materials and instruction, and for information technology incorporated into the classroom; (6) ongoing assessment to inform teacher decision-making; and (7) the regular use of writing to explore and expand text meaning.

The literacy approaches described below will be supplemented by the previously described reading interventions, including Good Habits, Great Readers (grades 3-5), READ 180 (Grades 6-8), and Edmark.

In New Haven, a comprehensive literacy design is embraced. Its literacy curriculum includes explicit instruction in phonemic awareness, phonics, comprehension, oral language, vocabulary, fluency and writing. All K-6 students have three hours of literacy instruction with at least 90 minutes of uninterrupted time. Grades 7-8 have a minimum of 90 minutes devoted to literacy, and the content area teachers are instructed to support reading for information, writing and vocabulary.

The Literacy Block is segmented into the following components; Read Aloud, Shared Reading, Guided Reading, Independent Reading, Interactive Writing, Modeled Writing, Guided Writing and Independent Writing.

Clearly, word recognition and decoding are foundational reading skills, and must be core elements of any program of beginning reading instruction. These skills alone, however, do not lead automatically to effective comprehension. Good word recognition and decoding skills are necessary but not sufficient for students to be able to read and make sense of the many kinds of text they will encounter in (and out of) school (Adams, 1990; RAND Reading Study Group, 2002; Snow, Burns, & Griffin, 1998).

In New Haven, both vocabulary and comprehension are emphasized. The powerful relationship between comprehension and vocabulary knowledge is one of the most consistent findings in reading research. As cited in the Report of the National Reading Panel (2000), research consistently shows both that good readers generally have large vocabularies and that improving students' vocabularies also can improve their reading comprehension. Students who lack adequate vocabularies or effective word-learning strategies necessarily struggle to achieve comprehension.

Additionally, funds have been devoted to purchasing high quality non-fiction texts starting in every grade, including kindergarten. Research shows that students need to use models for the specific strategies they use to read content-rich text. These strategies include asking questions before, during, and after reading; creating mental pictures (visualizing); determining main ideas; monitoring comprehension throughout reading; repairing comprehension when needed; drawing inferences and synthesizing information (Saul and Dieckman, 2005).

The New Haven Literacy Program adheres to the following model of comprehension instruction that includes the following five components: 1) an explicit description of the strategy and

when and how it should be used; 2) modeling of the strategy in action; 3) collaborative use of the strategy in action; 4) guided practice using the strategy with gradual release of responsibility; and 5) independent use of the strategy.

The magnet schools will have literacy coaches who will work with all Pre-K-8 teachers and paraprofessionals. The literacy coaches model and provide professional development in the area of literacy. In addition, literacy mentors set up literacy competency groups for teachers and paraprofessionals to focus on students who are at-risk.

In the middle grades, each student has two periods of Reading/Language Arts. Assessments are analyzed and the reading classes provide intervention programs for students who are at-risk. The interventions are tailored to meet the needs of the K-8 and 5-8 middle school students.

Magnet teachers across grades and disciplines will use Marzano's systematic approach to teaching academic vocabulary across the curriculum (Marzano, 2004). This six-step approach includes three steps that introduce new terms (e.g., student restatement of the description) and three that review the terms in ways that give students greater insight into their use (e.g., discussions and games that allow students to ponder and discuss the terms). While these strategies are designed particularly for students who do not come from academically advantaged backgrounds, they are valuable to all students who need to develop a store of academic background knowledge that will help them achieve academically. Researchers have found that, as a result of direct vocabulary instruction on words related to content, students who started in the 50th percentile in reading comprehension with no direct vocabulary instruction, dramatically improved (33 percentiles) as a result of such instruction (Stahl & Fairbanks, 1986).

Each magnet school will approach literacy instruction in a way that both engages students and links literacy to the school's magnet theme(s), with: (1) Beecher Museum School of Arts and

Science teachers using the Paideia Model as the pedagogical basis for integrating literacy with museum studies (e.g., object-based learning as a way to learn about people, eras, and ideas); (2) Daniels School of International Communication teachers integrating the international thematic units into the core dual language literacy curriculum (e.g., collecting family stories about their cultural traditions; reading biographies and novels that make connections among cultures); (3) Ross-Woodward Classical Studies Magnet School teachers using the Paideia Model's emphasis on comprehension and interpretation for the school's Junior Great Books curriculum, Latin For Word Power studies (middle grade), Empowering Writers program, and theme integration (e.g., reading accounts of the invention of the cotton gin, biographies of the inventor and manuals of the invention as part of the study of Innovation Through Exploration)

Mathematics: The Mathematics Program in the magnet schools focuses on the National and State Standards for Mathematics. The purpose of this program is to develop the skills necessary to succeed in mathematics in the upper grade levels where the content expands, but is dependent upon the skills learned in the lower grades. The magnet schools will focus on ten major areas: Number Sense, Operations, Estimation and Approximation, Measurement, Spatial Relationships and Geometry, Probability, Statistics, Patterns, Classification and Logical Reasoning, and Mathematical Applications

The program that we are using to support math learning in the grades K-4 is the Saxon Mathematics Program. This research-based program provides a mathematical structure for teachers to follow. The program is designed to present information to students in a spiral that consistently reviews and expands upon concepts learned. Content is not taught in chunks as it is in most programs. The math instruction is rooted in three basic tenets: incremental development, continual practice and review, and frequent, cumulative assessment. Incremental development means that

concepts are taught in small, easily understandable pieces that are presented over the course of the academic year. Once an increment has been taught, it is reviewed daily through a process called continual practice and review.

Saxon Math is proven effective by both classroom results and scientific research. **Research on Saxon Math:** A number of scientific studies have proven that Saxon Mathematics Programs, significantly increase achievement. Quasi-experimental studies conducted by Calvery, Bell, and Wheeler (1993) and Nguyen and Weeter (1994) showed that elementary students who use the Saxon math program significantly outscored those who used other math programs. Saxon's ability to close the achievement gap among elementary students is supported by Hansen and Greene (2000), who found that the group using the Saxon program initially were lower achievers than the non-Saxon group, but higher achievers at the end of the study.

The major advantage to this program is the assessment system. Each teacher has an assessment binder to keep track of all student assessment data throughout the year. There are three types of assessments used in the program in grades one through four. Written assessments are given every five lessons. Oral assessments are administered every ten lessons. Fact assessments are given weekly. All three types of assessments are recorded with details to show how the student is progressing. This assessment information is used to create ad hoc groups of students to best serve their needs academically.

Teachers will create lesson plans that address individual and group needs based on previous assessments. The magnet schools will utilize a system of running records that will allow for the collection of student data. Lesson plans will focus on the essential questions that must be asked at various levels of instruction. This lesson planning piece is unique to New Haven. It is not part of the Saxon Program.

The purpose of the grades 5-8 mathematics program is to build higher level mathematics skills to prepare students to study algebra, geometry, and pre-calculus at the high school level. The schools will focus on twelve major areas: Number Sense, Operations, Estimation and Approximation, Ratio, Proportion, and Percent, Measurement, Spatial Relationships and Geometry, Probability, Statistics, Patterns, Algebraic Concepts, Classification and Logical Reasoning, and Mathematical Applications. The application of mathematical skills is a major focus. The curriculum is broken into modules that are vertically aligned over the four years of middle grade mathematics. This vertical teaming is crucial to the success of the mathematics program.

The magnet schools will focus on extending Algebra I to students at the eighth grade level. These students will begin their accelerated journey in grades 5 and 6. The Algebra I program in the middle school is exactly the same as the program taught in the high school. It is very hands-on and challenging. Students who are successful in Algebra go on to study geometry—and more advanced mathematics—at the high school level.

At all levels, schools use a variety of manipulative materials, calculator technology, computer technology, and text materials. In grade 5, the schools will use the Scott Foresman-Addison Wesley series. In grades 6 through 8, they will use the Glencoe Course I through III program. At the algebra level they use the McDougall Littell Concepts and Skills series. All of these programs are research-based.

The Mathematics Department assesses all students in grades 5 through 8 at the end of each curriculum unit. In all, students are assessed six times per school year. These assessments allow teachers to address the individual needs of students through differentiated instruction by putting plans in place to support students at all levels. Administrators, staff developers, and teachers all look

at the assessment data carefully to identify areas of success and areas in need of instructional improvement.

The magnet schools will take differing approaches to mathematics instruction. At Daniels, for example, the second language will be taught daily through math and literacy, and students will study time, distance and geometry through world architecture. At Ross-Woodward, Classical Studies students will learn the origin of numbers and mathematics, and they will study measurement and geometry through art and architecture. The Science and Engineering University Magnet School will provide 6th-8th graders with a rigorous integrated math/science curriculum designed to prepare them for a demanding high school program, with, for instance, problem-solving illustrations and assignments in mathematics courses that uses content examples from the science and engineering courses.

Science: Two of the four proposed magnet schools have a science theme. PreK-8 Science for the magnet schools is based on an *Interdisciplinary, Inquiry-Based Approach*. Each grade has a curriculum that is constructed from National, State and District Frameworks and Standards. The key materials used in each grade is focused on the inquiry-based, hands-on STC, FOSS, and GEMS kits. These kits are used in different grades and for different science areas.

Science and Technology For Children (STC) is a complete science program for children in grade K-6. With STC, students engage in investigation and discovery activities using everyday materials along with basic science equipment. Filled with innovative hands-on activities designed to motivate young students, STC is the result of a joint effort by some of the leaders in the fields of education and science. The National Science Resource Center (NSRC), operated by the Smithsonian Institution and the National Academy of Sciences to improve the teaching of science in the nation's schools, began developing STC in 1988. The curriculum was completed in 1997. Each unit has been

rigorously researched and constructed and then fine-tuned with input from teachers and children in schools across the country.

FOSS is a research-based science program for grades K-8 developed at Lawrence Hall of Science, the Public Science Center at the University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse classrooms and to prepare them for life in the 21st Century. The FOSS program is based on the belief that the best way for students to appreciate science, learn specific concepts, and develop the ability to think well is to actively construct ideas through their own questioning, investigating and analyzing. The FOSS program was created to engage students in these processes as they explore the natural world. FOSS K-6 is a complete modular program consisting of 26 modules for self-contained classrooms or science labs. FOSS materials cover the themes of: **Life Science, Physical Science, Earth Science, and Scientific Reasoning**. FOSS employs such teaching strategies as **inquiry** and **multisensory methods**, in which students use all five senses in learning. The FOSS materials and instructional strategies lead to deeper understanding in science. Extensive use of workshops are a continuing priority so that teachers will efficiently and effectively implement and integrate these kits into their instruction.

Coordinated with FOSS and STC is GEMS, which was also developed at Lawrence Hall of Science complements the FOSS materials. GEMS was evaluated by the United States Department of Education's Mathematics and Science Education Expert Panel and found to be a "Promising Science Program."

Students in the New Haven magnet schools will be expected to master (on the appropriate developmental level) each of the five major strands of science each year. In addition to the kits, these students will also be expected to work on a Science Fair Project, either as a class project (grades

PreK to 3), in a team of 2-4 students (grades 4-8), or as individual projects (grades 7-8). The Science Fair initiative is a key element in the students obtaining Scientific Literacy, with a focus on experimentation and scientific methodology. The Science Fair Project is an example of interdisciplinary integration, as it encompasses literacy, mathematics and technology. The use in PreK-8 schools of a science non-fiction guided reading series also integrates science with literacy.

Students at each magnet school will benefit from science learning related to its magnet theme. The Beecher Museum School of Arts and Sciences will, for instance, focus on such themes as “A Day in The Life ” (e.g., examining various species of plants and insects at the West Rock Nature Center); “Invention and Exploration” (e.g., studying the inventions of Leonardo Da Vinci through virtual museums on the Internet); “The World We Live In” (e.g., the natural world of animals, as well as earth sciences, at the Yale Peabody Museum of Natural History; marine species at the Mystic and Norwalk Aquariums); and “Up, Up and Away” (e.g., the study of the Solar System at the Hall of Minerals, Earth and Space at the Yale Peabody Museum and the study of the history of Aviation and the Story of the Wright brothers in a complete unit provided by the Smithsonian Institution). At Daniels, students will study the science of the world (e.g., weather and its effect on the world, the Rainforest and air and water pollution, and worldwide health issues). In their interdisciplinary Innovation Through Exploration curriculum, Daniels students will learn how to assemble a working simple machine using interchangeable parts. At the Science and Engineering University Magnet School, the five 9-week independent units of Project Lead The Way’s Gateway to Technology (GTT) will offer a rigorous science curriculum that will consist of Design and Modeling, the Magic of Electrons, The Science of Technology, Automation and Robotics, and Flight and Space.

Social Studies: The Social Studies/History program focuses on preparing students to be valid contributors to a democratic society. A major goal of the program is to instill an understanding,

appreciation of, and sensitivity to global diversity. The district’s revised standards-based curriculum accomplishes this goal as it is soundly anchored in professional development in research-proven instructional methodology and in authentic up-to-date materials.

The Social Studies/History program addresses student needs to internalize a continuum of skills and knowledge in six content strands: **Diversity, Civics, Geography, Economics, History, and Current Events** with a comprehensive, interdisciplinary, multicultural perspective aligned with National, State and Local standards. This aligned instructional program better prepares students and staff to meet the challenges of new assessments.

Through a spiraling, expanding approach to Social Studies the program is dedicated to providing students with meaningful and challenging learning experiences connected to social studies content and applications. The spiraling approach provides students with opportunities to critically reflect on events and issues, to examine the present, make connections with the past and consider the future. In each unit of study, students are encouraged to:

- understand and prepare to exercise their roles, rights, and responsibilities within the family, the community, country and the world
- develop an appreciation of democracy and what it means to be an American
- demonstrate respect for human equality and cultural diversity
- think critically, evaluate information, and practice effective communication.

Prescribed learning outcomes are designed to encourage in-depth study from multiple perspectives (e.g. time, place, culture, values) and to lead students to think critically and make reasoned judgments. Suggested instructional and assessment strategies emphasize an understanding of underlying ideas and relationships. Curriculum “units of study” are developed to assist student to make logical connections between: historical and contemporary events and issues (past, present and

future); regions, environments and cultures around the world (global); the curriculum and students' personal interests, concerns and career aspirations (personal) and various content areas (interdisciplinary).

Acquisition of knowledge contributes to responsible citizenship when it is used by students to inform their judgments, share their opinions, solve problems, and guide their actions. The prescribed learning outcomes focus on content and process as well as supporting an open-minded approach to interpreting perspectives on varied issues. Suggested instructional and assessment strategies engage students in thoughtfully generating, applying and assessing ideas about the world.

Social studies will be integrated into the curriculum at all of the magnet schools, and all will emphasize student development of problem solving and thinking skills through use of primary source materials and Document Based Questions. At the Beecher Museum School, for example, as part of the "A Day in The Life" curriculum, the youngest students will study community photographs from the Historical Society to compare a day in the life of their urban community with a day in the life of the community in the past, while 2nd graders will view sarcophagi, hieroglyphics, stone reliefs, and other Egyptian artifacts at the Peabody Museum and Yale Art Gallery as they learn about Egypt and Ancient Egyptian cultures, and intermediate-grade students will learn about Native Americans at the Mashantucket Pequot Museum and Research Center. At Ross-Woodward, students will focus their integrated studies on the history, geography and ideas of ancient and great civilizations (e.g., Greece, Rome, China, India, Native America) and will study the beginnings of the democratic form of government, classical ideals, and great teachers (e.g., Plato, Socrates, Aristotle).

Staff Development as an Outgrowth of Standards-Driven Curriculum Development

The New Haven Public Schools will embark on a comprehensive magnet school staff development program, both for teachers and administrators, specifically tailored to meeting

identified staff development needs for delivering standards-based instruction. The staff development program will be facilitated, coordinated and, at times, conducted by the Magnet Resource Teachers, district curriculum supervisors, and/or selected consultants. Although each school will have a staff development plan as part of its Comprehensive School Improvement Plan, it will be modified throughout the school year as curriculum alignment and magnet theme development progress.

In addition to the project staff, outside consultants and networks, and Yale University faculty will assist in teacher and administrator training. In addition, the regional Equity Assistance Center at Brown University will provide training in multicultural education that is sensitive to issues of race and gender equity; identification of racial stereotypes in curriculum materials and the development of methods to counter their negative effects; human relations training designed to facilitate racial harmony in the schools; cross-cultural communication techniques; and other equity issues. Connecticut State Education Department staff will also provide training in areas related to state standards and assessments, including the Connecticut Making Standards Work Initiative, which focuses on Power Standards.

Training activities for classroom teachers will take place throughout the project year. Specific training activities, goals, and objectives will be developed for and included in the Comprehensive School Plans, which can be modified during the school year. The specific training, design of the training modalities, length of training, etc., will be determined by the teachers and administrators at each school through their School Planning and Management Teams. The schedule of training will be flexible. Training can take place during the school day, in which case substitute teachers will be hired to release teachers from their classroom duties, after or before school, on weekends, holidays and/or during the summer. It is expected that all school staff at each school will receive extensive training by the end of the three-year project.

At each school, magnet funding will expand opportunities for all teachers, including special education/ELL teachers, to create interdisciplinary learning/teaching teams, as well as other structures designed to promote ongoing support and learning (Little et al, 2000) and strengthen alignment and academic rigor (Connell et al, 2005). A major vehicle for training, possibly the major vehicle, will be the **Grade Team** and **Middle School Team** meetings. During these collaborative planning sessions, which will take place through common planning times during the school day, teachers will learn how to develop and align curricula, how to teach heterogeneous classes, how to infuse magnet theme materials into aligned units and lessons, and how to work collaboratively with colleagues. Trainers will include Magnet Resource Teachers, New Haven Public School resource staff, outside consultants identified by the magnet and school staffs, teachers participating in the Power Standards magnet curriculum development process, and magnet theme development teams. The literacy coach at each school with elementary school grades will model effective literacy instruction and provide ongoing support to teachers and paraprofessionals. Participating teachers will receive training in effective standards-based instructional practices and in the use of Power Standards. By participating in the Power Standards magnet curriculum development process, teachers from each school who are responsible for developing their school's magnet curriculum will themselves be engaged in a professional development activity. They will learn as they develop curriculum—and subsequently they will be able to assist their colleagues in effectively using Power Standards.

The topics of the training will be identified by teachers and administrators either at the beginning of the school year and included in the staff development plan, or as the school year progresses. In addition to the topics cited above and those (below) that relate specifically to the Paideia model and the **Project Lead The Way (PLTW)/Gateway to Technology (GTT)** program,

staff development will address such topics as: (1) literacy across the curriculum; (2) Differentiated Instruction; (3) cooperative/collaborative learning; (4) project-based learning; (5) thematic interdisciplinary instruction; (6) supporting students with IEPs and ELLs in the general education classroom; (7) creating flexible groupings; (8) enrichment activities in heterogeneous classes; (9) interventions for students needing additional assistance; (10) test-related skills and strategies as part of classroom instruction; (11) standardized test formats; (12) application to instruction of brain-based research on learning; (13) monitoring student progress as part of ongoing assessment; and (14) creating in each school a cadre of teacher leaders in all academic content areas.

Staff at the two schools using the Paideia Model, Beecher and Ross-Woodward, will have intense on-going professional development in Paideia instructional practice. (These practices are described in detail in the sections on these two schools.) The **National Paideia Center** enables schools to tailor training to achieve specific goals: for example, demonstration seminars, coaching in specific grade levels or subjects areas. Historically, schools have implemented the Paideia Program in a three- to four-year cycle, with each year focused on one of the training phases. While these training phases do build on one another, each addresses a different facet of teaching and learning: (1) Year 1—literacy and positive ethics and culture; (2) Year 2—community involvement adult collaboration; and (3) Year 3—collaborative improvement process; integrated assessment tools. Training also addresses such issues as Teaching Math-Science/History/Literacy via the Paideia Seminar” and “Assessment in the Paideia Classroom/School.” The Paideia Seminar is a formal, intellectual discussion facilitated with open-ended questions about a text. It is a very powerful form of dialogic instruction for both students and adults and can be used effectively in a wide variety of settings. It is specifically intended to teach the conceptual understanding of the ideas and values inherent to the curriculum. The “Teaching Literacy via the Paideia Seminar” training, for example,

is designed to help teachers of grades 6-12 orchestrate complete, engaging literacy events. This training includes a particular emphasis on effective strategies for pre-seminar reading and post-seminar writing.

Staff at the Science and Engineering University Magnet School will participate in the extensive professional development process offered by **Project Lead The Way (PLTW)**, which has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. The first year of the project will be devoted to planning. There will be extensive PLTW training during this period with teachers who will be hired to teach at the school beginning in the 2008 - 2009 school year. PLTW's **Gateway to Technology (GTT)** program addresses the needs of middle school students. (The description of this magnet school will provide extensive information on PLTW/GTT.) The school will be on the campus of the University of New Haven, which is part of the PLTW Network in Connecticut. The professional development process will include training through PLTW's network, including Summer Training Institutes, ongoing professional development, and graduate college credit opportunities for teachers. Through this unique form of professional development, more than 5,000 teachers have become proficient in project- and problem - based instruction. The Project Director will work with PLTW and PLTW Network staff at the University of New Haven to tailor professional development services to the needs of teachers who are developing and then implementing this new magnet school. Teachers will also have access to such PLTW online documents resources as: (1) Effective Teaching Strategies; (2) How to Use the PLTW Curriculum; (3) an Assessment Handbook which focuses on writing course assessments; and (4) Activities - Project - Problem - Based Learning: A Modality of Teaching and Learning, which presents a

comprehensive overview of the levels of learning modalities in its curriculum.

The Magnet Program Begins

For the Beecher Museum School of the Arts and Sciences, the Ross-Woodward Classical Studies Magnet School and the John C. Daniels School of International Communications planning and implementation will take place during the first year of the project. Implementation will continue during project years two and three. As curriculum units are developed, classroom teachers will begin implementing the theme-based, standards-driven instruction. Classroom teachers will be assisted in implementation by the magnet schools resource teachers. Instruction will be modified, as necessary, as the curriculum units are revised and refined.

For The Science and Engineering University Magnet School that will open at the beginning of the 2008-2009 school year, only planning will take place for project year one (2007-2008). The magnet resource teacher for this school will work with her/his colleagues from the other schools, with the project director, with the staff of the Office of Curriculum and Instruction and university and practitioner experts to develop and write the magnet curricula described in this application and to hire and train new staff.

The unique programs of the magnet schools are presented below:

Ross-Woodward Classical Studies Magnet School

What Makes This School Unique?

The magnet theme of Ross/Woodward School will be Classical Studies implemented through the Paideia model. All students will participate in rigorous academic studies and be involved in intense social discourse that will both help them to become knowledgeable, responsible and productive members of society. The rigor of a classical education is not the result of the curriculum and standards alone, but also of how that curriculum is taught.

The classical curriculum at Ross-Woodward will be “enriched” with writing and publishing opportunities, the study of a foreign language, art, drama, music, Junior Great Books, leadership development, and character education. Teachers and staff will promote learning for understanding. How students perceive and process knowledge will provide the basis for this understanding. The philosophy of classical education is best defined as an education based on a core curriculum of integrated subjects and the mastery of high critical thinking skills. The instructional plan for the school is built on four compatible strands of significant and successful educational research: thematic instruction; Paideia teaching strategies; a strong skills program; and an integrated core curriculum. Staff will have intense on-going professional development in Paideia instructional practice.

The word Paideia comes from a Greek word meaning “the upbringing of a child.” The goal of the Paideia program is to provide a rigorous liberal arts education that allows all students to develop the skills needed to think and act critically as responsible citizens. Paideia is Socratic teaching at its best. It is the perfect instructional practice for the teaching of Classical Studies.

A Paideia school offers a unique approach to active learning, as Paideia’s two-fold goal is: to teach all students to think, and to enable all adults in students’ lives to see themselves as lifelong learners as well. To this end, the Paideia classroom combines three instructional techniques; didactic

instruction, coaching of academic skills, and Paideia seminar discussion. Together, these three types of instruction have been proven to improve the literacy, problem solving, and thinking skills of students at all grade levels and levels of achievement. Paideia is also known to enhance school climate and culture, leading to a safer overall environment for learning. *“The best education for the best is the best education for all”* provides a clear description of the underlying tenets of the Paideia philosophy.

Paideia Research Findings: Paideia schools are known for their capacity to significantly improve the educational experience of students. Research documenting Paideia’s impact dates from the mid-1980s. Early studies, based on schools in Chicago, Cincinnati and Chattanooga, suggest that Paideia reform has an effect on the climate of the classroom and school, increasing both student and teacher interest in academic study and democratic self-governance. Most recent research efforts have corroborated these assertions, also adding new conclusions regarding the program’s influence on academic achievement and social development.

The Guilford Study (1998-2002): The University of North Carolina Greensboro Center for Research and Evaluation has conducted the most comprehensive research on Paideia. This four-year evaluation evaluated Paideia implementation in Guilford County, North Carolina. Over 75 schools participated in the study, offering researchers an opportunity for broad-based, long-term observation. In year-end reports, improvements in two major indicator areas were highlighted: academic achievement and social development. The 1998 report states, “The achievement effects in schools committed to Paideia increased at a faster rate than the other schools.” The 1999 report states, “In addition to Paideia’s impact on achievement, the effects we observed on several measures of student affect are important to consider. In particular, the effects on interpersonal factors suggest that students in Paideia classrooms consistently experience less friction and alienation. Because of

increased concern about school violence stemming from student alienation, this is a very important finding.” The 2000 report states, “ Paideia implementation does appear to be influencing scores on the NC End-of-Grade Tests.”

Asheville (NC) Middle School showed a noticeable improvement in the percentage of students who passed the End of Grade (EOG) tests in both reading and mathematics from the year prior to implementation of Paideia (2001) and its first year (2002). With regard to reading, the improvement was consistent across all students in all three grades. One of the more significant findings was that there was a large percentage increase of African American students passing the EOG reading tests across all three grades at Asheville Middle School. As for mathematics, Paideia had a clear and positive impact from the year prior to implementation to the end of the first year of the program for 6th graders, and there was a clear and consistent decrease in the achievement percentage gap between African American and White students across both reading and math and all three grades.

In a study of the Hamilton County, Tennessee Paideia schools (2004), a review of a cross-section of student performance in the academic areas of reading, language, math, science and social studies revealed a considerable and positive difference in the average national percentile score for students in grade 3-8 that attended a Paideia school, as opposed to grade peers in other Hamilton County Schools.

Vision: *As I walk through Ross Woodward, I see reproductions of people’s great works of art, architecture, and science throughout the school next to explanations written by students and student works of art and their own inventions.*

Primary students have become ancient Greeks as they plan and participate in the school’s Olympics. Intermediate students are engaged in a simulated archaeological dig. They create

artifacts that show life in ancient Greece and write stories about each of the artifacts and what they are used for.

Intermediate students virtually walk through the castles of France, dance at a festival and invent a catapult as they experience medieval feudal civilization.

A school-wide project is preparing a time capsule with the most important artifacts and documents that would provide a picture of life in the year 2008.

A teacher led Seminar is taking place in a primary class about the Tortoise and the Hare. Students discuss why the Tortoise won the race, while in a student-run intermediate classroom, students discuss the Greek Midas Myth.

In a middle grade class, students study Greek Democracy and compare that form of government with the U.S. form of democracy. They have studied the U.S. Constitution and have put it into their own words.

Magnet Theme Description:

In its pursuit of excellence, Ross-Woodward Classical Magnet School will focus student learning on what is timeless and of lasting significance. This will be accomplished through a thematic process in which the school focuses on the themes of Ancient Civilizations, innovation Through Exploration, Arts and Letters and Government and Leadership. Each theme will last nine weeks and culminate in school-wide exhibitions. Teachers will align thematic units with state content and assessment standards and New Haven curricula frameworks.

A rigorous classical curriculum will support and enhance the New Haven curriculum through a study of: ► A world language beginning in second grade; Classical world literature that reflects people's greatest work throughout time; ► A knowledge and understanding of world history and the lessons of history for today's world; ► An understanding and appreciation of the classics in art.

music and the theater through experiences at each grade level; ► A knowledge and appreciation of people's great accomplishments in science and exploration; ► An emphasis on the classical tradition of educating the whole child, including: instruction in and encouragement for character education, a focus on self-discipline; an emphasis on the connection between healthy minds and bodies; and an appreciation for the universal principles of truth, justice, honesty and respect as contributing members of society.

The Study of World Languages

Spanish: Students will study the Spanish language and Spanish and Latino cultures beginning in second grade. Current brain research indicates that there is a window of opportunity during childhood when basic connections for language learning are most easily made. Children who start learning a second language in elementary school have an easier time hearing and processing the language and perform better in their first language in school overall. Students will continue studying Spanish throughout the elementary and middle school years at Ross/Woodward.

Latin: For one hour each week, 6th through 8th graders will study Latin for Word Power, which emphasizes etymology. By studying Latin, students will increase their knowledge of root words, prefixes, and suffixes and will better appreciate the richness of the English language.

Classical Studies: *The ability to appeal across time is what makes a book a classic. It doesn't feel dated. It also deals with the questions we ask ourselves over and over again regarding our identity, relationships with one another and finding our place in the world."* (Rudine Sims Bishop)

Students will read and study enduring classics: from fairy tales to Aesop's Fables; from Mother Goose Rhymes and other favorite children's poetry to Pandora's Box and the Midas Touch; from American historical documents such as the Declaration of Independence and the Constitution; from American folk tales to Native American legends, Japanese Tales, and Greek myths; the most

enduring literature in all cultures.

Archaeology: Students in grades 5 and 6 will engage in a **DIG** using an interactive simulation, which is a complete unit of instruction that incorporates traditionally taught material into a simulated environment in the classroom.

Middle grade 7th and 8th grade students will explore archaeology through the **Smithsonian Institution's Smithsonian in The Classroom's** lessons on Decoding The Past: The Work of Archaeologists. Through this series of lessons, students will learn that written accounts cannot present a complete record of human history. To recover the past without written history, we must turn to archaeology, the study of material remains to learn about past human experiences. Students will learn how an archaeologist works and will follow an actual archeological dig at the Big Bend Reservation in South Dakota.

An Understanding and Appreciation of Classics in the Arts: Music

The Arts Program includes: attendance at performances by visiting musicians and the New Haven Symphony, and the playing of compositions by a classical Composer of the Month inside the main entrance to welcome students and visitors and help set the classical tone of the building.

Instrumental Music: Starting in grade 3, students may choose to receive group instruction on a weekly basis and will be eligible to participate in the band and string orchestra.

An Understanding and Appreciation in the Classics In the Arts: Visual Arts

The studio art program will include museum and field studies to the Hartford Athenaeum, the Yale Art Gallery as well as visiting artists. Framed pieces of students' art, interspersed among copies of "old masters" and Nineteenth and Twentieth Century paintings from countries and cultures throughout the world will line the hallways of the school.

Structure of Delivery:

Classical Studies will be integrated into all subject areas to enhance the curriculum. Staff will work in grade-level and vertical teams to develop the classical themes and lessons. Magnet Resource Teachers will support classroom teachers in theme integration. Classical Studies will be integrated into the classroom through the Paideia process.

Separate Classes

Foreign Language: Students will study Spanish language and customs of the many Latino cultures beginning in 2nd grade.

Music: All students will receive instruction in vocal and instrumental music, as well as music appreciation, which will focus on great works in music through the work of major composers. This course of study will start in the primary grades with the study of Peter and the Wolf and Carnival of the Animals, and proceed to the middle grades where students will be exposed to the work of Beethoven and Mozart and great operas and ballets.

Art: Students will create works of art and will learn to appreciate great art. They will also study and make crafts.

Instructional Methods:

Ross-Woodward will employ Paideia instructional practice through a thematic approach.

Thematic Instruction organizes a curriculum around themes that connects standards-based materials to authentic learning contexts. Themes must be sufficiently flexible to accommodate the process skills and content knowledge necessary to meet state and local standards. Thematic instruction will be taught using the Paideia approach.

The Paideia Approach: Paideia is a systemic approach to restructuring schools to foster more active learning and a better use of teacher and student time. Teachers and administrators review

curriculum standards and then plan the uses of teaching strategies and primary sources. Coaching is focused on the development of skills that are integrated with the seminars.

The Paideia method of instruction includes lecture, coaching, and seminars. An important distinction between Paideia reform and other contemporary reform movements is that not only does the Paideia program provide a philosophical framework, it also gives teachers explicit guidelines about classroom teaching that reflects that framework. The clearest example of this is the strong emphasis that Paideia reform places on seminar leadership and coaching, as opposed to the more didactic instruction. This method is used to help students develop critical thinking skills. Higher levels of thinking and questioning are used throughout the curriculum.

Lecture is a form of **didactic** instruction where the outcome is information or knowledge of the facts in a field or subject matter. The most effective didactic teaching involves the acquisition of knowledge by the students rather than mere information. **Coaching** implies some improvement in a skilled performance, the skills in question being language, mathematical or scientific skills. Through seminars, the student understands ideas and issues. **Seminars** involve consideration of the significance of what has been read or what has been experienced. With this method, all children have equal opportunity to respond in class, and all responses are valued.

Paideia Principles Imply: ►The same quality of schooling for all children. ►The schooling must be general, liberal and humanistic. ►The curriculum stresses key ideas and basic skills with primary sources used for seminars and textbook for references. The stress is on active learning for both students and teachers. Paideia includes three kinds of learning: acquisition of organized knowledge; development of the intellectual skills of learning; and an enlarged understanding of ideas and values.

Didactic Instruction: Acquiring Knowledge: Didactic classes are the starting point for the Paideia experience. Teachers and students identify the essential questions to be answered. Essential questions serve as doorways to student understanding. These essential questions exist in every discipline and are used to frame both content and process.

Students learn facts, concepts, information and formulas. Didactic instruction refers to lecturing in the form of oral or written presentations in all subject areas. The instruction should be sufficiently lively to engage the learner's mind, not just memorization of facts.

Coaching: Developing and Practicing the Skills of Learning: Students practice and master skills introduced in their Didactic classroom experiences. Coaches/teachers use a variety of small group activities to involve students in guided practice. They provide appropriate feedback and reinforcement to students at each step in their learning process. Coaching focuses on "Students Learning by Doing" and "Students as Workers."

Socratic Seminars: Thinking Critically, Understanding Ideas, Listening, Improving Communication Skills Through Practice: Socratic seminars are the culmination of the Paideia experience. These weekly seminars focus on literature, historical documents, works of art and other primary source materials. These seminars encourage children to use critical thinking skills and express their thoughts about the world around them. All students participate and share ideas and opinions. Articulation, conceptual understanding and listening are the key skills addressed during Socratic Seminars.

Standards-Based Education:

Classical Studies will be aligned with the Connecticut State Standards and integrated into the New Haven curriculum through curriculum mapping. Through the Paideia process, teachers will map

the curriculum, identify essential questions and plan for didactic teaching, intellectual coaching and coached projects and seminars.

Content and Skills

The curriculum in all content areas will be enriched through a grade-appropriate focus on the best in literature, music, art, architecture that the human intellect and spirit have created. By exposing children to the classics in the truest sense, they will gain knowledge, skills, and insights. The curriculum will include a Classical Studies theme integrated into all content areas and instructional strategies. For example, literacy activities will include **The Junior Great Books curriculum (JGBC)**, which involves students in intensive, collaborative, guided practice in interpreting outstanding literature drawn from many cultures. For each story they read, students discuss and write about interpretive issues through a sequence of activities. In most activities, students form divergent interpretations, back up their interpretations with evidence from the text, and comment on each others' interpretations with evidence from the text. For **Latin For Word Power**, middle grade students will study the origin of words. Ross-Woodward will use the **Empowering Writers** program, which is a comprehensive writing curriculum that supports the teaching of state standards through innovative curriculum materials and professional development opportunities that emphasize teaching methods and lessons.

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Beecher Museum School of Arts and Sciences

What Makes This School Unique?

“Imagine an educational environment in which youngsters at the age of seven or eight, in addition to—or perhaps instead of—attending a formal school, have the opportunity to enroll in a children’s museum, a science museum, or some kind of discovery center or Exploratorium. As part of this educational scene, adults are present who actually practice the disciplines or crafts represented by the various exhibitions. Computer programmers are working in the technology center, zookeepers and zoologists are tending the animals, workers from a bicycle factory assemble bicycles in front of the children’s eyes, and a Japanese mother prepares a meal and carries out a tea ceremony in the Japanese house. Even the designers and mounters of exhibitions ply their trade directly in front of the observing students.” (Gardner, 1991).

This is the vision of Beecher Museum School of Arts and Sciences. Beecher Elementary/Middle School will create a Museum School by forming a partnership with the renowned museums in New Haven, as well as museums throughout Connecticut. These partnerships will enable students to use museum collections and exhibitions as a springboard to inquiry projects in all areas of the curriculum. Students will learn about history, science and the arts using a real world context and experiences from museum-based education. Students will work in their classrooms and in the museums. Museum educators, artists and scientists will visit Beecher to work with teachers and students. In addition, students will experience virtual museum collections via the internet. Teachers will develop interactive object-based units and lessons in collaboration with museums, historical sites and exhibitions throughout the community.

The museum theme will be implemented through a challenging standards-based thematic curriculum using an interactive approach through object-based learning that will introduce students

to museum environments featuring history, science, technology and the arts. The mission of the school is to involve all students in object-based and inquiry-based learning to help them become creative thinkers who work cooperatively to solve problems.

Beecher will become a laboratory in which school and museum educators work together. Students will come into contact with authentic resources and they will better understand what museums do and how they operate. New Haven's many museums will become extensions of Beecher's classrooms.

The Museum Magnet School will use the Paideia approach of problem-based learning through broad-based themes related to grade level curriculum, to help students acquire knowledge and develop critical thinking and problem solving skills. Paideia is a systemic approach to restructuring schools that fosters active learning and a better use of teacher and student time.

Object Based Learning: The strategy most often used in museum schools is object-based learning. With object-based learning, students examine cultural objects (art, artifacts, specimens, documents, etc.) and learn about them and their relationship to people, eras and ideas. This method of learning enables students to look directly at an object—a painting or a sculpture, artifact or primary document—and by exploring the answers to questions, discover its role and importance in the world—past, present and future. Objects are used to initiate discussion, as well as make connections to the learner's own experience.

Vision: *I am walking into Beecher in the year 2011 for the student exhibition of A Day in the Life theme. I am in a student-designed museum with student exhibits depicting historical periods and exploration routes, great inventions, and artwork. I see a replica of the New Haven community today, made by kindergarten students complete with houses, landmarks, community helpers, the railroad, and the sea beyond. A replica of the same area, 100 years ago, made by first grade*

students showing the differences in the houses and important landmarks, community helpers and authentic objects. I see stories about the community and interviews with people about their lives and how the community has changed.

There is a replica of a Native American Village and a showcase with Native American objects that were made by second grade students based on their research at the Pequot Museum. There is signage describing the standards that have been covered in this study and the story of these Native Americans.

As I move along, I see a series of murals of specific times in American history with exhibits in front showing a day in the life of Revolutionary Connecticut and A Day in the Life of a Soldier in the Civil War. Students in costumes of the time are docents and are telling their stories. They have each written a diary that reflects the time period and they have constructed replicas of period artifacts.

As I move into the middle grade area, I see student exhibits of life during World War II. In one, I see life as it was in the America with V For Victory bonds posters, and a Victory Garden. (Students developed their own Victory Gardens in a newly developed garden area in back of the school). Students studied life in the U.S. during World War II. They also studied the lives of children in Europe during World War II.

Magnet Theme Description:

The Beecher museum magnet school will provide a “hands-on” approach to learning. Building on the district’s curricula and standards, classroom teachers and museum educators will use museum collections and object-based lessons and will jointly design developmentally appropriate project-based activities. Through theme-based studies, students will explore, apply and create knowledge in the context of individual and group projects. Students will investigate objects and

documents in the classroom, in museums, through simulations and virtual museum collections on the Internet. Students will present their conclusions through exhibitions, reports and publications. During school wide exhibitions, classrooms will become museums and students museum guides.

“Big Ideas” will be studied through school wide themes, which will be tailored to grade level curriculum. Ideas for school wide themes include: **“A Day in the Life,”** in which kindergarten and first grade students will study a day in the life of their urban community today compared with a day in the life of the community in the past. Through this study, students will meet with people who have lived in the community for some time. They will study community photographs from the Historical Society. Students will study community history, the inventions that helped to change the community and the people who work in the community.

Second graders will learn about Egypt and Ancient Egyptian cultures in social studies as they view sarcophagi, hieroglyphics, stone reliefs, and other Egyptian artifacts at the Peabody Museum and Yale Art Gallery, which have collaborated on the exhibition The Daily Life of Ancient Egypt. While studying a Day in the Life, third and fourth grade students will discover more about Native Americans at the Mashantucket Pequot Museum and Research Center, and will develop science skills at the West Rock Nature Center as they examine various species of plants and insects, and their habitats in a greenhouse and garden at the school.

Through the Invention and Exploration theme, teachers will focus on history and/or science curriculum. Through the study of exploration, middle grade students may study the Lewis and Clark expedition through maps, photographs, and diaries provided by the Smithsonian Institution while primary students read the inventive words and illustrations of Eric Carle and create their own innovative works at the Eric Carle Museum. Intermediate students will study the Inventions of Leonardo Da Vinci through virtual museums on the Internet.

“**The World We Live In**” theme will enable students to study both the natural world of animals as well as the study of earth science at the Yale Peabody Museum of Natural History while other students are studying the culture of various countries through their art and artifacts at the Yale Art Museum or virtually through the Metropolitan Museum of Art. Through The Mystic and Norwalk Aquariums, students will experience various marine species, and will apply scientific observations of the underwater world in large aquariums in their classrooms, using math skills to maintain and record temperatures, water levels and species numbers.

The “Up, Up and Away” theme will provide for the study of the Solar System at the Hall of Minerals, Earth and Space at the Yale Peabody Museum.

The Learning Approach: Teachers will review and align these broad themes to curriculum standards for specific grade levels and classes. With the support of Magnet Resource Teachers, they will meet with museum educators and identify which museums can provide support for the grade-level study. Building on the museums’ collections and resources, subject area teachers and museum educators will jointly design project-based units and lessons that are developmentally appropriate and are geared to curricula mandates and state standards. Through these studies, students will explore, apply and create knowledge in the context of individual and group projects. Units will culminate in projects, presented in a variety of formats, which will be publicly exhibited. The process can be divided into five stages:

Engage: In this stage, students will first encounter and identify the instructional task through essential questions, didactic teaching, and the objects for study. They will make connections between past and present learning experiences, lay the organizational groundwork for the activities ahead and stimulate their involvement in anticipation of these activities.

Explore: In the Exploration stage, students will have the opportunity to get directly involved

with artifacts. They will conduct research through reading, communicating with experts and discussion. As they work in teams, students will build a base of common experiences and develop projects, which will assist them in the process of sharing and communicating. The teacher, as facilitator, and museum educators will provide materials to guide the students' focus.

Explain: During the Explain stage, students will begin to put their experiences into a report, a structure or a museum exhibit. Common language will enhance the sharing and communication between facilitator and students, and the parents and community who visit the exhibits. Teachers will determine levels of understanding and possible misconceptions. Student work including writing, drawing, videos, or tape recordings will document their progress.

Elaborate: In stage four, students will expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them. These connections will often lead to further inquiry and new understandings.

Evaluate: Evaluate, the fifth stage, is an on-going diagnostic process that will allow teachers to determine if students understand concepts and knowledge. Evaluation and assessment will occur at appropriate points along the continuum of the instructional process.

Museum Collaborations

Collaborations will be made with the following Museums:

Yale Peabody Museum of Natural History: (New Haven) There are more than eleven million specimens and objects held by the Museum's curatorial divisions. On the Museum's website, the collections are arranged by scientific discipline.

Wadsworth Athenaeum Museum of Art: (Hartford) Founded in 1842, this is America's oldest public art museum. Its collections include Hudson River School landscapes, old master paintings, modernist masterpieces, Meissen and Sevres porcelains, and an in-depth collection of 17th and 18th

Century American furniture and decorative arts.

The Children's Museum: (New Haven) This discovery museum's exhibits are based on Howard Gardner's Theory of Multiple Intelligences with different rooms representing different intelligences.

Yale Peabody Museum: One of the most pressing problems of the 21st century is the preservation of the world's biological and cultural diversity. By virtue of the tremendous resources of the university with a strong commitment to environmental research, the museum plays an important role in improving scientific literacy in this area. **Hall of Minerals:** Students start with a journey through geologic history at the beginning of time, at the formation of the solar system and the earth, with rarely seen meteorites. Students are introduced to earthquakes, volcanic eruptions, and collisions with meteor- and to global changes in the continents, oceans and atmosphere throughout geologic time. Exhibit highlights include pieces of Mars and Moon rich. **Geology and Earth Forces:** What causes earthquakes and volcanic eruptions and can they be predicted or prevented? Students will learn the answers to these questions through interactive exhibits on the forces that drive our dynamic planet. **The Magic Planet:** a digital video globe that displays real-time weather and earthquake information and a dramatic animation of the shifting continents from today back 400 million years. **Atmospheres, Oceans and Climates:** Highlights global interactions among the solid earth, its oceans and its atmosphere.

Hall of Native American Cultures: The Hall of Native American Cultures showcases 360 objects from the Peabody's Native American collections in the Division of Anthropology. Showcased is a range of materials from the tools of daily life- including Blackfoot, Apache and Sioux clothing, Cheyenne games, Navaho blankets, Zuni and Hopi pottery and Pima basketry.

Yale University Art Gallery (New Haven) has collections of African, American, Asian and

Ancient art and artifacts.

New Haven Colony Historical Society: (New Haven) This unique exhibition presents the Society's collection of important documents, paintings and other objects associated with the *Amistad* incident.

Structure of Delivery:

The magnet theme will be integrated with core academic subjects and will be also be taught through separate classes in art and music. Through broad-based interdisciplinary themes integrated with the New Haven curriculum frameworks and state standards, students will learn content, perfect skills, and work cooperatively to design museum quality exhibits and mini-museums showing what they have learned. Through object-based learning, students will read and write about their discoveries, study their history and create their own objects and exhibitions.

Teachers will map the district curriculum, aligning themes with the core subjects through museum studies. All of this work will be integrated with literacy through reading stories, novels, reports, newspapers and biographies and through student writing. Interdisciplinary thematic studies will incorporate history, geography and the sciences. The arts will be woven through the studies.

Examples of Separate Classes

Exhibition Class: Museum professionals refer to their exhibitions as displays that tell a story. In this class students will learn how to develop the story of the exhibit and will develop their exhibits and their mini-museums. Students will learn how museums organize their exhibits and how curators work. As students work on the design of their exhibit, they will develop a rubric for exhibit design that will include organization, content, presentation and effect.

Art: The art program in the Beecher Museum School will focus on art-making and art appreciation. Students and teachers will study great artists and their work as they relate this to their classroom studies. Students and teachers will work with the staff of the Yale Art Museum. Students will design

art exhibits of their own work and of artwork in specific periods such as an Impressionist exhibit (via the Internet)

Instructional Methods

Paideia Methodology: Teaching and learning will incorporate the Paideia model, which will be integrated with the museum studies, object-based approach described above. The Paideia model features a Cycle of Instruction consisting of three complementary techniques:

Didactic Instruction. Acquiring Knowledge: Didactic classes are the starting point for the Paideia and museum experience. Students learn facts, concepts, information and formulas. **Intellectual Coaching. Developing and Practicing the Skills of Learning:** Students practice and master skills introduced in their didactic classroom experiences. Teachers use a variety of small group activities to involve students in guided practice. At the Museum school, coaching will include the process for exploring objects, making connections and developing exhibits.

Socratic Seminars. **Socratic seminars are the culmination of the Paideia experience. These weekly seminars will focus on literature, historical documents, works of art and other primary source materials. These seminars will encourage children to use critical thinking skills and express their thoughts about the world around them. All students will participate and share ideas and opinions.**

The three “columns” (Didactic Instruction, Intellectual Coaching, Socratic Seminars) do not correspond to separate courses or one kind of teaching and learning. Beecher’s teachers will spend approximately 10-15% of instructional time (within a theme) in the didactic mode, 60-70% of instructional time in the coaching mode, and 15-20% of instructional time in the seminar mode. Didactic teaching sessions will be integrated with age and grade level appropriate, well-planned seminars and product-oriented coached activities and projects that will constitute a major element of

the museum school design.

Object-Based Learning: Like a researcher, students will collect objects, study them to derive knowledge, and present their findings in exhibitions, presentations, displays, and reports.

The process will begin with lessons that focus students' attention on the objects. From these observations, students will generate questions and pursue answers to those questions through a variety of activities such as: ► studying the museum galleries; ► conducting experiments; ► researching ideas at local libraries and via the Internet; ► creating visual arts and or crafts; ► interviewing professionals; ► making video tapes or video programs on their findings; and ► creating a virtual museum.

Standards-Based Education:

Museum Studies will be aligned with the Connecticut State Standards and integrated into the New Haven curriculum through curriculum mapping. Through the Paideia process teachers will map the curriculum, identify essential questions and plan for didactic teaching, intellectual coaching, and coached projects and seminars. Students will develop exhibits and mini-museums related to themes they have studied.

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John C. Daniels School of International Communications

What Makes This School Unique?

The International Communications program at John C. Daniels will provide students with the tools to succeed in an increasingly diverse and interdependent community through the study of major systems (cultural, technological, communications, and political), which influence the condition of our world. A highly successful dual language program will provide a bilingual environment where all students learn a second language while continuing to develop their native language proficiencies.

The students at John C. Daniels come from 12 different countries and represent different ethnic groups, different races and backgrounds. Students will learn about different cultures, learn to speak a second language proficiently, and use communications technologies to connect with the global society, to meet and learn from experts and from other children around the world. These face-to-face experiences with other cultures will make global studies come alive. Students will connect the physical, natural and social worlds through integrated thematic “local to global” exploration.

John C. Daniels’ International Communications program will develop curricular pathways that include: world geography, a successful two-way bilingual program, the study of past and present civilizations and cultures, communications with students throughout the world via telecommunications and letter-writing, and environmental awareness. Information and concepts will be developed using materials from the **United Nations, the Peace Corps, Save the Children Foundation** and simulations that reflect International Studies. As a result, students will: ► Succeed as responsible citizens in a global workplace; ► Construct meaning through “being there” experiences at school, in the community and virtually throughout the world by way of distance learning and telecommunications; ► Progress from questions of “what” and “where” to inquiry of “why” and “how” naturally through exploration of global issues.

Bilingual, Biliterate: Strong language skills are becoming increasingly important. We are in an age of information where international communication is commonplace and access to information worldwide is easy because of advances in technology. An emphasis for students will be on learning to communicate in a second language and achieving a high level of literacy. All students will be involved in a dual language program in Spanish and English, which will help prepare them to succeed in a global economy and a diverse society. Specifically, the Daniels **Dual language** program is a two-way immersion program with the goal of producing bilingual and biliterate children in both Spanish and English. Students will have core content and literacy instruction in both languages so that students will learn the two languages in the context of a global perspective.

John C. Daniels' theme-based, project-based curriculum will focus on four curricular pathways: (1) World Geography; (2) Past and Present Civilizations and Cultures (3) A strong Dual Language program in Spanish and English; and (4) Environmental Awareness.

Thematic Instruction: Thematic instruction organizes the curriculum around themes that connect standards-based materials with authentic learning contexts. Effective thematic instruction involves using a theme as “conceptual glue” for learners, thereby strengthening the bonds to knowledge. The goal is to choose themes that relate to students’ lives to ensure interest and engagement in the content. Framing a theme as an essential question will insure that students ask and answer questions that matter. Effective theme-based teaching makes strong bonds between abstract ideas and understanding.

Key Research Findings on Thematic Instruction:

- Cognitive research shows that thematic educational programs challenge students to link, connect, and integrate ideas and to learn in authentic contexts, taking into account their perceptions of real-world problems (Bransford, Brown, & Cocking, 1999; diSessa, 2000;

Linn & His, 2000).

- Themes are a way of understanding new concepts. They provide mental organizing schemes for students to approach new ideas (Caine & Caine, 1997).

Educational Benefits of Knowing Two Languages: English-speaking students from the majority language group are capable of achieving high levels of functional efficiency in a second language in school without detrimental effects to their primary language development or their academic achievement. Evidence for this comes from dual language programs for English-speaking students in Canada and the U.S. (Genesee, 1985,1987; Swain & Lapkin, 1982). Research has also shown that students who come to school in the U.S. with no or limited proficiency in English make better progress in learning English and in academic development if they receive some schooling in their primary language at the same time as they are introduced to English as a second language (Cummins, 1991; Thomas & Collier, 1998). Students from other language backgrounds who acquire strong literacy skills in their primary language are able to apply these literacy skills to the acquisition of English literacy.

Research has shown that students who acquire advanced levels of proficiency in second languages often experience cognitive and linguistic advantages when compared to monolingual students (Lambert, Genessee, Holobow & Chartrand, 1993).

***Vision:** As I walk into John C. Daniels School in the year 2011, I see a huge globe in the large, beautiful entrance to this new building. On the globe are colored ribbons emanating from various countries to the United States and to New Haven, Connecticut. Adjacent to this entrance is a Hall of Great Flags of the Nations of the World. All of the students are outside in the courtyard ready to launch red balloons. Each balloon has a message from a student describing their International Studies School and asking for a response from the person who finds the balloon. This balloon launch*

is the introduction to a Geography theme: Where In The World.

As I walk through the school, I see student work that reflects their first theme, The World in My Backyard: Coming To America. Primary students' stories about their families reflect the different cultures in the school. In a Coming To America Display, a television shows intermediate students interviewing people in their community who left their homelands to come to America. I see a classroom where students are simulating a Chinese village and where each student is a member of the village.

Throughout the school, I hear students learning Social Studies, Science and Math in English and Spanish, and I see written work in both languages as well.

Magnet Theme Description:

John C. Daniels International Communications program will be woven through the curriculum through literacy, social studies, science, math and the arts, and through a Dual Language Program. The school will incorporate a United Nations model and student delegates from different classes will make up the student governing body. Students will also develop a school constitution with their beliefs and rules.

Bilingual/Biliterate Dual Language Program: The dual language program is based on 50/50 model where there are two dual language classrooms that work in pairs. One of the pair is a class totally taught in Spanish with a Spanish-speaking teacher. All materials in that room are in Spanish, while the other class has the English counterpart. In the English class, all subjects are taught in English, and all materials are in English. A tremendous amount of preparation and scheduling is required in order for this program to work and to enable the teachers to work together. Teachers meet daily for planning purposes and to discuss student progress. In actuality, each teacher works with two classes of students.

In kindergarten, the second language is taught in the afternoon through content, and also in math for the second half of the year. In first grade, the second language is taught daily through math and literacy. In second through fifth grade, students begin their day, either in English or Spanish and move to the other language room at lunchtime. Sixth graders work on a week-to-week basis where they learn in English for one week and in Spanish for the next week.

International Themes: The school year will be divided into four nine-week segments during which students will explore broad-based themes, based on “Big Ideas” aligned with the curriculum for each grade. For example, during a nine-week cycle on *The World in My Backyard: Coming to America*, students will explore the ethnic diversity of their class, school, and community. Themes that will be explored include:

The World In My Backyard: Coming To America: A fundamental human inquiry is, “Who are we and where did we come from?” Beginning in pre-kindergarten, students will learn about the culture of their families. As they move to the primary grades, they will discover and learn about and study the culture, languages, fairy tales and folk tales of the many cultures and countries represented in their classrooms and school. By the intermediate grades, students will trace the routes taken to America from the countries of origin of the many students in the school and the people in the community. They will learn the customs and cultures that make up the community and will become familiar with the real people who came to this country through stories, biographies and diaries. In the middle school grades, students will study immigration and the reasons for immigration throughout history. They will learn about why people left their homelands to come to the U.S. and the challenges and promises of their new homeland. School- wide celebrations of who we are and where we came from will become Family Adventures. For each theme, teachers will collaboratively undertake a planning process to identify the people, places, and processes needed to implement instruction, the

magnet standards that will be met and the products that will be developed by students to integrate and demonstrate learning.

Story Corps: Story Corps is a national project that instructs and inspires people to record each other's stories in sound. As part of this theme, students will record the stories of people in their families, as well as other New Haven residents who have immigrated to America from other countries. Story Corps, in spirit and in scope, is modeled after the Works Progress Administrations (WPA) of the 1930s through which oral-history interviews with everyday Americans across the country were recorded. These recordings remain the most important collection of American voices gathered to date. Story Corps celebrates shared humanity and collective identify. It captures and defines the stories that bond us. The process of interviewing a friend, neighbor or family member can have a profound impact on the interviewer (student) and interviewee.

Where in the World: The geography theme will bring the physical and human dimensions of the world together in the study of people, animals, places and the environment. Students will study how geography has influenced the development of the world's various cultures and economics. Students will complete projects to help them understand the planet in which they live, the plant and animal life, and the people who share the planet's resources.

Interactive geography activities will focus on building map/globe skills, geography themes and world cultures. The students will be transported via computer throughout the world to explore daily lives in other cultures. Students will explore the real world relationships and dependencies on earth through the study of geography, which is the springboard to discovery and vital to understanding global issues. For example, primary students will discover the ratio of land to water on the globe, learn about the continents and oceans, discover where various animals live, and will make the connection with conservation. For intermediate students, a basic knowledge of the United States

and its many and varied resources will be the foundation for understanding population and economics. Intermediate students will compare the topography of various countries with that of the United States and research global issues of economy and nutrition. The students will study how geography and weather related to patterns of immigration, and conflicts. Through **National Geographic Kids Network**, students will electronically connect with students in other countries in order to foster a deep understanding that they share the same “global address,” Planet Earth. They will study weather conditions and conditions affecting nutrition and health.

Around The World in Sixty Days: By studying specific countries and cultures, past and present, students will better appreciate the diversity and pride in cultural traditions. Based on Connecticut standards and New Haven curriculum frameworks, students in each grade will focus on a civilization tracing it from early history to today. Taking an international perspective, studies of a civilization will focus around categories such as: Place (Geography), Past (History), Patterns (Culture), People (Demographics), Education (How Children are Taught), the Arts (Music and Art), and Products (Economics). Students will use the Internet, as well as simulations to learn about other countries and civilizations.). Among the Internet resources that students will use are: ► **American Forum for Global Education** provides information on global education, materials and programs for both the classroom and professional development, study tours and other projects. ► **United Nations Cyberschoolbus** provides students with vital statistics about UN member states. ► **International Children’s Art Competition:** Students will enter the International Art Competition, which asks students to design a UN stamp to mark the International Day. The best designs will be issued as stamps by the UN Postal Administration. ► **International E-Mail Classroom Connections:** This site provides information to teachers and classes interested in establishing classroom pen pal and project exchanges through e-mail. ► **I*Earn (International Education and Resource Network):**

Students and teachers from member schools in 30 countries collaborate via telecommunications on projects in the creative arts, language arts, humanities, social studies, science, and the environment and action projects that aim to improve the quality of life on the planet.

Environmental Awareness. Stewards of Our Planet: Students will work as scientists to explore environmental science topics. Students will study some of the major environmental challenges such as global warming, water pollution and the causes of world hunger.

Primary students will study our place in the planetary system. Working with National Geographic Kids Network, students in the second grade will study weather. As students move up in the grades they will learn of the challenges facing the world. Linking with Peace Corps Volunteers they will engage in World Wide Schools. Students will work again with the United Nations and will study Human Rights and World Health Issues.

Structure of Delivery:

The International Communications program at John C. Daniels will be integrated with all subject areas through broad-based Big Idea themes and will also be presented in separate specialty and enrichment classes.

Integration: Themes and activities such as The World in my Backyard, Story Corps, Where in the World and Around the World in Sixty Days will be taught using thematic, interdisciplinary units and lessons written by classroom teachers with the support and assistance of the magnet resource teachers. These themes and activities were previously described.

Separate Specialty and Enrichment Classes:

Communications Media: The school will develop a Media Center where students will produce their own TV scripts and programs related to their themes of International Studies. These programs will be broadcast and presented to the entire school audience. Programs will include interviews and stories

that reflect the varied cultures of the community. In addition, the Media Center will be the hub of telecommunications with students and experts throughout the world.

International Art: Arts classes will reflect the various cultures studied and great artists of these countries. Students will also study the crafts of these cultures.

International Music: Music classes will reflect the music and dance of those cultures studied.

Instructional Methods:

Themes lend themselves naturally to project-centered, active learning, which is the leading instructional methodology that the school will employ. Some of the many ways in which active learning will be incorporated into the social studies and science curricula at all grade levels include:

- ▶ assigning students long-term projects that require active participation, initiative and higher level thinking skills;
- ▶ focusing on skills that involve active acquisition of information, organizing and using information, and increasing interpersonal relationships and social participation; and
- ▶ developing programs that invite the use of active learning, such as oral history projects through, simulations and interactive work with other students.

Thematic instruction is characterized by a range of distinct strategies. Teachers who incorporate thematic instruction employ research-based strategies such as:

- ▶ Selecting authentic themes that matter.
- ▶ Selecting concepts or ideas that will blend disciplines and create bridges to new knowledge.
- ▶ Relating the theme to the required standards and curriculum.
- ▶ Employing cooperative grouping by using small, cooperative learning groups to support problem solving and cooperation.
- ▶ Connecting to the local surroundings. Extending the classroom into the neighborhood and city by integrating them into the curriculum in meaningful ways.
- ▶ Designing collaborative projects where students work together to present thematically relevant ideas and explorations to the whole class and for the school community.

Standards-Based Education:

International Communication Studies will be aligned with the Connecticut Standards and integrated with the New Haven curriculum frameworks through curriculum mapping. Through the development of broad-based themes, teachers will map the curriculum, identify essential questions and plan for projects and seminars. Through a Dual Language program, students will follow state standards for second language learning and will become biliterate.

International Studies will be integrated in all subject areas through differentiated, age-appropriate instructional strategies. For example, for literacy, teachers will integrate the international thematic units into the core curriculum using best practices in the areas of shared and guided reading, writing and speaking. At the pre-kindergarten and kindergarten levels, teachers will use nursery rhymes and fairy tales to introduce varied cultures. Students will dictate stories about their families and their cultural traditions. In primary grades, students will learn through folk tales, myths and legends, poetry from different lands. They will read biographies of famous people from the U.S. and other countries who were explorers, artists, and authors. In intermediate grades, students will read novels that make connections among cultures. They will read Greek myths and Native American legends, as well as folktales from around the world. Students in middle grades will read international works, reports, diaries, biographies and newspaper articles. All students will read nonfiction works that explain this world. Students in primary grades will write their own fairy tales and tall tales. Intermediate and middle grade students will write reports, diaries, letters to their pen pals, scripts about the world for TV production. Both the Dual Language program and students' work with telecommunications will foster oral communications. Students will learn how to interview and communicate effectively with their counterparts in other countries.

History: Students will study the world around them: the family, the school, the community, the city,

the state, the country and the world. Students will study the varied civilizations and cultures through a variety of means: stories, art, drama, music, discussions and seminars. Students will examine some of the basic values and principles of American Democracy, in both theory and practice, as defined in the Declaration of Independence and in the U.S. Constitution, and will study where many of these ideas came from.

Second Language: Through Dual Language study, students will also learn about Spanish and Latino cultures.

Geography: Geographic knowledge includes a spatial sense of the interaction between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. Students will study geography to foster a geographical awareness through work with maps and globes. Geography will be linked with history, science, and math.

The Arts: As students go around the world, they will study the art, music, and dance of the countries around the world. They will also study the crafts of these cultures and will engage in art making and craft making.

Technology: The limits of the physical boundaries of classrooms will no longer prevent teachers from connecting students with the world. Through the Internet and teleconferencing, students at Daniels will connect with students around the world as they learn about their countries, their lives and their education, and teachers will connect with teachers.

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The Science and Engineering University Magnet School

What Makes This School Unique?

“The United States is suffering from a severe shortage of engineers and well-educated technical workers. The nation has more than 1 million jobs available in these field but no qualified candidates to fill them. One reason for this problem is that more than half of the students who enroll in postsecondary engineering and engineering-technology program drop out because they were not adequately prepared in high school.” (National Alliance for Pre-Engineering Programs, 2003)

Interest in engineering by entering college freshmen is near a 30-year low. Young women especially are not attracted to engineering. Engineering is not featured in popular television programs and usually gets overshadowed in news reporting. Students in middle and high schools do not hear about engineering in schools since middle school and high school teachers are not well informed about engineering and applied mathematics and science.

The primary focus of the **Science and Engineering University Magnet School** is to effectively prepare graduates to further their education and careers in a range of scientific, engineering, and technological fields. The Science and Engineering University Magnet School will provide middle school students (grades 6-8) with a rigorous math/science curriculum designed to prepare them for a demanding high school program. The University Magnet School will be located on the University of New Haven campus. (Although only grades 6 and 7 will be served during the three year MSAP grant cycle, the school will eventually serve students in grades 6 through 12.)

The school’s mission will be realized through the following educational components: ► A solid academic foundation needed to continue at the collegiate level. ► Mentoring programs with scientists and engineers and with science and engineering faculty at the University of New Haven. ► Strong critical thinking and analytic reasoning skills in all areas of the curriculum. ► Fostering

students' confidence in their ability to succeed academically. ► Empowering students to assume responsibility for their own learning. ► A diverse faculty and staff that will encourage students from underrepresented populations to enter the scientific and engineering professions. ► Partnering with area elementary schools to promote student interest and achievement in science and engineering.

To provide the expertise in engineering curriculum development, the school will adopt **Project Lead the Way**, which seeks to create dynamic partnerships with schools to prepare an diverse groups of students to be successful in engineering and engineering technology programs by providing curriculum and support. The goals of the program are: ► to increase interest and awareness of female and minority students in technology and engineering; ► provide a fully developed pre-engineering curriculum for middle schools; ► provide extensive professional development for teachers.

Project Lead The Way's Gateway to Technology's (GTT) addresses the interest and energy of middle school students, while incorporating national and state standards in math, science and technology. GTT activity oriented, project-based learning approach shows students how technology is used in engineering to solve everyday problems.

In addition to focusing on the middle school curriculum, Project Lead the Way has also developed a high school pre-engineering program, to be taken in conjunction with high school academic courses, which is designed to prepare students for post-secondary engineering studies. In 2005, the Southern Regional Education Board (SREB) researched the effectiveness of PLTW. Key findings indicated: ► PLTW students have significantly higher achievement in reading, mathematics and science on NAEP-referenced assessments. ► PLTW students complete significantly more high-level mathematics and science courses.

Vision: *As the Science and Engineering University Magnet School progresses in its phased-in*

development, students can be seen working on projects at all levels. Middle school students study The Science of Technology and how technology affects their lives and the lives of people throughout history. Through the study of major innovations throughout history, such as the invention of the printing press, the car, television, the computer and, more recently, the iPod, students will trace the development of the invention, its place in history and in literature and will learn the process of patenting an invention. Engineers from the community work in the classrooms and provide mentoring for students.

Students work in well-equipped labs with well-trained, highly qualified teachers. Some students work on Civil Engineering and architecture projects while others study Aerospace and are in communication with scientists and engineers at NASA. Staff from the University work in classrooms with the students, and they work with teachers in designing courses and projects. Students work on their engineering projects with an engineer mentor.

Magnet Theme Description:

The 2007-2008 school year is a planning year for The Science and Engineering University Magnet School. During the 2007-08 school year, teachers will be hired, planning will take place and equipment and materials will be ordered. Beginning with the 6th grade in the 2008-2009 school year, one grade will be phased in each year until all grades 6-12 are included. A Steering Committee, representing each of the participating institutions, the University, the Director of Magnet Programs, and Curriculum Specialists, has begun to design this middle/high school. The Committee will continue its involvement in the development and functioning of the school, along with the school's principal, teachers and interested parents. During the planning year, a magnet resource teacher will work, full time, on planning the curriculum and writing model lessons with teachers who will be hired to teach beginning in the 2008 2009 school year, University faculty, project training

consultants, and the Curriculum and Instruction Staff of the New Haven Public Schools. Further, the school will begin an extensive professional development program with teachers who will be hired to teach at the school.

The Science and Engineering Magnet School will be located on the campus of the University of New Haven. There will be a strong link between secondary and higher education by welcoming the students, teachers and administrators into the university community and integrating the expectations of collegiate education into the high school experience. The University Magnet School's location on a college campus will contribute to its ability to attract students and motivate them to work hard to achieve educational success. The primary focus of the school is to effectively prepare graduates for further education and careers in a range of scientific, engineering and technological fields.

The school will employ two major initiatives: **Project Lead The Way**, which promotes engineering principles and instruction in middle and high school; and **The Early College Model**, an initiative originally of the Woodrow Wilson National Fellowship Foundation and the Bill and Melinda Gates Foundation. (Since the Early College Model focuses on the high school grades, only Project Lead the Way will be implemented during the MSAP grant cycle.)

Project Lead The Way's Gateway to Technology (GTT) consists of five independent units that will be taught in conjunction with a rigorous academic curriculum fully aligned with Connecticut content and assessment standards and New Haven curriculum frameworks. Each nine week unit is designed to challenge and engage the minds of middle school students. The units are:

Design and Modeling: This unit uses solid modeling (a sophisticated mathematical technique for representing solid objects) to introduce students to the design process. Students learn sketching techniques and use descriptive geometry as a component of design, measurement and computer

modeling. Using design briefs or abstracts, students create models and documentation to solve problems.

The Magic of Electrons: Through hands-on projects, students explore the science of electricity, the movement of atoms, circuit design, and sensing devices. Students acquire knowledge and skills in basic circuitry design and explore the impact of electricity on their lives.

The Science of Technology: This unit traces how science has affected technology throughout history. Students learn about the mechanics of motion, the conversion of energy and the use of science to improve communications.

Automation and Robotics: Students trace the history and development of automation and robotics. They learn about structures, energy transfer, machine automation, and computer control systems as well as how to solve engineering problems. Students also explore the prerequisites for engineering careers.

Flight and Space introduces students to aeronautics, space, and the uses of design in aeronautics. Students learn about Newton's Laws of Motion, forces, rockets, propulsion, and why things fly. Students solve engineering problems and explore the many aspects of aerospace engineering.

Note that only grades 6 and 7 will be implemented during the 3 year MSAP grant cycle.

However, a brief overview of some of the high school programs that will be implemented for the students who are admitted to the intermediate school grades during the grant cycle will give the reader a better idea of the vision that the New Haven Public School and the University of New Haven planners have.

Project Lead the Way's high school program will center on developing better problem-solving skills by immersing students in real-world engineering problems. Each of the four-year sequence of courses which, when combined with traditional mathematics and science courses,

introduces students to the scope, rigor and discipline of engineering prior to entering post-secondary education. **Engineering courses** will include: ► **Principles of Engineering:** In this course, students will explore various technology systems and manufacturing processes, which will help them learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people; ► **Digital Electronics:** This is a course in applied logic that encompasses the application of electronic circuits and devices; ► **Introduction to Engineering Design:** This course teaches problem-solving skills using a design development process.

Specialization Courses will include: ► **Computer Integrated Manufacturing.** ► **Civil Engineering and Architecture;** ► **Aerospace Engineering;** ► **Biotechnical Engineering;**

Early College Model: The vision of the Early College Model is articulated in the document entitled, "*The Early College Initiative*," which states in part: "Grades 11-14, the liberal arts years of a student's life most critical to the creation of capable citizens in a successful democracy, are too often wasted by the contemporary American Educational system" The Early College Initiative addresses the problem by encouraging and supporting a project that brings high school and college programs closer together

Structure of delivery for all students:

The Science and Engineering University Magnet School will integrate science and engineering into the core curriculum. The program will also be delivered through separate elective and enrichment classes in science and engineering sciences through Project Lead the Way and, eventually, through the Early College Model with the University of New Haven.

The University Magnet School is committed to a personalized instructional style that emphasizes one-on-one interaction between students and teachers. This commitment is supported by the small size of each grade level (100 students) and a low student/teacher ratio and team approach.

Through this team approach, middle school and high school faculty will know all students as individuals and will teach to each student's strengths and be able to support each student's learning needs.

Instructional Methods:

Project Lead The Way will provide project-based learning and a hands-on approach. It will also promote communication and collaboration by emphasizing a team approach in the instructional units. This approach will use the strengths of each team member to accomplish the goals of the project, while offering students learning challenges at all achievement levels. The math, science and technology-integrated program will help students develop and hone skills in middle school that will enable them to enter the high school program with foundation knowledge and skills for success in academics and pre-engineering.

Individual attention to each student will be the foundation of instruction. With the guidance of their advisors, each student will develop an **Individual Learning Plan** and will regularly meet with his or her advisor to assess progress. Being involved in an on-going assessment of one's own learning will contribute to building the student's self-motivation and the individual responsibility required for successful college level work. The Individual Learning Plan will provide teachers and advisors with regular feedback on a student's progress and will serve as a mechanism for identifying the need for learning enrichment activities, academic support and for accelerated learning opportunities. Differentiated learning will be the norm in each class. Students with different levels of achievement will be encouraged to work together to support each other's learning. For example, students with greater knowledge will coach other students. Problem-based and inquiry-based learning will be incorporated into all classes.

Students will work together on a variety of assignments and projects inside and outside the

class that require the application of theoretical principles to real life problems and situations. Students will participate in creative competitions such as: The West Point Bridge Competition for middle school students; Science Olympiad; MathCounts; and Robotics competitions.

An **Advisory Program** will be part of the student support network as well as an integral component of the instructional design. Each student will be assigned an academic advisor who is responsible for regular monitoring of the student's progress in achieving the rigorous learning expectations of the University Magnet School. Students will belong to an advisory group, which will meet once a week to facilitate and provide techniques for peer learning, teambuilding and peer support. Students will work in cooperative learning groups and receive tutoring and mentoring. The advisor will be responsible for overseeing students' academic life in school and will assist students in developing effective study skills and study habits. Advisors will encourage students to seek accelerated learning as appropriate.

Teachers will work in **interdisciplinary-based teaching teams as well as discipline-specific teams** to plan curriculum, to regularly assess the effectiveness of instructional design in their classes, and to make on-going adjustments and improvements in the delivery of instruction.

Each grade will establish interdisciplinary teaching teams to provide learning modules and activities that draw on related disciplines. In all classes, teachers will focus on using knowledge across disciplines and helping students to make connections between disciplines. For example, mathematics and science faculty will work together to develop course content. Problem-solving illustrations and assignments in mathematics courses will use content examples from the science and engineering courses. Some courses may be entirely interdisciplinary in content and learning expectations and team-taught.

Standards-Based Education:

The Science and Engineering curriculum will be aligned with the Connecticut State Standards and integrated into the New Haven curriculum for core subjects through curriculum mapping. The school will also use the National Science Education Program System Standards, which describe the conditions necessary for quality school science programs. This rigorous educational program and the commitment of the school and university to support each student in mastering this program will enable students to meet and exceed the requirements of the New Haven Curriculum Framework and the Connecticut Student Performance Standards.

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C) Quality of project design. (2) The Secretary determines the extent to which each magnet school for which funding is sought will: (iv) Encourage greater parental decisionmaking and involvement

New Haven's Magnet Schools Assistance Program recognizes the link between the meaningful involvement of parents in the education process and the educational performance of their children. The meaningful involvement of parents in the education of their children has come to be regarded as not only desirable but necessary. A research synthesis on parent involvement, for example, found a clear correlation between the involvement of parents, regardless of income or

background, and higher grades, test scores, and promotion rates, and better attendance, social skills, and the likelihood of students enrolling in more challenging programs, graduating, and enrolling in postsecondary education (Henderson & Mapp, 2002). Parent and family involvement can be a means for transforming the alienation from the school culture, felt especially by poor and minority parents, into a sense of ownership and affiliation (Finders & Lewis, 1994). It also has a positive impact on schools. Involving parents at every level of school life is an especially effective way to enhance school climate (Haynes et al, 1989). When parents become involved in school policy and practice, and are actively involved in decision-making, school personnel and parents better understand each other.

Parent involvement has special significance in the context of magnet schools. Research strongly suggests that the involvement of parents in magnet schools with students from diverse racial and ethnic and class backgrounds is particularly important. All too often, however, cultural, social and economic barriers—rather than indifference or hostility—tend to hold low-income and minority parents back from playing an active role in the education process. They are likely to feel unqualified to help their children learn, unwelcome in the middle-class school culture, and unable to make their voices heard by teachers and administrators. There is a well-documented gap between the involvement of poor and middle class parents in the education process (Comer, 1991). Staff at magnet schools will address these issues and support real family engagement through, for example: (1) assuming that all parents want their children to do well in school (Goldenberg & Gallimore, 1995); (2) drawing on staff knowledge of each family's culture as a foundation for successful home-school communication (Trumbull & Pacheco, 2005); (3) learning from parents about their child's needs and previous educational experience and their own goals for their child's education (Gonzalez et al, 2001); and (4) offering flexible mechanisms for parent participation that

respond to parent needs, such as informal, not just formal, opportunities for home-school communication (Trumbull et al, 2001). The meaningful involvement of parents across racial, ethnic and class lines makes a strong statement consistent with the magnet schools' inclusionary purpose and rationale.

Research suggests that a focused parent involvement program, such as New Haven's Parent Involvement Program, can positively influence parents and help avoid those circumstances that keep many parents from playing an active role in their children's education, which, in turn, makes meaningful and effective involvement in their children's education more likely. For example, Comer (1991) reports that, as one consequence of the Yale Child Study Center school intervention program initiated in New Haven public schools, there was a decrease in the distrust, anger and alienation that many parents felt in relation to their children's school.

New Haven will foster parental participation in educational decision-making, including decision-making regarding choice options as part of NCLB, and instructional and parent workshop activities by building on the strengths of the families involved. The design of New Haven's Magnet Schools Assistance Program underscores the critical role parents can and should play in their children's education and the belief that parent involvement is a prerequisite for school success.

Magnet Schools Parents' Program

Every magnet school is required to develop a Parent Involvement Plan, as part of its Comprehensive School Plan, in which each must describe objectives and activities to address the following five areas:

The basic obligations of parents refers to the responsibilities of families to ensure children's health and safety; to the parenting and child rearing skills needed to prepare children for school; to the continual need to supervise, discipline, and guide children at each level; and to the

need to build positive home conditions that support school learning and behavior appropriate for each grade level.

The basic obligations of schools refers to the communications from school to home about school programs and children's progress. Schools vary the form and frequency of communications such as memos, notices, report cards, and conferences, and greatly affect whether the information about school programs and children's progress can be understood by all parents.

Parent involvement at school refers to parent volunteers who assist teachers, administrators, and children in classrooms or in other areas of the school. It also refers to parents who come to school to support student performances, sports, or other events, or to attend workshops or other programs for their own education or training.

Parent involvement in learning activities at home refers to parent-initiated activities or child-initiated requests for help, and ideas or instructions from teachers for parents to monitor or assist their own children at home on learning activities that are coordinated with the children's class work.

Parent involvement in governance and advocacy refers to parents' taking decision-making roles in the PTA/PTO, advisory councils, or other committees or groups at the school, district, or state level. It also refers to parent and community activists in independent advocacy groups that monitor the schools and work for school improvement.

The Parent Involvement Plan for each magnet school will address each of the five areas described above with activities in each of the categories. In addition, there must be both staff training and parent training for each of the five categories listed above. The plan must clearly explain how all aspects of the specific school program will be communicated to parents. Finally, the plan must include components to make it easier for parents who do not live near the magnet school

to become fully involved in the life of the school.

Staff training will be facilitated and coordinated by the magnet resource teachers, and the New Haven resource staff who will also train school staff. In addition, the magnet resource teachers will identify and bring trainers from collaborating institutions, such as the Yale University School Development Program, and the Equity Assistance Center at Brown University. Outside consultants and organizations will also be used. Consultant services will be coordinated by the magnet project director. The major objective of the Parents' Program is to bring the vitality of the community into the schools. Magnet schools parent program activities will build upon the many parent initiatives that are in place in the schools. The Magnet Schools Parents' Program activities have been designed to establish trust, and mutual respect so the school does not seem a place different, and more alien to the children or their parents than home, neighborhood, and the church.

The Parents Program at each magnet school will also incorporate the following: (1) parents will be part of each school's School Planning and Management Team; (2) parents will be part of each school's Personnel Selection Committee; (3) parents will be active members of each school's Parent-Teacher Organization (PTO); (4) parents will be members of the district Magnet School Advisory Committee; (5) parents will be involved in broad-based activities including parent workshops, orientations, joint learning sessions with their children, adult education, parenting training, and other activities that meet the needs of parents at any specific school site; and (6) parents will work in the school as classroom assistants, tutors or aides.

In general, the Magnet Schools Parent Program will serve to bridge the gap between home and school. It will serve to reduce the dissonance that disadvantaged students experience as they attempt to make the adjustment from one environment to another. By **empowering parents**, the magnet schools will provide continuity in the socio-educational lives of children. The following are

some of the initiatives that will be part of the Parents' Program at each magnet school to get things started. Each magnet school will create other opportunities for their parents, including: **parent leadership training** provided by the magnet resource teachers; **parent workshops** conducted by magnet staff to explain the objectives and activities of the magnet program; a **parent volunteer program** where parent volunteers will be used as tutors of academic subjects, role models for career awareness education, to help bolster school security by being posted at school entrances and patrolling the school with school staff, assisting in the school office, working in the school library, and assisting with school trips.

Providing Parents Support for Making Choices as Part of NCLB

In addition to the parent activities and services, described above, parents will be given support for making choices as part of NCLB. Parents of students in all Title I SINI and CAR schools will be effectively informed about choices that are available to them in their schools, as well as the choices to transfer to higher performing magnet schools and non-magnet schools.

As part of the provisions for the Federal No Child Left Behind (NCLB) Act, every parent with a child in Title I schools that are Schools In Need of Improvement (SINI) will receive notification by mail about their children's educational options, including the option to request a transfer to one of New Haven's magnet schools. Under NCLB, parents of students who are enrolled in a Title I SINI school are able to transfer their children to a higher performing school.

Parents of children who are in a Title I Corrective Action School are able to select for their children free academic assistance/tutoring programs known as Supplemental Educational Services (SES), or transfer their children to a higher performing school. Parents will be notified by mail of their child's eligibility for transfer and for Supplemental Educational Services.

New Haven students attending SINI or CAR schools have a wider selection of schools to

choose from than students who attend higher performing schools. New Haven currently has 19 magnet schools. These schools are open to all New Haven students and each year accept students from both SINI and CAR schools. Recruiters spend time visiting these schools, distributing magnet materials to parents of students, and informing parents of their magnet school options. In addition, each SINI and CAR school is paired with non-magnet high performing schools that are not far from the SINI or CAR schools.

New Haven currently has an extensive system of school choice that is open to all students. This past school year, 446 students from Title I Schools in Need of Improvement attended schools of choice, either in New Haven or its suburbs. The activities in this proposal will increase this number, and prepare New Haven for the increasing number of students from low performing schools who will want the opportunity to choose.

The New Haven Public Schools will continue to comply with all NCLB regulations regarding parent notification requirements for Title I, especially regarding parents' options to transfer their child to another public school as part of Public School Choice. This project will help New Haven increase its already wide range of school choice options. The New Haven Public Schools will continue to conduct activities to ensure that parents are informed about their choices under the proposed program and provided a clear explanation of how the program will operate, as required under section 5245(a)(2) of the ESEA. Parent information activities will be coordinated by the project director, the district's Title I director and the recruitment coordinator. Project activities will be supported by Title I staff, the district Title I Executive Board and district Title I Parent Advisory Committee, as well the district Supervisor of Special Education and the district Supervisor of Bilingual/ESL Programs. (All recruitment materials will be translated into the languages that are spoken by the parents in the district.)

(d) Budget and resources. The Secretary reviews each application to determine the adequacy of resources and the cost-effectiveness of the budget for the project, including – **(1)** The adequacy of the facilities that the applicant plans to use

School Buildings: All the magnet school facilities are more than adequate to accommodate the students enrolled in the buildings, as well as the proposed specialized magnet instructional programs. As indicated below, each building has sufficient capacity to accommodate additional students from outside the local attendance zone and to accept the numbers of minority or non-minority students needed to achieve its desegregation goals. The current utilization percentage of each building is as follows: (1) Beecher - 50% (enrollment of 324, capacity of 650); (1) Daniels - 83% (enrollment of 538, capacity of 650); (3) Ross-Woodward - 92% (enrollment of 689, capacity of 751); (4) University - facility not yet built, so utilization percentage not applicable. A brief discussion of the facilities of each proposed magnet school follows.

Beecher Museum Magnet

The Beecher school was originally built in 1913, with additions made to the school building in the 1950's and 1980's. In 2006, the school reopened after an extensive, floor to ceiling renovation and expansion to allow the school to grow from a 450 student K-5 school into a 75,000 square foot 650 student K-8 school. During this renovation, the old structures were completely gutted and rebuilt, while a new wing was added. The complete remodel means that the inside and outside of the building now feel like a unified whole. The design is anchored by a dramatic wedge shaped glassed-in atrium that forms a new hub for the school and connects the old and new parts of the building.

In addition to numerous classrooms and offices for various staff, the building has a cafeteria that can serve double duty as an auditorium with stage, and a gymnasium. In service of its museum school theme, Beecher also has a library and media center, music room, art studio, science lab,

language lab, and computer lab. Beecher also has. There is open space for outdoor classroom activities on the school site, while a field and separate playground areas for elementary and middle grade students provide room for athletic and recreational activities.

John Daniels Dual Language

The John Daniels PreK-8 school is currently housed in a brand new 91,000 square foot building that opened in 2006. The modern brick exterior surrounds around an interior glass enclosed courtyard, the visual and functional focal point of the school that serves both educational and recreational activities. This courtyard includes an amphitheater and stage, a Percent for Art program with multi-colored rubber play spaces, and student reading areas. Landscaping provides areas for science projects, as well as shade and softer green surfaces.

The rest of the building includes classrooms, a library, a full size gymnasium, as well as specialty art and science facilities. A large cafeteria / auditorium includes a movable wall, providing the ability to create a large multi-purpose space when needed. The glass walls of the gymnasium and auditorium give a sense of transparency, and the use of different colors throughout the building creates a sense of playfulness. Classrooms are located along the buildings outside walls, letting in natural light, while the common areas overlook the interior courtyard, fostering a sense of school community. The school also has a campus that includes a playscape for Pre-K students along with separate playground and recreation areas for the elementary and middle grade students.

Ross-Woodward Classical

Ross Woodward is a 102,000 square foot PreK-8 school that was completely renovated in 2004. The school was rebuilt from the ground up, including the total demolition of oldest wing of the building. This demolition made way for a contemporary addition that houses the combination cafeteria / auditorium space along with the school's kitchen. The entire building had its infrastructure

upgraded, including new HVAC, additional windows to bring more light in to classrooms, and a new roof. The technology infrastructure was also upgraded, allowing for a state-of-the-art media center. In terms of the interior space, architects added unique details to boost the school's interior appeal. A floor pattern of undulating waves was incorporated, and it reflects similar patterns in the ceiling above. This wave shape is repeated in the design of the large portico just outside the main entry that shelters students and parents when they are standing outside. Just inside the building, the entry area has a wall shaped and lit to suggest a waving American flag, and this bright display is also visible from the outside through the glass exterior walls that flank this main entrance. In addition to classrooms, the school has a library/media center, gymnasium, and dedicated art, science, and technology spaces. Outside the school there is a playscape for Pre-K students along with separate playground and recreation areas for the elementary and middle grade students.

University School for Science and Engineering

The University School for Science and Engineering will be housed in temporary facilities donated by and on the campus of the University of New Haven until a permanent facility can be built. Construction of the permanent facility is slated for the 2009-2010 school year. New Haven has a history of innovation and excellence in school design and construction; the new facility will be state-of-the-art and designed with University's Science and Engineering theme in mind.

(d) Budget and resources. The Secretary reviews each application to determine the adequacy of resources and the cost-effectiveness of the budget for the project, including – **(2)** The adequacy of the equipment and supplies that the applicant plans to use

The MSAP proposal and budget for equipment and supplies for start-up costs to fully develop and implement four (three K-8, one 6-12) magnet schools is adequate and is cost efficient and will enable the District and each of the schools to successfully implement the plan and carry out all objectives. The requested funds will not supplant any local funds supporting the magnet program. New Haven School District will purchase all supplies and equipment needed to implement the required curricula for all students. The grant proposal requests only those supplies and equipment specifically needed to implement the magnet theme discussed in this proposal. New Haven School District will not decrease the funds normally spent on supplies, equipment, computers, software, textbooks, library books, etc. Per capita local allocations for these items will be the same in magnet and non-magnet schools.

This proposal concentrates on start-up equipment, supplies and materials to establish the new magnet programs. Each of these programs is tied to objectives to better meet the educational needs of all students and to strengthen academic skills in all subject areas. Equipment and supplies are related to the school's magnet theme. The equipment and supplies requested, will establish these as unique magnet programs that will attract a more diverse student body.

Although all of the proposed magnet schools (except for University which will open for the first time in grant year 2) currently have technology, the schools' equipment cannot adequately handle the software that is needed for students to produce the advanced work promoted by the magnet program. The computer equipment requested from the Magnet Schools Assistance Program funds is more sophisticated and will be used in ways specifically aligned with the magnet theme. For

example, equipment requested for University School of Science and Engineering needs to be state-of-the-art such that it can handle engineering applications and connection with the school's planned robotics lab. All schools are requesting computers in the form of mobile laptop carts that will allow teachers to use computers for small group or whole class instruction right within their own classroom, without need to move students to a separate computer lab. In addition, interactive smartboards and projectors will allow teachers to project assignments and student work as part of technology-integrated lessons. All of these resources will increase the use of technology for instruction, and will help attract parents who are looking for schools that give their children opportunities to work with the most current and cutting edge technologies. All equipment and supplies will be found in the budget related to the specific magnet school. The equipment and supplies requested are adequate and together with the district's existing resources will enable each school to meet the objectives of the program.

(d) Budget and resources. The Secretary reviews each application to determine the adequacy of resources and the cost-effectiveness of the budget for the project, including – **(3)** The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

This project represents a comprehensive Magnet Schools Assistance Plan for the start-up costs of four magnet schools. The budget is both reasonable and adequate to achieve the objectives of the project. Three of these schools will have a strong level of implementation in year 1 of the grant while the fourth will use year 1 as a planning year and will implement fully in grant year 2. The requested budget for the project is \$2,381,577 for the first year, \$2,790,499 for the second year, and \$2,731,423 for the third year of the project. The project will reach nearly 1700 students in the first year and over 2000 students by year 3 by which time University School will have been added. Therefore, the per-pupil cost of starting up these magnet schools is approximately \$1,400 for the first year, and

increases in student enrollment in subsequent years will cause the per-pupil cost will go down.

The following is an analysis and explanation of specific budget items in relation to project objectives. All objectives in this proposal and all budget items are related to the program purposes, which include: (a) The reduction of minority group isolation in elementary schools with substantial portions of minority students; (b) The development and implementation of magnet school projects that will assist LEAs in achieving systemic reform and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards; (c) The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public elementary programs; (d) Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools; and (e) Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education.

Personnel Costs

The District is requesting salaries and benefits for a Project Director, a Student Recruitment Coordinator, two Student Recruitment Specialists, and eight (seven during the first year since University will be in planning) Magnet Resource Specialists. All of these positions are full-time (100% of their time will be spent on MSAP activities) positions. These positions have been described in the Quality of Personnel section of this proposal.

The **Project Director** will oversee the entire Magnet School Project, coordinating all project activities, monitoring full implementation, and reporting on the progress of the project to the Superintendent, the Board of Education and the community. The Project Director will supervise all project staff and will be ultimately responsible for all activities related to reducing minority group

isolation, systemic reform, the implementation of innovative instructional practices and the coordination of all project activities with the District's *No Child Left Behind* Plan. The project Director will also work closely with the Evaluators to insure that all surveys are completed and mailed in and that all data and materials are sent in a timely fashion to the evaluators.

The **Student Recruitment Coordinator** will oversee the production of all marketing and advertising materials, work with principals and district staff to ensure coordination of school- and district-level recruitment activities, and organize and manage all district-level magnet recruiting activities. He or she will also supervise the two **Student Recruitment Specialists**, who will lead magnet recruiting activities, schedule parent visits to schools, and work directly with parents to both guide them through the application process and assist with the notification and enrollment process that takes place after the magnet lottery. Note that part-time hourly recruitment assistance is also factored into the budget since during the two months prior to the application deadline and the two months following the lottery when applicants are notified, both the recruitment coordinator and the specialists will be working extensive overtime hours.

The eight **Magnet Resource Specialists** will work on site with classroom teachers to align the district's curriculum with their school's specific magnet theme; to develop and deliver an integrated curriculum; to plan, implement and support innovative scientifically-based instructional practices; to plan and participate in professional development, program implementation and parental involvement activities; to develop school-based recruitment materials and aid in the choice and recruitment process; to participate in developing workshops, seminars, and critical friends groups related to the implementation of the magnet themes; to network with research-based programs and to support implementation of strong academic programs through modeling and team teaching.

The District is also requesting funds to pay teachers hourly **stipends for professional**

development, and curriculum development and alignment. These activities will take place after regular school hours. Teachers need professional development to carry out the new, innovative magnet themes and the curriculum that will be developed. In addition, teachers need professional development to implement a high quality academic program that meets the needs of a diverse student population. Professional development in differentiated instruction, inclusion strategies, working with heterogeneous classes, and cooperative learning are just a few of the areas of professional development teachers will receive. Each of the magnet schools will integrate the magnet theme into the district curriculum and thus create expanded curriculum documents and specific magnet lesson plans that meet the needs of the diverse student body.

Each of the magnet schools will provide extended day programming for students to enrich the magnet theme, provide additional academic services, and lead parent activities. Funding is requested to cover the **personnel costs for these extended day programs**, specifically to pay for tutors and staff to work directly with students.

Fringe Benefits: Fringe benefits are a contractual obligation

Travel: The District is requesting funds for district and school staff to travel to view exemplary magnet programs in other districts, to conferences related to specific magnet themes (eg. Paideia, Comer SDP) and to conferences related to Magnet Schools development and implementation.

Equipment: The District is requesting funds for equipment necessary to carry out the magnet program in four magnet schools. Equipment requests are detailed in the accompanying budget. Equipment for these new magnet programs includes but is not limited to: computers, printers, smartboards, and projectors for each of the schools, along with engineering and robotics equipment to support University's Science and Engineering Theme, and construction and display equipment to highlight student projects created as part of Beecher's Museum theme. Equipment to support regular

academic programs will be purchased with local funds.

Supplies: Requested supplies are critical to each magnet program. A range of instructional supplies and materials will be purchased to support each school's specific magnet theme, as well as to advance literacy, numeracy, and other whole-school reform initiatives. The supplies will include classroom libraries, computer software, enrichment materials, audio-visual media, etc.

Contractual: Each magnet school will contract with external professional development providers to work with teachers in the areas of magnet theme development, literacy, numeracy, and curriculum enrichment. These professional development providers will include, among others, Paideia for Beecher and Ross Woodward, Project Lead the Way for University, and Comer SDP for all four magnet schools. Schools will contract for additional staff development services in academic content and instructional areas from outside consultants only when district personnel cannot provide the service. Most of the staff development will be provided by Magnet Resource Teachers, and district personnel in the areas of: curriculum alignment and instruction; special education; services to English language learners, and curriculum alignment.

In addition, a consultant will be hired for general program development assistance. This individual has been directing New Haven's magnet school projects for over a decade, and will provide technical assistance to magnet staff and principals to ensure continuity in the program and continued successful implementation going forward.

Funds will also be allocated for the District to **contract** for the services of an **outside evaluator** to provide an independent evaluation of the magnet project and to provide the District with both formative and summative evaluation. The contractor has many years of experience evaluating Magnet Schools Assistance Programs, as well as other educational programs.

Thus, the budget for this project is reasonable as it covers all areas related to the

objectives of the project. It includes only personnel, equipment, supplies, travel and contractual costs related to the start-up costs of the five magnet schools. After the three years of funding the District will assume the costs of maintaining the project.

(e) Evaluation Plan. The Secretary determines the extent to which the evaluation plan for the project – (1) Includes methods that are appropriate to the project; (2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and (3) Includes methods that are objective and that will produce data that are quantifiable.

EVALUATION DESIGN

This evaluation will provide a comprehensive examination of New Haven's Magnet Schools Assistance Program (MSAP) project. It is hoped that it will assist school staffs and school district personnel modify and improve project performance during the funding cycle, will assist school district personnel in designing future education programs, will help parents better understand New Haven's magnet school program, and will give those interested in magnet schools valuable information that will strengthen projects in other places. In addition, this evaluation will produce information needed by the United States Department of Education to properly evaluate the effectiveness of this project.

The evaluation will span the three years of the MSAP grant cycle, drawing data from a variety of sources. A report will be submitted at the end of each project year. Each of the three reports (two annual performance reports and one final report) will address the project objectives and MSAP Performance Indicators. Project objectives span three years, the length of the project. However, progress toward the achievement of these objectives will be assessed annually to ensure the timely modification of program components that are not making sufficient progress. Formative evaluation reports will be written for internal district and school use. They will be utilized in a

process of program review, reflection and improvement that will be described later in this section.

The New Haven Public Schools magnet project evaluation will draw on a wide variety of data to provide substance and context for both formative and summative reports. Quantitative, extant data (e.g. demographic information and standardized test results) will be used in conjunction with questionnaire, interview and observation data as well as with qualitative data resources (e.g. school improvement plans, developed curriculum materials, parent activity logs, professional development records) in order to ensure a thorough and balanced evaluation. By answering basic questions about the extent, nature, and reasons for program success (or lack thereof), this rich supply of information will help project and school staff make needed mid-course modifications. Project outcomes will be reported on both a district-wide and a school-by-school basis to provide the most accurate assessment of the project; what is working well at one school is not necessarily working at all at another, or is working well there for an entirely different set of reasons.

What follows is a description of the data, data collection instruments (e.g. test, surveys, protocols), and methods of analysis that will be used during the course of this evaluation. There will also be a discussion of the formative evaluation process, a summary of how data will be collected for each project objective, and an evaluation work scope/timeline.

Data Collection

The contractor will develop a complete set of data collection instruments (including surveys, observation and interview protocols and document requests) designed to provide sufficient information to address project objectives and MSAP Performance Indicators and to supplement extant data. The data to be collected will include:

School Improvement Plans: Every New Haven school produces a school improvement plan which includes a needs assessment, an analysis of student test data, and activities that are aimed at

improving instruction and student achievement. Each magnet school will provide the evaluation contractor with its plan. Each plan will include four subplans: (1) systemic reform/curriculum alignment; (2) magnet theme development and implementation; (3) professional development; and (4) parent participation.

Student achievement, demographic and other data: The contractor will collect achievement and other data needed to address project objectives related to student academic achievement (Program Purpose 4 objectives). School, grade and class level racial and ethnic student census data collected by the district will indicate the extent to which each school and the project succeeds in meeting Program Purpose 1 objectives including reducing, eliminating, and preventing minority group isolation.

Document requests: The contractor will request documentation from magnet school classroom teachers and MSAP supported staff to assist in determining the quality and extent of MSAP implementation. For example, all units and lessons developed as a result of this project will be documented and samples submitted to the evaluators. The uses of MSAP human and material resources will be documented as will changes in teaching methods. Lists of professional development opportunities and the materials that accompanied those seminars will be collected.

Observations: The evaluation contractor will develop a standardized observation protocol for project schools, with input from the principals and the project director, to be used during quarterly visits to each magnet school. These site visits are conducted by trained evaluators who also have extensive experience as magnet school practitioners. During each visit, the site visitor will observe lessons, lesson planning and curriculum writing, and interview school personnel, students and parents. Interviews will be designed to shed light on, among other topics: how the magnet theme is being developed and implemented, what instructional methodologies are being used, how

professional development is being implemented and applied, what impact magnet personnel and materials are having on the educational program of the school, and how the theme is incorporated into daily lessons, student work, and the overall culture of the school. Note that site visits will also serve as an opportunity for evaluators to work formatively with schools, a process discussed in more detail later in this section.

Principal, teacher, student and parent surveys and interviews: Teacher, student and parent surveys have been developed by the Education Alliance of Brown University in cooperation with the evaluation firm American Education Solutions (AES). These surveys were a product of a nine year evaluation project involving nine MSAP funded districts in which survey data and student test scores were collected and analyzed. *Survey items are directly related to the purposes of the MSAP and the objectives of this proposal.*

Teacher surveys will be administered annually to all classroom teachers at both magnet and comparison schools. Student data will be collected by sampling one grade from each school. For example, students in grade 4 will be surveyed from each elementary school. Parents will be surveyed by selecting a random sample of classes from each school, then sending surveys home. Parent surveys may also be administered at parent workshops or other functions if necessary.

Teachers and students at several non-magnet schools with racial and socio-economic compositions similar to those of the magnet schools will also be surveyed. These comparison schools will help place magnet survey responses in greater context, in addition to serving as a benchmark by which to measure them. Follow-up interviews with magnet teachers, administrators, and with the project director will also go into greater depth regarding magnet implementation and will help place teacher survey responses in context.

Formative Evaluation and Reporting

The evaluation contractor will aid in the continual improvement of magnet program implementation over the course of the grant period by tracking the degree to which magnet schools are achieving project objectives and activities throughout the school year. This type of monitoring helps evaluators and program staff: (1) have an on-going view of the implementation of the project; (2) increase the degree of attainment of project objectives; and (3) have the ability to modify the objectives and/or activities, if necessary, before the end of the school year.

Formative evaluation returns information about a program to those implementing it to better achieve its objectives and improve program performance. In this process, teachers, school administrators, and district administrators are viewed as data users, not simply suppliers of data. The power of the process rests in its ability to help teachers and administrators identify where they are going, how to improve the journey, and whether they have arrived. It is a process for communicating, building support, and developing a shared vision throughout the school community. All data collected by the evaluators will be used to facilitate the overall planning and implementation process for administrators and teachers.

This project's formative evaluation process has these components: (1) planning; (2) survey analysis and reporting; (3) site visits, observations, and interviews; (4) recommendations.

Planning: Each school improvement plan will incorporate the purposes, objectives and activities of this Magnet Schools Assistance Program (MSAP) grant application. As part of this planning process, every school will create magnet standards which, together with State academic content and student academic achievement standards, will be the foundation for the development of units and lessons, observation protocols used by the evaluators, and rubrics and protocols used in the peer review of lessons. This process will insure that there is a clear definition of how the magnet

theme will be integrated with other subjects and agreement among teachers, the school administration and the magnet program staff on the content and instructional methods that will be used to present magnet theme related units, lessons and courses to students.

Survey Analysis and Reporting: The data gathered through surveys will be used by the evaluators to structure interviews and observations in each of the magnet schools to better determine the progress that schools are making toward each of the program objectives. Survey results will also be used to assist schools in determining how to modify program activities to make them more effective. Statistical manipulation of response choices will be implemented to facilitate the analysis. For example, 4-point, continuous response scales such as the strongly agree - strongly disagree will be averaged and the mean responses were tested separately for the magnet/comparison schools. T-tests will be used whenever possible, to test for significant differences between the means.

Several reports are generated from the survey data. First is a graphical report comparing magnet schools in aggregate to comparison schools in aggregate. Each survey item will be tested to determine whether significant differences are present between the magnet and comparison responses. The results for each item will be presented as pie, bar, or line graphs to allow for easy interpretation by school and district staff. *These reports will be used to present and discuss district results emphasizing district trends.*

In addition, survey items for each school will be compiled in separate tabular reports. In these reports, tables highlight the differences in response patterns between each of the magnet and comparison schools that were surveyed. This data is then used during site visits to help facilitate discussions and structure observations and interviews concerning the extent and quality of implementation for each of the objectives of this grant. *These reports will be used to help individual schools examine the quality and extent of their MSAP implementation.*

Site Visits, Observations, and Interviews: Even though surveys are a valuable formative data collection tool (they query large numbers of the people who have the most detailed knowledge of the extent and quality of program implementation) follow-up site visits that include classroom observations and interviews of teachers, administrators, students and parents are an essential supplement.

Recommendations: Throughout the process of planning, surveys, site visits, observations and interviews, reports and follow-up discussions, schools are focusing on the same objectives, performance indicators, and activities. They have produced detailed implementation plans including sub-plans for curriculum alignment/systemic reform, magnet development and implementation, professional development, and expansion of their parent programs. The surveys, observations and follow-up interviews focus on these same domains. Therefore, the recommendations that the evaluators will make to each school, and to the program director, will be based on this work, and will in fact be a logical extension of this work. Recommendations will be presented by the evaluators both in writing and through discussion groups. There will be recommendations for improvement for each of the domains described above. In addition, exemplary areas will be highlighted.

Summative Evaluation and Reporting: The contractor will conduct a comprehensive evaluation of the impact of the MSAP on New Haven's magnet schools. One aspect of this work is to determine the extent to which program objectives are attained. The primary data sources for this evaluation were described in some detail above. The evaluation contractor will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and discuss the results with district and magnet school staffs. The following section details each of the program purposes, the objectives related to those purposes, and the means through which evaluators will assess the degree to which New Haven has successfully met these objectives.

Program Purpose (1): Elimination, reduction, prevention of minority group isolation. Summary of

Objectives: For each project year: (1.1) Minority group isolation will be reduced at each magnet school. (1.2, 1.3) Applicant pool for each magnet school: The proportion of white students will exceed the current enrollment; the number of applicants will exceed the number of available seats. (1.4) No feeder school will exceed the district-wide average of minority students for that grade level. (1.5) Class minority:non-minority ratios will not deviate from grade ratios by more than 15%.

How Objectives will be Measured: The New Haven Public Schools collect data detailing the distribution of its racial and ethnic minority students at the beginning of the school year. Every principal must identify the racial/ethnic composition of every class in the school. The racial/ethnic survey will be completed and published by October of each school year. The Project Director will be responsible for the collection of this data. The racial/ethnic census data will be compiled for all New Haven schools, including all magnet and feeder schools and will be used to determine whether these objectives have been achieved.

Program Purpose 2: Develop, implement magnet school projects that will assist LEAs achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards. Summary of Objectives: (2.1) Magnet schools will complete school improvement plans with goals, objectives, and activities related to the MSAP performance indicators and purposes and the objectives and activities of this project. (2.2) Surveys will measure teacher perceptions of school planning. (2.3) Magnet resource teachers will facilitate and support the implementation of systemic reforms and provide all students with the opportunity to meet challenging State academic content standards and student academic achievement standards. (2.4) Each year, there will be an increase in the numbers of parents who participate in various magnet school activities.

How Objectives Will Be Measured:

(2.1, 2.2) School Improvement Councils will log the dates, locations, attendance, agendas, and minutes of their meetings. Logs and of School Improvement Plans will be collected by the project director and made available to the evaluators. (2.1, 2.2, 2.3) Teacher survey items directly related to the school improvement and magnet planning process, and the use of magnet resource teachers will be used to determine the program's success on objectives 2.1 through 2.3.

(2.4) Meeting agendas, workshop notices, and sign-in sheets will be used to determine the number of parent participants for each activity. Parents and students will be surveyed and interviewed to determine the frequency of parent activities and the impact they had on students, their home learning environments, and the attitudes of parents and students towards school.

Program Purpose 3: Development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public education programs. Summary of Objectives: (3.1) Magnet resource teachers will facilitate and support the development and implementation of magnet themes. (3.2, 3.3) Magnet theme related units, lessons and courses will be developed, used with students for a specific number of minutes per week and published.

How Objectives Will Be Measured:

(3.1, 3.2, 3.3) Program fidelity (the degree to which the program is implemented as intended) will be determined in the areas of dosage (number of minutes per week/year and proportion of instructional time the magnet theme is presented to students), quality of lessons presented to students, and adherence (degree to which project goals, objectives and activities described in this proposal are implemented).

Teacher surveys will ask about developing magnet theme materials, the frequency the magnet

theme was used in the classroom, and the types of innovative instructional practices that were used most often. Questions about curriculum alignment and teacher perceptions of human and material resource support will also be included. The survey data will be used to determine the extent to which new instructional practices are used, the effectiveness of these practices, how many teachers have adopted new practices, how frequently they use them, and whether students have benefited from them. At the end of each project year, the evaluators will interview classroom teachers, magnet staff, school principals, the project director, students and parents and inspect curricula and other documents to determine which curricula and materials have been created, which have been published, which have been used by teachers, and the extent of that use. The quality of lessons will be determined by a peer review process and observations by an experienced evaluator using a protocol developed for each magnet school by the evaluator, the principal and the project director.

Program Purpose 4: To support courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technical and professional skills of students. Summary of Objectives: (4.1) Magnet schools will show improvement in reading, mathematics and writing each year for all students and subgroups. By Year 3, all magnet schools will attain NCLB Adequate Yearly Progress (AYP). (4.2) Magnet school students will develop mastery of the magnet curriculum.

How Objectives Will be Measured:

All students are tested in April of each school year. Data is analyzed by the State Education Department and sent to the district and posted on the Web. This data will be presented in the Annual Performance Reports in tabular form, highlighting the AYP targets and how each magnet school - both in aggregate and by subgroups - performed in relation to these targets. If specific subgroups do not meet AYP, additional analysis into the performance of this group will be conducted to provide

greater insight into the source of the problem.

If approved by the Department of Education, test score data will also be used in a quasi-experimental research study to determine whether student gains were statistically significant when compared to a matched comparison group of students, and whether these gains were correlated with resources and activities supported by the Magnet Schools Assistance Program. This study would probe student achievement data in great depth, analyzing which students magnet programs appear to benefit the most greatly, and what grades and subjects magnet programs appear to teach most strongly when compared to the non-magnet status-quo. Details regarding this proposed experimental research can be found in the Appendix.

Every school will create magnet standards which will be the foundation for the development of units and lessons, observation protocols used by the evaluators, and rubrics and protocols used in the peer review of lessons. This process will insure that there is a clear definition of and agreement on the content and instructional methods that will be used to present magnet theme related units, lessons and courses to students. Coded observation data of lessons and peer review panel data will be used to determine the quality of lessons as well as fidelity to the proposed treatment described in this application. Teachers, principals and magnet staff will develop, by the end of the first project year, the methods that will be used to assess student mastery of magnet curricula. These methods will be based on the magnet standards developed by each magnet school, and will be approved by the project director and evaluator.

Program Purpose 5: Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated. Summary of Objectives: (5.1, 5.2) Magnet school teachers will receive, on average, 40 hours of professional development that they use and find

helpful.

How Objectives will be Measured: (5.1, 5.2) Attendance of workshops or other training sessions will be logged by the presenter or project staff. The magnet school principals in collaboration with the Project Director will be responsible for collecting data including the presenter's or trainer's name and position, the type of training, the number of hours of training provided and the number and names of teachers involved. The percentage of teachers applying the training in their classrooms will also be determined through survey item analysis, follow-up interviews, and classroom observations.

As described above, curricula developed by teachers will be collected and assessed—by a peer review panel and the evaluator – to determine the quantity and quality of materials that have been created. Developing high quality curricula is an essential part of increasing the capacity of schools to continue the magnet program following the end of federal funding.

Program Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment. Summary of Objectives: Objective 1.5, relating to the equitable distribution of minority and non-minority students throughout each magnet school's classes directly addresses this Program Purpose. Also objectives 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 which are related to providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards, and the writing of magnet curricula and the production of magnet curricula guides directly address this purpose.

Annual Evaluation Schedule

- | | |
|--------|--|
| TASK 1 | Initial meeting with project and district staff (Week 1 or 2) |
| TASK 2 | Refine data collection instruments and plan; refine analysis plan; (Weeks 1-3) |
| TASK 3 | Data Collection, Analysis and Reporting |

- Subtask 3.1 Collect year 1 data (Throughout year)
 - Site visits including interviews and observations (Weeks 3-33)
 - Formative evaluation including discussion of recommendations (Weeks 3-40)
 - Surveys administered (Week 34); Survey results reported (Week 38)
 - Documents collected (e.g. units/lessons integrated with magnet theme)(Week 34)
- Subtask 3.2 Analyze and process data (Weeks 34-36)
- Subtask 3.3 Prepare Annual Performance Report (Weeks 36-37)
- Subtask 3.4 Submit report to school District (Week 38)
- Subtask 3.5 Submit report to United States Department of Education (Week 40)

All data to be collected including student achievement, demographic, survey, interview and observation data, school improvement plans and document requests were previously described. Survey analysis and test score reporting was also previously described. The formative evaluation will be ongoing throughout the school year. The annual performance report will be submitted to the school district by the evaluator by the 38th week of the project. Week 1 is the week the project begins each year.

(f) Commitment and capacity. (1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under the regulations is no longer available (2) The Secretary determines the extent to which the applicant – (i) Is committed to the magnet schools project

New Haven is not a newcomer to magnet schools. Connecticut’s first was established here thirty years ago. The proposed project will build on the district=s outstanding record of success with the magnet schools model. New Haven has 19 magnet schools. Since 2003-2004, 12 of those schools reduced minority group isolation.

New Haven has been in the forefront of Connecticut's school desegregation movement. Beginning in 1963, it has implemented a variety of desegregation plans to both decrease minority group isolation and increase racial diversity for all students by pairing schools, rezoning, encouraging voluntary transfers, and creating magnet schools. Until the mid-1990's, each move had been met with white flight. This cycle of the implementation of a desegregation strategy followed by white enrollment declines has been ameliorated through the use of magnet schools.

There are two themes running through New Haven's desegregation history:

- ▶ New Haven has a thirty year commitment to desegregation that has transcended both School Board changes and district administrations.
- ▶ There has been substantial white resistance to every desegregation strategy attempted by the New Haven Public Schools, with the exception of magnet schools.

New Haven's Commitment to Desegregation

The New Haven Board of Education has a long history of desegregating its schools. In spite of widespread white resistance to virtually every initiative that has been attempted since 1963, the New Haven schools are more integrated than those of any other large Connecticut city. This is a direct result of successful magnet schools and a commitment to desegregation that has transcended school board and school administration changes over the years. Magnet schools attract white and minority youngsters and successfully educate all students regardless of their racial, ethnic, or economic background. New Haven was the first Connecticut city to establish magnet schools, and has succeeded, in many ways, where others have failed.

New Haven's Extraordinary Success: Magnets That Set the Standard for the State

By far, the desegregation strategy with the most profound long-range effects on New Haven has been magnet schools. That is why, on April 12, 1998, the *New Haven Register*, New Haven's

major newspaper, published an editorial that praised New Haven's efforts calling its magnet school program the "guts" of Connecticut's Interdistrict Magnet Program, the major response to the *Sheff* decision discussed earlier in this proposal. It still is. New Haven has more interdistrict magnet schools than any other district in Connecticut.

An article from the March 19, 2007 New Haven Register, quoted in the introduction to this proposal, illustrated that many suburban students, including many white students, apply each year to New Haven interdistrict magnet schools.

New Haven A surge in applications by white suburban students to New Haven's 2007 interdistrict magnet school lottery has given city officials hope that their aim to voluntarily desegregate urban schools is working. ...

The total number of suburban applicants increased by 50 percent over last year, from 927 to 1,386, and the number of white students from the suburbs placed in city schools increased by 98 percent over last year, from 193 to 382, said Ed Linehan, magnet school director.

The total number of white applicants also rose 40.6 percent from 547 in the 2006 lottery to 769 in the 2007 lottery. The total number of white suburban applicants in 2006 was 291 and in the 2007 lottery it was 514, a 76.6 percent increase, of which the 382 were placed, Linehan said.

"That means there is a waiting list of white suburban applicants," Linehan said.

Although New Haven's record of success is excellent for any district, it must be put into the context within which New Haven must function. It is an urban school district with a white population of 11%, and a waiting list of white suburban student who want to attend some of the most exciting schools in Connecticut. This success is directly attributable to its commitment to magnet schools.

New Haven's Commitment Of Resources After Federal Funds Are No Longer Available

Of New Haven's 19 magnet schools, 14 received support from the Magnet Schools Assistance Program for initial development or expansion. Of those, 12 are currently being supported totally by local funds. For next year, all 14 will be supported by local funds.

The following 17 magnet schools are totally supported with local funds and state funds:

► Jepson Elementary School (Non-graded School; Interdistrict); ► West Hills Elementary School (Bank Street Model); ► East Rock School (Kg-8, International Studies); ► Edgewood School (Kg-8, Integrated Arts Curriculum); ► Davis Elementary (PreK-4, 21st Century Model); ► Vincent Mauro (Kg-5, Math, Science, Technology); ► Strong Elementary (Kg-4, Traditional); ► Microsociety Magnet (Kg-4, Microsociety); ► Betsy Ross Middle School (Performing Arts, Interdistrict); ► West Hills Middle School (Integrated Curricula); ► High School in the Community (Community Orientation, Interdistrict); ► Career High School (Business and Science Careers, Interdistrict); ► Coop High School (Performing Arts, Interdistrict); ► Hyde High School (Character Education, Interdistrict); ► New Haven Academy; ► Metropolitan Business High School; ► John S. Martinez School (K-8, Traditional, Character Education).

These schools have been operating from between 1 and 31 years. **Throughout most of that time, they have been totally supported by local funds.** There has never been a period of time that any one of them has not operated as a magnet since they were developed in that way.

New Haven is requesting Magnet Schools Assistance Program funds to develop four magnet schools that will serve both New Haven and suburban students. **After federal funds are no longer available, these programs will be continued with local (city and state) funds just as all other New Haven magnet schools have been.**

The activities described in this application will build the capacity of the New Haven Public Schools to continue its magnet schools after federal funds are no longer available just as New Haven

has done with previously established magnet schools for thirty years. Supplies and equipment will be bought, staff will be trained, curricula aligned, magnet themes redeveloped and aligned with state standards and the schools will be restructured adopting governance structures which will alter the roles and relationships of school staff.

(f) Commitment and capacity. (2) The Secretary determines the extent to which the applicant – (ii) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

New Haven is requesting money in this proposal to increase its capacity to carry on its activities after federal funds are no longer available. Using MSAP funds, the New Haven Public Schools will: ► Create 3 interdistrict pre-kindergarten through grade eight magnets that will have the power to attract suburban students; ► Open a new, district-wide **Science and Engineering University Magnet School** that will open in the fall of 2008, year 2 of the next MSAP grant cycle and serve grades 6 and 7 during the MSAP grant cycle. It will add a new grade each year until it becomes a grade 6 - 12 school. ► Create much more rigorous and engaging curricula at the three existing schools and develop a rigorous and engaging curriculum at the fourth school. ► Renew the School Development Program including staff training at each magnet school. ► Restructure the magnet schools for diversity by training teachers how to meet the needs of all students in heterogeneous classes through the use of strategies such as differentiated instruction. ► Implement an extensive multicultural curriculum at all magnet schools. ► Rewrite the curricula of the proposed magnet schools so that they conform to the highest content standards established by the Connecticut State Education Department, and infuse into these aligned curricula their magnet themes.

Magnet Schools Assistance Program funds will be used for these capacity building features which will enable the district to continue all of the magnet schools that are described in this proposal

after federal funds are no longer available.

The activities described in this application will build the capacity of the New Haven Public Schools to continue its magnet schools after federal funds are no longer available just as New Haven has done with previously established magnet schools for thirty years.

The best assurance that this will occur is to look at New Haven's history. Every magnet school that has been established has been supported with local tax levy funds, most for more than a decade. Some have been supported by tax levy funds for more than thirty years.

As previously mentioned, the schools for which New Haven is requesting MSAP support, will be approved as regional magnet schools by the Connecticut State Education Department before the end of the MSAP grant cycle (most likely by project year two). This means that New Haven will receive increased State aid for the students that it accepts. In addition, the State will continue to pay for transportation costs for transfer students.

The New Haven Public Schools will pay for the costs of continuing the magnet schools and their themes, the School Development Program, Restructuring for Equity (heterogeneous classes, differentiated instruction, cooperative learning, and multicultural education), curricula revisions and rewriting, and the staff training necessary to support these initiatives with local tax levy and state funds. It will do this because these are the elements that its School Board believes all schools need to be successful for a diverse population of students, and belongs in all schools.. **That has been its commitment to magnet schools for the last thirty years.**

Besides using local funds to carry on magnet school activities described above after federal funds are no longer available, the New Haven Public Schools will use:

- ▶ Connecticut State funds, and local funds;
- ▶ Federal, state, and foundation grants;

▶ (b)(4)

State Funds

The State of Connecticut is making a strong financial commitment to the operation of interdistrict magnet schools that offer quality educational programs to reduce the racial, ethnic and economic isolation of students in urban, suburban and rural schools. Legislation entered into on a yearly basis provides funding for up to **100 percent** of the reasonable costs for transportation of students to interdistrict schools and **95 percent** of the costs for the construction or renovation of a facility to house interdistrict schools or programs.

Operational funding for interdistrict magnet schools is contingent upon the number of students enrolled in an interdistrict school program from each sending school district and the percentage of seats they occupy in the school. Operational plans **must** insure that **at a minimum** 20 percent of the enrolled students are residents of a participating school district located outside of the district in which the interdistrict school or program is located. **No magnet school or program may receive funds if it fails to meet this criteria.**

The legislation currently provides a **maximum** award of **\$5,139.90 per student** when each participating school district constitutes **no more than 30 percent** of the student body of the interdistrict school. When districts **exceed that percentage, the amount of the award declines proportionately.** The operation of an interdistrict magnet school requires a contribution from each participating school district. The costs of operation and the means of supplementing state support must be agreed upon prior to the submission of the interdistrict operations plan.

A school district will not lose its education cost sharing (ECS) funds if a student leaves a district to attend an interdistrict magnet school; all sending school districts retain their per pupil ECS.

How New Haven Will Continue its Magnet Schools after Federal Funds Are No Longer Available

Magnet schools have proven their worth in New Haven. They have stabilized the secondary school population for nearly a decade, and now are beginning to attract students from affluent suburbs. As the New Haven Register has pointed out in 1998 and in 2007, they are the “guts” of the Connecticut Interdistrict Magnet Program not only because of their number compared to the rest of the state, but because of their successes, and their longevity. They illustrate to the state, and to the nation, the value of magnet schools, and desegregation, in a highly minority group isolated district. All of New Haven’s magnets will continue after federal funds are no longer available. That has happened for more than thirty years. Some of its magnet schools were started with ESAA funds and have been supported with local dollars ever since. Magnets are too successful and too important to New Haven. They will continue.

With the passage of P.A. 97-290, the support of magnet schools will be easier in the future. New Haven will receive funds for the capital improvements of its interdistrict schools or for new schools, and for the busing of suburban students to New Haven magnet schools. In addition, it is also receiving some additional per capita state aid for suburban students who attend New Haven magnet schools. It will also not lose school aid for students who attend suburban schools. These state funds, while not sufficient for urban areas such as New Haven to start or strengthen existing magnets to compete with their suburban counterparts, these funds are sufficient to maintain programs once they are on solid footing. The need at this time for New Haven is for seed money to strengthen its magnet schools. Once this is accomplished, state and local funds are sufficient to continue the programs. That is the great value of the Connecticut state law. (It should not be forgotten that the state creates an incentive for districts to keep schools operating as magnets. The law provides that if

a building is not used for the proposed magnet school, **the district must reimburse the state for all capital expenses.**)

In addition to state magnet funds, and per capita state aid for students discussed above, New Haven receives \$1 million in Connecticut State Priority School Aid. These funds are targeted for poor urban districts to support programs for students with low reading and mathematics scores. Because New Haven has chosen only highly minority isolated schools as magnet schools for this application, part of the priority schools money can, and will be used to carry-on the magnet programs in these schools after federal funds are no longer available. Because of the *Sheff* decision, the state legislature will increase this aid in future years.

Federal and Foundation Grants, and Competitive Grants

The New Haven Public Schools are confident that they will be able to offer a high level of continued support to the magnet schools described in this proposal because of their outstanding record in pursuing competitive federal, and foundation grants. The district is currently administering over \$4 million in competitive grant programs that support directly, or indirectly existing magnet school programs. The success of the district's outside fund raising makes it possible to plan for the gradual assumption of project costs, after the district's capacity to continue its magnet schools project has been adequately strengthened by Magnet Schools Assistance Program support.

In addition, the State of Connecticut will support regional magnet schools with transportation funds, and capital expense funds, necessary expenses that the Magnet Schools Assistance Program does not cover. Connecticut has appropriated approximately \$40 million over the next two years to support regional magnet schools in the ways just described.

During the three years of the Magnet Schools Assistance Program cycle, the New Haven Public Schools will commit the resources of its school and district office staff, and develop programs

that will directly support the activities that are described in this proposal. The district will seek funds to support these programs from the following sources:

Federal Grants: National Science Foundation; Safe Schools/Healthy Students; Smaller Learning Communities; Teaching American History; Voluntary Public School Choice; Early Reading First; Improving Literacy through School Libraries, Advanced Placement Test Fee and Incentive Programs; Improving Literacy Through School Libraries, Mentoring, National Endowment of the Arts.

State Grants: (b)(4)

(b)(4)

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Project Narrative

Other Narrative

Attachment 1:

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Attachment 2:

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Attachment 4:

Title: Pages: Uploaded File: 7239-File_4_Table_6_Revised_Magnet_Schools_New_Haven_Public_Sch.pdf

Attachment 5:

Title: Pages: Uploaded File: 710-File_5_Resumes_New_Haven_rev1dak%5B1%5D.pdf

Attachment 6:

Title: Pages: Uploaded File: 4772-File_6_Rigorous_Eval_Brown_New_Haven_v3%5B1%5D.pdf

Attachment 7:

Title: Pages: Uploaded File: 8965-File_7_MSAP_Assurances%5B1%5D.pdf

Attachment 8:

Title: Pages: Uploaded File: 1432-File_8_New_Haven_Table_of_Contents_rev2dak_msap%5B1%5D.pdf

Attachment 9:

Title: Pages: Uploaded File: 4675-File_1A_Desegregation_Plan_Supplemental_Information_rev1%5B1%5D.pdf

Attachment 10:

Title: Pages: Uploaded File: 757-

File_2_Tables_1_4_Enrollment_Data_rev4dak_MSAP_New_Haven_univ_Feeder_fix%5B1%5D.pdf

Part IV- Table of Contents for Other Attachments Form

File 1: Desegregation Plan Information Form
Desegregation Plan Documents

File 1A: Desegregation Plan Supplemental Information

File 2: Tables 1 - 4 Enrollment Data, Suburban Feeder School Enrollment Data

File 3: Table 5 - Selection of Students

File 4: Table 6 - Revised Magnet Schools

File 5: Resumes

File 6: Response to the Invitational Priority for Rigorous Evaluation

File 7: Magnet Schools Assistance Program Assurances

File 8: Table of Contents for Narrative

New Haven MSAP Other Attachments Form

File 1:Desegregation Plan Information

- a) Desegregation Plan Information Form
- b) Sheff v. O'Neill - July 9, 1996
- c) Public Act No. 97-290, An Act Enhancing Educational Choices and Opportunities
June 26, 1997
- d) Sheff v. O'Neill - March 3, 1999

Type of Desegregation Plan
(Check One & Attach the Appropriate Documents)



A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order 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.
- Note: 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 desegregation plan modification should be mailed to:

Steven L. Brockhouse
US Department of Education
Office of Innovation &
Improvement
400 Maryland Avenue SW, Rm
4W229
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.

MILO SHEFF ET AL.
v.
WILLIAM A. O'NEILL ET AL.

Connecticut Supreme Court Decision

July 9, 1996

The "officially released" date that appears near the beginning of each opinion is the date the opinion will be published in the Connecticut Law Journal or the date it was released as a slip opinion. The operative date for the beginning of all time periods for filing postopinion motions and petitions for certification is the "officially released" date appearing in the opinion. In no event will any such motions be accepted before the "officially released" date.

MILO SHEFF ET AL. v. WILLIAM A. O'NEILL ET AL.
(15255)

Peters, C. J., and Callahan, Borden, Berdon, Norcott, Katz and Palmer, Js.

{HEADNOTE}

The plaintiffs, eighteen schoolchildren residing in the city of Hartford and two neighboring suburban towns, sought declaratory and injunctive relief from the defendants alleging, inter alia, that the defendants the governor, the state board of education and various other state officials, had an obligation under article eighth, § 1, and article first, §§ 1 and 20, of the Connecticut constitution, to remedy alleged educational inequities in the Hartford public schools resulting from racial and ethnic isolation. The trial court determined that the plaintiffs had failed to prove that state action was the "direct and sufficient" cause of the conditions alleged in their complaint and rendered judgment for the defendants. On the plaintiffs' appeal, held:

1. The plaintiffs' complaint was justiciable; the text of article eighth, § 1, which assigns to the legislature the affirmative obligation of enacting "appropriate legislation" to ensure that "[t]here shall always be free public elementary and secondary schools in this state," does not deprive the courts of the authority to determine whether that obligation has been fulfilled.
2. The state action doctrine was not a defense to the plaintiffs' claims of constitutional deprivation; if the legislature, which has an affirmative obligation to provide schoolchildren throughout this state with a substantially equal educational opportunity, fails to remedy substantial inequalities in the educational opportunities being afforded to those children, its actions and omissions constitute state action.
3. The school districting and attendance statutes (§§ 10-240 and 10-184) as enforced with respect to the plaintiffs are unconstitutional; the scope of the state's obligation to provide schoolchildren with a substantially equal educational opportunity, as imposed by article eighth, § 1, is informed by the constitutional prohibition against segregation contained in article first, § 20, to the effect that the existence of severe racial and ethnic isolation in the public school system, regardless of whether it has occurred de jure or de facto, deprives schoolchildren of a substantially equal educational opportunity and requires the state to take further remedial action.

(One justice concurring separately, three justices dissenting)
 Argued September 28, 1995 -- officially released July 9, 1996*

Action for a declaratory judgment to determine whether the defendants have failed to provide the plaintiffs with a substantially equal educational opportunity as a result of the alleged segregation by race and ethnicity of students in public schools in the greater Hartford metropolitan area, and for other relief, brought to the Superior Court in the judicial district of Hartford-New Britain at Hartford, and tried to the court, *Hammer, J.*; judgment for the defendants, from which the plaintiffs appealed to the Appellate Court; thereafter, the appeal was transferred to this court, which ordered the parties to stipulate to all undisputed facts and to prepare and submit to the trial court proposed findings of facts that are disputed, and further ordered the trial court to issue findings on each of the disputed facts. *Reversed; judgment directed.*

Wesley W. Horton, with whom were *John Brittain*, *Martha Stone*, *Philip D. Tegeler*, *Dennis D. Parker*, pro hac vice, and, on the brief, *Sandra DelValle*, pro hac vice, *Kenneth Kimerling*, pro hac vice, *Wilfred Rodriguez*, *Christopher A. Hansen*, pro hac vice, *Theodore M. Shaw*, pro hac vice, and *Marianne L. Engelman Lid*, pro hac vice, for the appellants (plaintiffs).

Richard Blumenthal, attorney general, with whom were *Gregory T. D'Auria*, *Carolyn K. Querijero*, *Bernard F. McGovern, Jr.*, and *Martha Watts Prestley*, assistant attorneys general, for the appellees (defendants).

Maurice T. FitzMaurice and *Carolyn A. Magnan* filed a brief for the city of Hartford et al. as amici curiae.

Kathryn Emmett, *Jane W. Glander* and *Elise Mayers Bouchner* filed a brief for the Capitol Region Conference of Churches et al. as amici curiae.

David S. Golub and *Jonathan M. Levine* filed a brief for the Connecticut Legislative Black and Puerto Rican Caucus et al. as amici curiae.

Martin Margulies filed a brief for the Society of American Law Teachers as amicus curiae.

Stephen C. Willey, pro hac vice, and *Michael P. Koskoff* filed a brief for the Connecticut Federation of School Administrators et al. as amici curiae.

{OPINION}

PETERS, C. J. The public elementary and high school students in Hartford suffer daily from the devastating effects that racial and ethnic isolation, as well as poverty, have had on their education. Federal constitutional law provides no remedy for their plight. The principal issue in this appeal is whether,

under the unique provisions of our state constitution, the state, which already plays an active role in managing public schools, must take further measures to relieve the severe handicaps that burden these children's education. The issue is as controversial as the stakes are high. We hold today that the needy schoolchildren of Hartford have waited long enough. The constitutional imperatives contained in article eighth, § 1, and article first, §§ 1 and 20, of our state constitution entitle the plaintiffs to relief. At the same time, the constitutional imperative of separation of powers persuades us to afford the legislature, with the assistance of the executive branch, the opportunity, in the first instance, to fashion the remedy that will most appropriately respond to the constitutional violations that we have identified. The judgment of the trial court must, accordingly, be reversed.

I

THE HISTORY AND FACTUAL BACKGROUND OF THIS LITIGATION

In their action seeking a declaratory judgment and injunctive relief, the eighteen plaintiffs filed a four count complaint in which they claimed that the defendants had a constitutional obligation, under article eighth, § 1, and article first, §§ 1 and 20, to remedy alleged educational inequities in the Hartford public schools. The trial court denied the defendants' motions to strike the complaint and for summary judgment. After an evidentiary hearing, the court concluded, however, that the plaintiffs had failed to prove that "state action exists under the facts and circumstances of this case," and rendered judgment in favor of the defendants.

A

The plaintiffs' revised four count complaint alleges that students in the Hartford public schools are burdened by severe educational disadvantages arising out of their racial and ethnic isolation and their socioeconomic deprivation. Seeking declaratory and injunctive relief, each count of their complaint is grounded on the proposition that the defendants have failed to fulfill their state constitutional responsibility to remedy these severe educational disadvantages. Count one alleges that the defendants bear responsibility for the de facto racial and ethnic segregation between Hartford and the surrounding suburban public school districts and thus have deprived the plaintiffs of an equal opportunity to a free public education as required by article first, §§ 1 and 20, and article eighth, § 1. Count two alleges that the defendants have perpetuated the racial and ethnic segregation that exists between Hartford and the surrounding suburban public school districts, and thus have discriminated against the plaintiffs and have failed to provide them with an equal opportunity to a free public education as required by article first, §§ 1 and 20, and article eighth, § 1. Count three alleges that the defendants have failed to provide the plaintiffs with an equal opportunity to a free public education as required by article first, §§ 1 and 20, and article eighth, § 1, because the defendants have maintained in Hartford a public school district that, by comparison with surrounding suburban public school districts: (1) is severely educationally disadvantaged;

(2) fails to provide equal educational opportunities for Hartford schoolchildren; and (3) fails to provide a minimally adequate education for Hartford schoolchildren. Count four alleges that the defendants have failed to provide the plaintiffs with a substantially equal educational opportunity as required by Connecticut law, including General Statutes § 10-4a, in violation of the plaintiffs' rights to due process under article first, §§ 8 and 10.

The defendants not only denied the underlying factual and legal premises of the plaintiffs' complaint, but also raised seven special defenses. These defenses alleged that the defendants were not liable because of: (1) sovereign immunity; (2) stare decisis; (3) separation of powers; (4) the lack of a justiciable controversy; (5) the plaintiffs' failure to join necessary parties, including the city of Hartford; (6) the absence of state action; and (7) the unavailability of court-ordered remedies.

The trial court initially denied the defendants' motions to strike and for summary judgment that were premised on these special defenses. After an evidentiary hearing, however, the court ruled in favor of the defendants on their sixth special defense. Relying heavily on principles drawn from federal constitutional law, the court determined that the plaintiffs could not prevail without establishing that state action was the "direct and sufficient cause of the conditions" alleged in their complaint, and concluded that they had failed to prove such causation. Finding no such state action, the court rendered judgment for the defendants without addressing the merits of the constitutional claims asserted by the plaintiffs.

B

Because of the importance of the novel and controversial questions of constitutional law raised in this litigation, pursuant to Practice Book § 4023 and General Statutes § 51-199 (c), we transferred to this court the plaintiffs' appeal from the judgment of the trial court. Noting that the plaintiffs' complaint had been pending since 1989, we held a special hearing, shortly after the appeal had been filed, to order supplementation of the trial record. We directed the parties to prepare a joint stipulation of all relevant undisputed facts and to assist the trial court in making findings of fact on matters upon which the parties could not agree. Our resolution of this appeal has proceeded on the basis of this supplemented record, which the parties and the court promptly prepared in accordance with our order.

C

The stipulation of the parties and the trial court's findings establish the following relevant facts. Statewide, in the 1991-92 school year, children from minority groups constituted 25.7 percent of the public school population. In the Hartford public school system in that same period, 92.4 percent of the students were members of minority groups, including, predominantly, students who were either African-American or Latino. Fourteen of Hartford's twenty-five elementary schools had a white student enrollment of less than 2 percent. The Hartford public school system currently enrolls the highest percentage of minority

students in the state. In the future, if current conditions continue, the percentage of minority students in the Hartford public school system is likely to increase rather than decrease. Since 1980, the percentage of African-Americans in the Hartford student population has decreased, while the percentage of Latinos has increased. Although enrollment of African-American students in the twenty-one surrounding suburban towns has increased by more than 60 percent from 1980 to 1992, only seven of these school districts had a minority student enrollment in excess of 10 percent in 1992. Because of the negative consequences of racial and ethnic isolation, a more integrated public school system would likely be beneficial to all schoolchildren.

A majority of the children who constitute the public school population in Hartford come from homes that are economically disadvantaged, that are headed by a single parent and in which a language other than English is spoken. The percentage of Hartford schoolchildren at the elementary level who return to the same school that they attended the previous year is the lowest such percentage in the state. Such socioeconomic factors impair a child's orientation toward and skill in learning and adversely affect a child's performance on standardized tests. The gap in the socioeconomic status between Hartford schoolchildren and schoolchildren from the surrounding twenty-one suburban towns has been increasing. The performance of Hartford schoolchildren on standardized tests falls significantly below that of schoolchildren from the twenty-one surrounding suburban towns.

Directly or indirectly, the state has always controlled public elementary and secondary education in Connecticut. The legislature directs many aspects of local school programs, including courses of study and curricula, standardized testing, bilingual education, graduation requirements and school attendance. Since 1941, as a result of a state statute; see General Statutes § 10-240; the public school district boundaries in Hartford have been coterminous with the boundaries of the city of Hartford. Since at least 1909, as a result of another state statute; see General Statutes § 10-184; schoolchildren have been assigned to the public school district in which they reside.

The legislature provides substantial support to communities throughout the state to finance public school operations. State financial aid is distributed so that the neediest school districts receive the most aid. Accordingly, in the 1990-91 and 1991-92 school years, overall per pupil state expenditures in Hartford exceeded the average amount spent per pupil in the twenty-one surrounding suburban towns. The state reimburses Hartford for its school renovation projects at a rate that is considerably higher than the reimbursement rate for the twenty-one surrounding suburban towns.

The state has not intentionally segregated racial and ethnic minorities in the Hartford public school system. Except for a brief period in 1868, no students in Connecticut have intentionally been assigned to a public school or to a public school district on the basis of race or ethnicity. There has never been any other manifestation of de jure segregation either at the state or the local level. In addition to various civil

rights initiatives undertaken by the legislature from 1905 to 1961 to combat racial discrimination, the state board of education was reorganized, during the 1980s, to concentrate on the needs of urban schoolchildren and to promote diversity in the public schools. Since 1970, the state has supported and encouraged voluntary plans for increasing interdistrict diversity.

The state has nonetheless played a significant role in the present concentration of racial and ethnic minorities in the Hartford public school system. Although intended to improve the quality of education and not racially or ethnically motivated, the districting statute that the legislature enacted in 1909, now codified at § 10-240, is the *single most important factor* contributing to the present concentration of racial and ethnic minorities in the Hartford public school system. The districting statute and the resultant school district boundaries have remained virtually unchanged since 1909. The districting statute is of critical importance because it establishes town boundaries as the dividing line between all school districts in the state.

Nonetheless, according to the findings of the trial court, poverty, and not race or ethnicity, is the principal causal factor in the lower educational achievement of Hartford students. The court also found that the Hartford public school system provides its students with a minimally adequate education under article first, §§ 1 and 20, and article eighth, § 1, because, regardless of the comparative levels of achievement between Hartford students and students from the twenty-one suburban towns, the education provided to Hartford students gives them a chance to lead successful lives. It further found that the Hartford public school system provides its students with an equal educational opportunity because they receive resources, educational programs and curricula similar to those received by students in other communities in the state. It then found that school district lines would have to be redrawn in order to remedy effectively the severe racial, ethnic and socioeconomic isolation that exists in the Hartford public school system. In addition to these findings addressed to the plaintiffs' specific legal claims, the court also found that any form of mandatory intervention would have to rely on coercive measures that would not assure educationally desirable outcomes.

D

The plaintiffs' appeal challenges the validity of many of the trial court's findings of fact and all of its conclusions of law. The defendants ask us to affirm the judgment of the trial court, by reversing its conclusion that the plaintiffs' complaint is justiciable or by upholding its conclusion that the complaint is barred by an absence of the requisite state action. If we reject these affirmative defenses, the defendants argue that the plaintiffs have failed to establish their claims of law in light of the findings of the trial court. We are unpersuaded by the defendants' affirmative defenses and, on the merits, we reverse the judgment of the trial court.

II

THE AFFIRMATIVE DEFENSES

The defendants renew two affirmative defenses that they raised

at trial. They argue that the text of article eighth, § 1, deprives the trial court of jurisdiction to consider whether the plaintiffs are entitled to relief by way of an order to the legislature to provide a remedy for their impaired educational opportunities. They also argue that, even if the trial court had jurisdiction, the plaintiffs cannot recover because they have not alleged that their educational impairment results from intentional state misconduct. We are not persuaded by either of these affirmative defenses.

A

The defendants maintain that the trial court should have dismissed the plaintiffs' complaint because the plaintiffs' claims are nonjusticiable. Granting the plaintiffs the relief they seek would, according to the defendants, require this court to respond to a political question that our constitution has expressly and exclusively entrusted to the legislature. We disagree.

Existing precedents describe the uneasy line that distinguishes between cases that are justiciable and cases that are not. Because of the doctrine of separation of powers, courts do not have jurisdiction to decide cases that involve matters that textually have been reserved to the legislature, such as the implementation of a constitutional spending cap; *Nielsen v. State*, 236 Conn. 1, 9-10, 670 A.2d 1288 (1996); or the appointment of additional judges. *Pellegrino v. O'Neill*, 193 Conn. 670, 683, 480 A.2d 476, cert. denied, 469 U.S. 875, 105 S. Ct. 236, 83 L. Ed. 2d 176 (1984); see also *Nielsen v. Kezer*, 232 Conn. 65, 74, 652 A.2d 1013 (1995). In the absence of such a textual reservation, however, it is the role and the duty of the judiciary to determine whether the legislature has fulfilled its affirmative obligations within constitutional principles. *Marbury v. Madison*, 5 U.S. (1 Cranch) 137, 177, 2 L. Ed. 60 (1803); *Pratt v. Allen*, 13 Conn. 119, 132 (1839); see *Caldor, Inc. v. Thornton*, 191 Conn. 336, 344, 464 A.2d 785 (1983), aff'd, 472 U.S. 703, 105 S. Ct. 2914, 86 L. Ed. 2d 2557 (1985); *Horton v. Meskill*, 172 Conn. 615, 625, 649-50, 376 A.2d 359 (1977) (*Horton I*); *Preveslin v. Derby & Ansonia Developing Co.*, 112 Conn. 129, 145, 151 A. 518 (1930). "Deciding whether a matter has in any measure been committed by the Constitution to another branch of government, or whether the action of that branch exceeds whatever authority has been committed, is itself a delicate exercise in constitutional interpretation, and is a responsibility of this Court as ultimate interpreter of the Constitution." *Baker v. Carr*, 369 U.S. 186, 211, 82 S. Ct. 691, 7 L. Ed. 2d 663 (1962); see *Massameno v. Statewide Grievance Committee*, 234 Conn. 539, 552, 663 A.2d 317 (1995); *Nielsen v. Kezer*, supra, 74-75; see also L. Henkin, "Is There a 'Political Question' Doctrine?," 85 Yale L.J. 597, 599-600 (1976); M. Redish, "Judicial Review and the 'Political Question,'" 79 Nw. U.L. Rev. 1031, 1051-60 (1984-1985).

In the context of judicial enforcement of the right to a substantially equal educational opportunity arising under article eighth, § 1, and article first, §§ 1 and 20, justiciability is not a matter of first impression for this court. In *Horton I*, supra, 172 Conn. 615, and *Horton v. Meskill*, 195 Conn. 24, 486 A.2d 1099 (1985) (*Horton III*), we reviewed, in plenary fashion, the actions

taken by the legislature to fulfill its constitutional obligation to public elementary and secondary schoolchildren. Judicial authority to render these decisions was expressly reaffirmed in *Nielsen v. State*, supra, 236 Conn. 9-10, and in *Pellegrino v. O'Neill*, supra, 193 Conn. 683.

The defendants do not challenge the continued validity of *Horton I* and *Horton III*, but argue that their claim of nonjusticiability differs. That argument is unavailing. The plaintiff schoolchildren in the present case invoke the same constitutional provisions to challenge the constitutionality of state action that the plaintiff schoolchildren invoked in *Horton I* and *Horton III*. The text of article eighth, § 1, has not changed.

Furthermore, although prudential cautions may shed light on the proper definition of constitutional rights and remedies; see *Fonfara v. Reapportionment Commission*, 222 Conn. 166, 184-85, 610 A.2d 153 (1992); such cautions do not deprive a court of jurisdiction.

In light of these precedents, we are persuaded that the phrase "appropriate legislation" in article eighth, § 1, does not deprive the courts of the authority to determine what is "appropriate." Just as the legislature has a constitutional duty to fulfill its affirmative obligation to the children who attend the state's public elementary and secondary schools, so the judiciary has a constitutional duty to review whether the legislature has fulfilled its obligation. Considerations of justiciability must be balanced against the principle that every presumption is to be indulged in favor of subject matter jurisdiction. See, e.g., *Federal Deposit Ins. Corp. v. Hillcrest Associates*, 233 Conn. 153, 163, 659 A.2d 138 (1995); *Simms v. Warden*, 230 Conn. 608, 614, 646 A.2d 126 (1994); *State v. Metz*, 230 Conn. 400, 410, 645 A.2d 965 (1994); *Tolly v. Dept. of Human Resources*, 225 Conn. 13, 29, 621 A.2d 719 (1993); see also *United States Dept. of Commerce v. Montana*, 503 U.S. 442, 459, 112 S. Ct. 1415, 118 L. Ed. 2d 87 (1992). In this case, our precedents compel the conclusion that the balance must be struck in favor of the justiciability of the plaintiffs' complaint.

B

The defendants maintain that even if the plaintiffs' claims are justiciable, the plaintiffs are not entitled to judicial relief because the educational disparities of which they complain do not result from the requisite state action. The plaintiffs claim that the state bears responsibility to correct the constitutional violations alleged in their complaint because of the state's failure to "take corrective measures to [e]nsure that its Hartford public schoolchildren receive an equal educational opportunity." That failure is actionable, according to the plaintiffs, because of the state's knowledge of the racial and ethnic isolation in the Hartford schools, combined with the state's extensive involvement in the operations of Connecticut's public schools and the impact of state statutes mandating school attendance within statutorily defined school districts. General Statutes §§ 10-184 and 10-240. The defendants maintain, to the contrary, that the state's constitutional duty to provide for the elementary and secondary education of Connecticut schoolchildren

is triggered only by state action that is alleged to be intentional state misconduct. The trial court relied on the absence of such intentional state action in denying relief to the plaintiffs. We disagree with the trial court's decision.

The defendants' argument, derived largely from principles of federal constitutional law, founders on the fact that article eighth, § 1, and article first, §§ 1 and 20, impose on the legislature an affirmative constitutional obligation to provide schoolchildren throughout the state with a substantially equal educational opportunity. *Horton I*, supra, 172 Conn. 648-49. It follows that, if the legislature fails, for whatever reason, to take action to remedy substantial inequalities in the educational opportunities that such children are being afforded, its actions and its omissions constitute state action.

The affirmative constitutional obligation that we recognized in *Horton I* and *Horton III*, and reaffirmed recently in *Moore v. Ganim*, 233 Conn. 557, 595-96, 660 A.2d 742 (1995), was not premised on a showing that the legislature had played an active role in creating the inequalities that the constitution requires it to redress. In *Horton I*, we determined that the state's educational financing scheme was unconstitutional even though it was facially nondiscriminatory and even though the disparities resulting therefrom had not been created intentionally by the legislature. These constitutionally unacceptable disparities developed, instead, "from the circumstance that over the years there [had] arisen a great disparity in the ability of local communities to finance local education," and from the legislature's failure to consider "the financial capability of [each] municipality" *Horton I*, supra, 172 Conn. 648. In declaring this statutory scheme unconstitutional in *Horton I*, and in requiring further remedial action in *Horton III*, supra, 195 Conn. 38, 43-44, we necessarily determined that the state's failure adequately to address school funding inequalities constituted the state action that is the constitutional prerequisite for affording judicial relief.

The claims now before us likewise implicate the legislature's affirmative constitutional obligation to provide a substantially equal educational opportunity to all of the state's schoolchildren. The plaintiffs document the existence of an extensive statutory system developed in response to the legislature's plenary authority over state public elementary and secondary schools. As a general matter, the plaintiffs challenge the failure of the legislature to address continuing unconstitutional inequities resulting, de facto, from that scheme.

In addition, and more specifically, they point to two statutes that directly impact on their claims of constitutional deprivation. State law sets the borders of school districts to coincide with town boundaries; General Statutes § 10-240; and requires all children to attend public school within the district in which they reside. General Statutes § 10-184. The trial court expressly found that the enforcement of these statutes constitutes the "single most important factor" creating the present racial and ethnic imbalance in the Hartford public school system. The failure adequately to address the racial and ethnic disparities

that exist among the state's public school districts is not different in kind from the legislature's failure adequately to address the "great disparity in the ability of local communities to finance local education" that made the statutory scheme at issue in *Horton I*, supra, 172 Conn. 648, unconstitutional in its application.

The defendants maintain, however, that the logic of this inference is undermined by certain other precedents of this court.

The defendants rely particularly on *Savage v. Aronson*, 214 Conn. 256, 571 A.2d 696 (1990), in which we concluded that the state's failure to provide emergency housing to recipients of federal welfare benefits did not constitute state action. Although we recognized that the absence of emergency housing might have a deleterious impact on the opportunity of children to attend school, we held that this secondary effect was not a sufficient basis for imposing constitutional liability upon the state. See *id.*, 286-87. *Savage*, however, sheds no light on the state action requirement in this case because, as we explained in *Savage*; see *id.*, 284-86; the state has no affirmative constitutional obligation to provide emergency housing, while it does have an affirmative constitutional obligation with respect to public elementary and secondary education.

The defendants also invoke two cases in which this court declined to find state action because the pertinent actors were private parties rather than the state itself. In *Lockwood v. Killian*, 172 Conn. 496, 504-505, 375 A.2d 998 (1977), we concluded that private discrimination by the testator of a scholarship fund who had restricted its beneficiaries on the basis of religion did not constitute state action. In *Cologne v. Westfarms Associates*, 192 Conn. 48, 64-66, 469 A.2d 1201 (1984), we concluded that the governmental regulation and public use of a private shopping mall did not transform the mall owners' refusal to allow political speech within the mall into state action. Although this aspect of the state action doctrine arguably is related to the question before us; see *Lebron v. National R.R. Passenger Corp.*, ___ U.S. ___, 115 S. Ct. 961, 964-65, 130 L. Ed. 2d 902 (1995); it cannot be controlling in a case in which action or inaction by the state is directly implicated.

In addition to these state cases, the defendants urge us to follow federal precedents that concededly require, as a matter of federal constitutional law, that claimants seeking judicial relief for educational disparities pursuant to the equal protection clause of the fourteenth amendment to the United States constitution must prove intentional governmental discrimination against a suspect class. See, e.g., *Freeman v. Pitts*, 503 U.S. 467, 494, 112 S. Ct. 1430, 118 L. Ed. 2d 108 (1992) ("[o]nce the racial imbalance due to the de jure violation has been remedied, the school district is under no duty to remedy imbalance that is caused by demographic factors"); *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 434, 96 S. Ct. 2697, 49 L. Ed. 2d 599 (1976) (United States constitution is not violated in absence of segregative efforts by state); *Milliken v. Bradley*, 418 U.S. 717, 746-47, 747 n.22, 94 S. Ct. 3112, 41 L. Ed. 2d 1069 (1974) ("[t]he suggestion . . . that schools which have a majority of

[African-American] students are not 'desegregated' . . . however neutrally the district lines have been drawn and administered, finds no support in our prior cases"); cf. *Arlington Heights v. Metropolitan Housing Development Corp.*, 429 U.S. 252, 264-65, 97 S. Ct. 555, 50 L. Ed. 2d 450 (1977); *Washington v. Davis*, 426 U.S. 229, 242, 96 S. Ct. 2040, 48 L. Ed. 2d 597 (1976). According to the defendants, because the plaintiffs raise claims of unconstitutional disparities in educational opportunities on the basis of severe racial and ethnic imbalances among school districts, the plaintiffs, too, must prove intentional state action.

For two reasons, we are not persuaded that we should adopt these precedents as a matter of state constitutional law. First and foremost, the federal cases start from the premise that there is no right to education under the United States constitution. *San Antonio Independent School District v. Rodriguez*, 411 U.S. 1, 35, 93 S. Ct. 1278, 36 L. Ed. 2d 16 (1973). Our Connecticut constitution, by contrast, contains a fundamental right to education and a corresponding affirmative state obligation to implement and maintain that right. See *Moore v. Ganim*, supra, 233 Conn. 595-96; *Broadley v. Board of Education*, 229 Conn. 1, 6, 639 A.2d 502 (1994); *Horton I*, supra, 172 Conn. 645. Second, the federal cases are guided by principles of federalism as "a foremost consideration in interpreting any of the pertinent constitutional provisions under which [a court] examines state action." (Internal quotation marks omitted.) *San Antonio Independent School District v. Rodriguez*, supra, 44; see generally L. Tribe, *American Constitutional Law* (2d Ed. 1988) § 18-2, p. 1691. As the United States Supreme Court noted, "it would be difficult to imagine a case having a greater potential impact on our federal system than the one now before us, in which we are urged to abrogate systems of financing public education presently in existence in virtually every State." *San Antonio Independent School District v. Rodriguez*, supra, 44. Principles of federalism, however, do not restrict our constitutional authority to enforce the constitutional mandates contained in article eighth, § 1, and article first, §§ 1 and 20.

Federal constitutional law, furthermore, has not invariably required intentional state action as a requisite foundation for constitutional remedies. In cases involving the fundamental right to vote, the United States Supreme Court has held state action to be implicated by the legislature's failure to take the proper steps to implement its affirmative constitutional duty. See *Reynolds v. Sims*, 377 U.S. 533, 561-63, 568, 84 S. Ct. 1362, 12 L. Ed. 2d 506 (1964); see also *Board of Estimate v. Morris*, 489 U.S. 688, 692-93, 109 S. Ct. 1433, 103 L. Ed. 2d 717 (1989); *Tashjian v. Republican Party of Connecticut*, 479 U.S. 208, 227, 107 S. Ct. 544, 93 L. Ed. 2d 514 (1986); *Abate v. Mundt*, 403 U.S. 182, 185-86, 91 S. Ct. 1904, 29 L. Ed. 2d 399 (1971); *Moore v. Ogilvie*, 394 U.S. 814, 818, 89 S. Ct. 1493, 23 L. Ed. 2d 1 (1969); *United States v. Classic*, 313 U.S. 299, 318-19, 61 S. Ct. 1031, 85 L. Ed. 1368 (1941). We can perceive no principled distinction between judicial intervention to require legislative action to protect the fundamental right to vote and judicial intervention to require

legislative action to protect the fundamental right to a substantially equal educational opportunity.

In summary, under our law, which imposes an affirmative constitutional obligation on the legislature to provide a substantially equal educational opportunity for all public schoolchildren, the state action doctrine is not a defense to the plaintiffs' claims of constitutional deprivation. The state had ample notice of ongoing trends toward racial and ethnic isolation in its public schools, and indeed undertook a number of laudable remedial efforts that unfortunately have not achieved their desired end. The fact that the legislature did not affirmatively create or intend to create the conditions that have led to the racial and ethnic isolation in the Hartford public school system does not, in and of itself, relieve the defendants of their affirmative obligation to provide the plaintiffs with a more effective remedy for their constitutional grievances.

III

THE PLAINTIFFS' CONSTITUTIONAL CLAIMS

We turn now to the merits of the plaintiffs' claims. No statute, no common law precedent, no federal constitutional principle provides this state's schoolchildren with a right to a public education that is not burdened by de facto racial and ethnic segregation. The plaintiffs make no such claim. The issue that they raise is whether they have stated a case for relief under our state constitution, which was amended in 1965 to provide both a right to a free public elementary and secondary education; Conn. Const., art. VIII, § 1; and a right to protection from segregation. Conn. Const., art. I, § 20. This issue raises questions that are difficult; the answers that we give are controversial. We are, however, persuaded that a fair reading of the text and the history of these amendments demonstrates a deep and abiding constitutional commitment to a public school system that, in fact and in law, provides Connecticut schoolchildren with a substantially equal educational opportunity. A significant component of that substantially equal educational opportunity is access to a public school education that is not substantially impaired by racial and ethnic isolation.

Our analysis of this issue has three parts. First, what are the constituent elements of the affirmative constitutional mandate to provide all public schoolchildren with a substantially equal educational opportunity in the context of alleged racial, ethnic and socioeconomic disparities? Second, does the plaintiffs' complaint encompass these elements? Third, have the plaintiffs proven their claim?

A

Since *Horton I*, it is common ground that the state has an affirmative constitutional obligation to provide all public schoolchildren with a substantially equal educational opportunity.

Horton I, supra, 172 Conn. 648-49; see also *Benjamin v. Bailey*, 234 Conn. 455, 461-62, 662 A.2d 1226 (1995); *New Haven v. State Board of Education*, 228 Conn. 699, 707-708, 638 A.2d 589 (1994); *Horton III*, supra, 195 Conn. 34-35. Any infringement of that right must be strictly scrutinized. *Horton I*, supra, 646.

The issue presented by this case is whether the state has

fully satisfied its affirmative constitutional obligation to provide a substantially equal educational opportunity if the state demonstrates that it has substantially equalized school funding and resources. The defendants urge us to adopt such a limited construction of our constitution. The plaintiffs, to the contrary, urge us to adopt a broader formulation. They argue that the combination of "racial segregation, the concentration of poor children in the schools, and disparities in educational resources . . . deprive [Hartford schoolchildren] of substantially equal educational opportunities." We agree with the plaintiffs in part.

We need not decide, in this case, the extent to which substantial socioeconomic disparities or disparities in educational resources would themselves be sufficient to require the state to intervene in order to equalize educational opportunities. For the purposes of the present litigation, we decide only that the scope of the constitutional obligation expressly imposed on the state by article eighth, § 1, is informed by the constitutional prohibition against segregation contained in article first, § 20. Reading these constitutional provisions conjointly, we conclude that the existence of extreme racial and ethnic isolation in the public school system deprives schoolchildren of a substantially equal educational opportunity and requires the state to take further remedial measures.

Two factors persuade us that it is appropriate to undertake a conjoint reading of these provisions of our state constitution. One is the special nature of the affirmative constitutional right embodied in article eighth, § 1. The other is the explicit prohibition of segregation contained in article first, § 20.

The affirmative constitutional obligation of the state to provide a substantially equal educational opportunity, which is embodied in article eighth, § 1, differs in kind from most constitutional obligations. Organic documents only rarely contain provisions that explicitly require the state to act rather than to refrain from acting. See *Moore v. Ganim*, supra, 233 Conn. 557. As we observed, however, in *Horton I*, supra, 172 Conn. 645, "educational equalization cases are 'in significant aspects sui generis' and not subject to analysis by accepted conventional tests or the application of mechanical standards. The wealth discrimination found among school districts differs materially from the usual equal protection case where a fairly defined indigent class suffers discrimination to its peculiar disadvantage. The discrimination is relative rather than absolute." See also *Horton III*, supra, 195 Conn. 35. Nothing in the description of the relevant legal landscape in any of our cases suggests that the constitutional right that we articulated in *Horton I* was limited to school financing.

For Connecticut schoolchildren, the scope of the state's constitutional obligation to provide a substantially equal educational opportunity is informed and amplified by the highly unusual provision in article first, § 20, that prohibits segregation not only indirectly, by forbidding discrimination, but directly, by the use of the term "segregation." The section provides in relevant part: "No person shall be denied the equal protection of the law nor be subjected to segregation or

discrimination . . . because of . . . race [or] . . . ancestry” (Emphasis added.)

The express inclusion of the term “segregation” in article first, § 20, has independent constitutional significance. The addition of this term to the text of our equal protection clause distinguishes this case from others in which we have found a substantial equivalence between our equal protection clause and that contained in the United States constitution. *Broadley v. Board of Education*, supra, 229 Conn. 8 n.15; *Franklin v. Berger*, 211 Conn. 591, 594 n.5, 560 A.2d 444 (1989); *Keogh v. Bridgeport*, 187 Conn. 53, 66, 444 A.2d 225 (1982). Fundamental principles of constitutional interpretation require that “[e]ffect must be given to every part of and each word in our constitution” *Cahill v. Leopold*, 141 Conn. 1, 21, 103 A.2d 818 (1954); *State v. Gethers*, 197 Conn. 369, 386, 497 A.2d 408 (1985); *Stolberg v. Caldwell*, 175 Conn. 586, 597-98, 402 A.2d 763 (1978), appeal dismissed sub nom. *Stolberg v. Davidson*, 454 U.S. 958, 102 S. Ct. 496, 70 L. Ed. 2d 374 (1981). In other cases, we have held that, insofar as article first, § 20, differs textually from its federal counterpart, its judicial construction must reflect such a textual distinction. See *AFSCME, Council 4, Local 681, AFL-CIO v. West Haven*, 234 Conn. 217, 221 n.6, 661 A.2d 587 (1995) (per curiam); *Daly v. DePonte*, 225 Conn. 499, 513, 624 A.2d 876 (1993).

The issue before us, therefore, is what specific meaning to attach to the protection against segregation contained in article first, § 20, in a case in which that protection is invoked as part of the plaintiff schoolchildren’s fundamental affirmative right to a substantially equal educational opportunity under article eighth, § 1. In concrete terms, this issue devolves into the question of whether the state has a constitutional duty to remedy the educational impairment that results from segregation in the Hartford public schools, even though the conditions of segregation that contribute to such impairment neither were caused nor are perpetuated by invidious intentional conduct on the part of the state.

Linguistically, the term “segregation” in article first, § 20, which denotes “separation,” is neutral about segregative intent. The section prohibits segregation that occurs “because of religion, race, color, ancestry, national origin, sex or physical or mental disability”; (emphasis added); without specifying the manner in which such a causal relationship must be established.

Whatever this language may portend in other contexts, we are persuaded that, in the context of public education, in which the state has an affirmative obligation to monitor and to equalize educational opportunity, the state’s awareness of existing and increasing severe racial and ethnic isolation imposes upon the state the responsibility to remedy “segregation . . . because of race [or] . . . ancestry” We therefore hold that, textually, article eighth, § 1, as informed by article first, § 20, requires the legislature to take affirmative responsibility to remedy segregation in our public schools, regardless of whether that segregation has occurred de jure or de facto.

The history of the promulgation of article eighth, § 1, and article first, § 20, supports our conclusion that these

constitutional provisions include protection from de facto segregation, at least in public schools. That history includes not only the contemporaneous addition, in 1965, of these two provisions to our constitution, but also the strong commitment to ending discrimination and segregation that is evident in the remarks of the delegates to the 1965 constitutional convention.

First, it is undisputed that the duty to provide a public education contained in article eighth, § 1, and the prohibition against segregation contained in article first, § 20, were proposed to and adopted by the voters of this state in response to the constitutional convention of 1965. When the convention delegates debated the desirability of both amendments to our state constitution, they recognized and endorsed the landmark decision in *Brown v. Board of Education*, 347 U.S. 483, 495, 74 S. Ct. 686, 98 L. Ed. 873 (1954), declaring the unconstitutionality of "separate but equal" public school education. See 2 Proceedings of the Connecticut Constitutional Convention of 1965, p. 691, remarks of Chase G. Woodhouse. The primary motivation for the addition of article eighth, § 1, to the constitution in 1965 appears to have been the realization that Connecticut was the only state in the nation that did not provide any express right to public elementary and secondary education in its constitution. See 3 Proceedings, supra, pp. 1039-40, remarks of Simon J. Bernstein. The delegates' expectation that the proposed amendments to the constitution would secure interrelated constitutional rights was underscored by Bernstein's remark that article first, § 20, was intended to be applied in the context of the "rights of freedom in education." 2 Proceedings, supra, p. 694.

Second, it is significant that the debate over the amendment of article first, § 20, manifested the intention of the convention delegates to extend broad protection to all persons from all forms of racial and ethnic discrimination and segregation. The debate over the express inclusion of the term "segregation" focused not on whether including such a term might reach too far, but rather on whether it might invite too narrow a construction of the prohibition against discrimination. It was for this reason that the rules committee felt that language regarding segregation was unnecessary. 2 Proceedings, supra, p. 692, remarks of Chief Justice Raymond E. Baldwin. The convention delegates' decision nonetheless to retain the term "segregation" was premised on the acknowledged importance of unequivocal opposition to all that is encompassed by this invidious philosophy and practice. See 2 Proceedings, supra, pp. 690-92, remarks of Chase G. Woodhouse and James J. Kennelly. In effect, the convention delegates inserted into article first, § 20, constitutional language that was intended to prohibit not only discrimination, but also segregation on the basis of race or ethnicity.

Finally, the convention delegates' manifest intent that article first, § 20, by prohibiting segregation, should provide "total protection against discrimination"; 2 Proceedings, supra, p. 692, remarks of James J. Kennelly; supports our conclusion that they intended to encompass de facto segregation in the circumstances presented by the present case. If significant

racial and ethnic isolation continues to occur within the public schools, for which the legislature has an affirmative constitutional obligation to provide a substantially equal educational opportunity, no special showing of an invidious segregative intent is required.

It would be illogical not to prohibit all such segregation in light of the legislature's otherwise comprehensive assumption of responsibility for the education of Connecticut schoolchildren. The legislature has created the current school districts, has required students to attend school and has determined which students will attend a particular school district. General Statutes §§ 10-184 and 10-240. The state cannot now avoid its responsibilities by invoking constitutional restraints articulated for different purposes under different constitutional provisions.

Sound principles of public policy support our conclusion that the legislature's affirmative constitutional responsibility for the education of all public schoolchildren encompasses responsibility for segregation to which the legislature has contributed, even unintentionally. The parties agree, as the trial court expressly found, that racial and ethnic segregation is harmful, and that integration would likely have positive benefits for all children and for society as a whole. Further, as the trial court also expressly found, the racial and ethnic isolation of children in the Hartford schools is likely to worsen in the future.

Racial and ethnic segregation has a pervasive and invidious impact on schools, whether the segregation results from intentional conduct or from unorchestrated demographic factors. "[S]chools are an important socializing institution, imparting those shared values through which social order and stability are maintained." *Plyler v. Doe*, 457 U.S. 202, 222 n.20, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982). Schools bear central responsibility for "inculcating [the] fundamental values necessary to the maintenance of a democratic political system" *Ambach v. Norwick*, 441 U.S. 68, 77, 99 S. Ct. 1589, 60 L. Ed. 2d 49 (1979). When children attend racially and ethnically isolated schools, these "shared values" are jeopardized: "If children of different races and economic and social groups have no opportunity to know each other and to live together in school, they cannot be expected to gain the understanding and mutual respect necessary for the cohesion of our society." (Internal quotation marks omitted.) *Jenkins v. Township of Morris School District*, 58 N.J. 483, 498, 279 A.2d 619 (1971). "[T]he elimination of racial isolation in the schools promotes the attainment of equal educational opportunity and is beneficial to all students, both black and white." *Lee v. Nyquist*, 318 F. Sup. 710, 714 (W.D.N.Y. 1970), aff'd without opinion, 402 U.S. 935, 91 S. Ct. 1618, 29 L. Ed. 2d 105 (1971). Our state constitution, as amended in 1965, imposes on the state an affirmative obligation to respond to such segregation.

B

Having concluded that the provisions of article eighth, § 1, as informed by article first, § 20, permit a state constitutional challenge to substantial disparities in educational opportunities

resulting from racially and ethnically segregated public schools, we turn now to an examination of the plaintiffs' pleadings to determine whether they fairly can be read to encompass such a challenge. Because the remedies sought by the plaintiffs in their complaint are not differentially tied to the various substantive claims that they have alleged, the plaintiffs can succeed if any of their claims falls within the constitutional right as we have defined it. We are persuaded that the plaintiffs' pleadings cross this threshold.

In the first count of their complaint, the plaintiffs relied on article first, §§ 1 and 20, and article eighth, § 1, for what they have characterized as a per se claim that they have suffered from unconstitutional segregation. In the second count, the plaintiffs alleged that disparities in the racial and ethnic composition of Hartford public schools as compared with schools in the surrounding school districts violated their constitutional rights under the same constitutional provisions. These two counts can reasonably be construed to state a constitutional claim of school segregation as we have defined it. Both counts allege a deprivation of the plaintiffs' right to a substantially equal educational opportunity expressly predicated upon the severe racial and ethnic isolation that exists in the Hartford public school system. The constitutional implications raised by these allegations were fully argued before the trial court, and were fully briefed by the parties before this court. Under these circumstances, we conclude that the plaintiffs' pleadings, with respect to counts one and two, state a claim for the deprivation of a substantially equal educational opportunity. We would be remiss in the exercise of our constitutional obligation to provide "remedy by due course of law . . . without . . . delay"; Conn. Const., art. I, § 10; if we were to deprive the plaintiffs of a remedy solely because, as a pleading matter, their claims were stated in two counts rather than combined in one.

In the third count of the plaintiffs' complaint, they invoked article first, §§ 1 and 20, and article eighth, § 1, for a different purpose. They alleged that the defendants have failed to provide schoolchildren in the Hartford public school system with the educational resources necessary to obtain a minimally adequate education. As pleaded in their complaint and as argued before the trial court, this claim was not expressly predicated upon the severe racial and ethnic isolation that exists in the Hartford public school system. Moreover, at oral argument, the plaintiffs conceded that they had never claimed, either at trial or in their appellate brief, that the opportunity to participate in a racially and ethnically diverse education is a constitutionally required component of a minimally adequate education. Accordingly, we conclude that the third count of the plaintiffs' complaint does not implicate the constitutional right to a substantially equal educational opportunity as defined in part III A. Because, however, the plaintiffs' remedial claims do not depend upon the validity of the third count of their complaint, we need not reach the merits of this claim.

C

The final issue before us is whether, in light of the findings

of the trial court, some of which the plaintiffs deem erroneous, the plaintiffs have proven a violation of their fundamental right, under the state constitution, to a substantially equal educational opportunity that is free from substantial racial and ethnic isolation. We conclude that they have done so.

"[I]n Connecticut the right to education is so basic and fundamental that any infringement of that right must be strictly scrutinized." *Horton I*, supra, 172 Conn. 646; *Horton III*, supra, 195 Conn. 35. Proper evaluation of the plaintiffs' claims is best pursued in accordance with the methodology that we adopted and applied in *Horton III*, supra, 38-39. This methodology requires us to balance the legislature's affirmative constitutional obligation to provide all of the state's schoolchildren with a substantially equal educational opportunity against the legislature's recognized significant discretion in matters of public elementary and secondary education.

The analysis that we adopted in *Horton III* to scrutinize legislation that allegedly infringes upon the fundamental right to education requires a three-step process: "First, the plaintiffs must make a prima facie showing that the disparities . . . are more than de minimis in that the disparities continue to jeopardize the plaintiffs' fundamental right to education. If they make that showing, the burden then shifts to the state to justify these disparities as incident to the advancement of a legitimate state policy. If the state's justification is acceptable, the state must further demonstrate that the continuing disparities are nevertheless not so great as to be unconstitutional." *Id.*, 38; see also *id.*, 45, 45 n.25. Applying the parties' stipulated facts and the trial court's factual findings to this analytical framework, we are persuaded that the current school assignment scheme, principally embodied in §§ 10-184 and 10-240, violates the plaintiffs' fundamental right to a substantially equal educational opportunity.

The plaintiffs have shown, and the defendants do not contest, that the disparities in the racial and ethnic composition of public schools in Hartford and the surrounding communities are more than de minimis. While children from minority groups constituted 25.7 percent of the statewide public school population in the 1991-92 school year, 92.4 percent of the children in the Hartford public school system were members of minority groups, including, predominantly, students who were either African-American or Latino. The percentage of minority students enrolled in Hartford's public schools has since increased. In the 1994-95 school year, 94.5 percent of the children in the Hartford public school system were members of minority groups. Moreover, the Hartford public school system currently enrolls the highest percentage of minority students in the state, and this percentage is likely to become even higher in the future, if current conditions continue. These disparities jeopardize the plaintiffs' fundamental right to education.

The defendants stress that the trial court also made extensive findings about the significant role that adverse socioeconomic conditions play in the difficulties encountered by Hartford schoolchildren. Although the findings of the trial court are

supported by credible evidence, they do not undermine the plaintiffs' claim. It is well established, under prevailing principles governing the law of equal protection, that poverty is not a suspect classification. *Moscone v. Manson*, 185 Conn. 124, 130, 440 A.2d 848 (1981); see *Harris v. McRae*, 448 U.S. 297, 323, 100 S. Ct. 2671, 65 L. Ed. 2d 784 (1980). The plaintiffs have not brought an equal protection claim challenging these principles.

The trial court's findings simply demonstrate that Hartford's schoolchildren labor under a dual burden: their poverty and their racial and ethnic isolation. These findings regarding the causal relationship between the poverty suffered by Hartford schoolchildren and their poor academic performance cannot be read in isolation. They do not diminish the significance of the stipulations and undisputed findings that the Hartford public school system suffers from severe and increasing racial and ethnic isolation, that such isolation is harmful to students of all races, and that the districting statute codified at § 10-240 is the single most important factor contributing to the concentration of racial and ethnic minorities in the Hartford public school system. The fact that, as pleaded, the plaintiffs' complaint does not provide them a constitutional remedy for one of their afflictions, namely, their poverty, is not a ground for depriving them of a remedy for the other.

The uncontested evidence of the severe racial and ethnic isolation of Hartford's schoolchildren demonstrates that the state has failed to fulfill its affirmative constitutional obligation to provide all of the state's schoolchildren with a substantially equal educational opportunity. Much like the substantially unequal access to fiscal resources that we found constitutionally unacceptable in *Horton I*, the disparity in access to an unsegregated educational environment in this case arises out of state action and inaction that, prima facie, violates the plaintiffs' constitutional rights, although that segregation has occurred de facto rather than de jure. Thus, because the plaintiffs have made the requisite prima facie showing that their fundamental right to a substantially equal educational opportunity has been jeopardized, the burden of justification shifts to the state.

We next consider whether the defendants have met their burden of demonstrating that the disparities in the plaintiffs' educational opportunities are "incident to the advancement of a legitimate state policy." *Horton III*, supra, 195 Conn. 38. The defendants emphasize the uncontested fact that, although the state has created and maintained the public elementary and secondary school system, including the districting and the attendance statutes; General Statutes §§ 10-184 and 10-240; the state bears no de jure responsibility for the racial and ethnic isolation that the plaintiffs have encountered.

The statutes enacted by the legislature and the educational strategies adopted by the state demonstrate that the state has acted to further policies that are both legitimate and facially neutral with respect to racial and ethnic isolation. The General Assembly has enacted no legislation that was intended to cause either de jure or de facto segregation. It enacted the

districting statute, not to impose or to foster racial or ethnic isolation, but to improve educational quality for all Connecticut schoolchildren by increasing state involvement in all aspects of public elementary and secondary education. Moreover, the districting scheme presently furthers the legitimate nonracial interests of permitting considerable local control and accountability in educational matters. Furthermore, in recognition of its moral obligation to address the adverse consequences of racial and ethnic discrimination, the state reorganized the board of education, during the 1980s, to concentrate on the needs of urban schoolchildren and to promote diversity in the public schools. Under § 10-226a et seq., which the legislature enacted to remedy racial imbalances within public school districts, all schools within a district must maintain, within specified tolerances, a student population that reflects the student population in the district as a whole. In addition, the state has supported and encouraged voluntary plans for increasing interdistrict diversity. It has provided financial support to interdistrict magnet programs and has enacted legislation to promote voluntary interdistrict solutions to racial and ethnic isolation. See General Statutes § 10-264a et seq. In all these respects, the state has furthered agendas that are legitimate. Accordingly, the defendants have sustained their initial burden of justifying the legitimacy of the state's actions.

In light of the defendants' affirmative showing, we now consider the third part of the *Horton III* test. Once the state's justification for its official actions has been shown to be acceptable, "the state must further demonstrate that the continuing disparities are nevertheless not so great as to be unconstitutional." *Horton III*, supra, 195 Conn. 38. In the context of the present claims, the state must demonstrate that, in light of its recognized discretion in matters of public elementary and secondary education, and taking into account the measures that it has taken to remedy racial and ethnic disparities in the public schools, the disparities are not so significant as to rise to the level of a constitutional deprivation. In our assessment of whether the state has met its burden, we again emphasize that, much like the substantially unequal fiscal resources that we found constitutionally unacceptable in *Horton I* and *Horton III*, the disparity in access to an unsegregated educational environment in this case arises out of discrimination that is de facto rather than de jure.

We conclude that the defendants have failed to satisfy their difficult burden. Despite the initiatives undertaken by the defendants to alleviate the severe racial and ethnic disparities among school districts, and despite the fact that the defendants did not intend to create or maintain these disparities, the disparities that continue to burden the education of the plaintiffs infringe upon their fundamental state constitutional right to a substantially equal educational opportunity.

Our conclusion finds uncontested factual support in the stipulations of the parties, which provide dramatic documentation of the wide disparities in the racial and ethnic composition of

the student populations in the public schools in Hartford and those in the twenty-one surrounding communities. Although we have discussed these statistics previously in this opinion, they bear repeating. The percentage of minorities who attend Hartford public schools is significantly higher than the percentage of minorities who attend schools in the surrounding school districts.

In the 1991-92 school year, over 92 percent of the students in the Hartford public school system were members of minority groups.

In stark contrast, in that same period, only seven of the twenty-one surrounding suburban towns had a student minority enrollment above 10 percent. We rely also on the findings made by the trial court, which have not been contested by any of the parties, that despite efforts by the state to alleviate the severe racial and ethnic isolation that exists in the Hartford public school system, "[s]tudents in the Hartford schools are racially isolated and are likely to become more isolated in the future" and that "[t]he single most important factor that contribute[s] to the present concentration of racial and ethnic minorities in Hartford [is] the town-school district system [codified at § 10-240] which has existed since 1909, when the legislature consolidated most of the school districts in the state so that thereafter town boundaries became the dividing lines between all school districts in the state." (Emphasis added.) This record compels the conclusion that the present state regulation of public elementary and secondary education "emasculate[s] the goal of substantial equality." (Internal quotation marks omitted.) *Horton III*, supra, 195 Conn. 38. We conclude, therefore, that the school districting scheme, as codified at §§ 10-184 and 10-240 and as enforced with regard to these plaintiffs, is unconstitutional.

It is crucial for a democratic society to provide all of its schoolchildren with fair access to an unsegregated education. As the United States Supreme Court has eloquently observed, a sound education "is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms." *Brown v. Board of Education*, supra, 347 U.S. 493. "The American people have always regarded education and [the] acquisition of knowledge as matters of supreme importance. . . . We have recognized the public schools as a most vital civic institution for the preservation of a democratic system of government . . . and as the primary vehicle for transmitting the values on which our society rests. . . . And these historic perceptions of the public schools as inculcating fundamental values necessary to the maintenance of a democratic political system have been confirmed by the observations of social scientists. . . . [E]ducation provides the basic tools by which individuals might lead economically productive lives to the benefit of us all. In sum, education has a fundamental role in maintaining the fabric of our society. We cannot ignore the significant social costs borne by

our Nation when select groups are denied the means to absorb the values and skills upon which our social order rests." (Citations omitted; internal quotation marks omitted.) *Plyler v. Doe*, supra, 457 U.S. 221.

Although the constitutional basis for the plaintiffs' claims is the deprivation that they themselves are suffering, that deprivation potentially has an impact on "the entire state and its economy -- not only on its social and cultural fabric, but on its material well-being, on its jobs, industry, and business. Economists and business leaders say that our state's economic well-being is dependent on more skilled workers, technically proficient workers, literate and well-educated citizens. And they point to the urban poor as an integral part of our future economic strength. . . . So it is not just that their future depends on the State, the state's future depends on them." *Abbott v. Burke*, 119 N.J. 287, 392, 575 A.2d 359 (1990). Finding a way to cross the racial and ethnic divide has never been more important than it is today.

IV

REMEDIES

Our decision to reverse the judgment of the trial court, and to direct that judgment be rendered on behalf of the plaintiffs on the merits of their constitutional claims in the first and second counts of their complaint, requires us to consider what relief may properly be afforded to the plaintiffs. We recognize that the fashioning of appropriate declaratory or injunctive relief requires careful consideration in order to weigh the benefits and costs of various remedial measures.

In their appeal to this court, the plaintiffs have not focused their attention on the remedial consequences of a substantive decision in their behalf. Their prayer for relief asks us to reverse the judgment of the trial court and to remand the case with direction to render a declaratory judgment and "for further equitable relief not inconsistent with [our] decision." The defendants urge this court not to assume direct control of the educational system in Connecticut and to eschew "acting as a super-legislature and glorified [b]oard of [e]ducation."

Because the parties have not had the opportunity to present evidence directed to the remedial consequences that follow from our decision on the merits of the plaintiffs' complaint, we could remand this case to the trial court for further proceedings to address remedies. Alternatively, if no further evidentiary inquiries would be required, we could invite further briefing in this court and attempt to resolve the issues ourselves.

We have decided not to follow either of these avenues but to employ the methodology used in *Horton I*. In that case, the trial court, after having found for the plaintiffs, limited its judgment by granting only declaratory relief but retained jurisdiction to grant consequential relief, if needed, at some future time. *Horton I*, supra, 172 Conn. 650. In light of the complexities of developing a legislative program that would respond to the constitutional deprivation that the plaintiffs had established, we concluded, in *Horton I*, that further judicial intervention should be stayed "to afford the General Assembly an opportunity to take

appropriate legislative action." *Id.*, 653. Prudence and sensitivity to the constitutional authority of coordinate branches of government counsel the same caution in this case.

In staying our hand, we do not wish to be misunderstood about the urgency of finding an appropriate remedy for the plight of Hartford's public schoolchildren. Every passing day denies these children their constitutional right to a substantially equal educational opportunity. Every passing day shortchanges these children in their ability to learn to contribute to their own well-being and to that of this state and nation. We direct the legislature and the executive branch to put the search for appropriate remedial measures at the top of their respective agendas. We are confident that with energy and good will, appropriate remedies can be found and implemented in time to make a difference before another generation of children suffers the consequences of a segregated public school education.

The defendants counsel us, however, to stay our hand entirely.

They claim that no judicial mandate can properly take into account the daunting, if not intractable, difficulties of crafting a remedial solution to the problem of de facto racial and ethnic segregation in the public schools of Hartford. When a similar question was raised about judicial authority to mandate the reform of state electoral systems, the claim was given short shrift by the United States Supreme Court. The court stated, in *Reynolds v. Sims*, supra, 377 U.S. 566: "We are told that the matter of apportioning representation in a state legislature is a complex and many-faceted one. We are advised that States can rationally consider factors other than population in apportioning legislative representation. We are admonished not to restrict the power of the States to impose differing views as to political philosophy on their citizens. We are cautioned about the dangers of entering into political thickets and mathematical quagmires. *Our answer is this: a denial of constitutionally protected rights demands judicial protection; our oath and our office require no less of us.*" (Emphasis added.) Our oath, our office and the constitutional rights of the schoolchildren of Hartford, require no less of us in this case.

The judgment is reversed and the case is remanded with direction to render a declaratory judgment for the plaintiffs; the Superior Court is directed to retain jurisdiction in accordance with this opinion.

In this opinion BERDON, NORCOTT and KATZ, Js., concurred.

{Sheff v. O'Neill -- CONCURRENCE}

BERDON, J., concurring. I join the Chief Justice in her well reasoned majority opinion that concludes that the racial and ethnic segregation that exists in our public school system deprives schoolchildren of their state constitutional right to a "substantially equal educational opportunity." More specifically, I agree "that, textually, article eighth, § 1, [of the Connecticut constitution] as informed by article first, § 20, requires the legislature to take affirmative responsibility to remedy segregation in our public schools, regardless of whether that segregation has occurred de jure or de facto." I write separately because, in my view and as the record reflects, a racially and ethnically segregated educational environment also deprives schoolchildren of an adequate education as required by the state constitution.

In *Brown v. Board of Education*, 347 U.S. 483, 493, 74 S. Ct. 686, 98 L. Ed. 873 (1954), the Supreme Court of the United States noted that "education is perhaps the most important function of state and local governments. . . . It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him [or her] for later professional training, and in helping him [or her] to adjust normally to his [or her] environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he [or she] is denied [an equal educational opportunity]."

Twenty-three years later, Justice Bogdanski, in his concurrence in *Horton v. Meskill*, 172 Conn. 615, 654-55, 376 A.2d 359 (1977), reaffirmed that thought: "[T]he right of our children to an education is a matter of right not only because our state constitution declares it as such, but because education is the very essence and foundation of a civilized culture: it is the cohesive element that binds the fabric of society together. In a real sense, it is as necessary to a civilized society as food and shelter are to an individual. It is our fundamental legacy to the youth of our state to enable them to acquire knowledge and possess the ability to reason: for it is the ability to reason that separates [men and women] from all other forms of life."

Unlike the federal constitution, the constitution of Connecticut, article eighth, § 1, provides that education is a fundamental right of every child regardless of his or her race or ethnicity. *Id.*, 648-49 ("in Connecticut, elementary and secondary education is a fundamental right, [and] pupils in the public schools are entitled to the equal enjoyment of that right"). Accordingly, it logically follows that the education guaranteed in the state constitution must be, at the very least, within the context of its contemporary meaning, an adequate education. Even Justice Loiselle, in his dissent in *Horton v. Meskill*, *supra*, 172 Conn. 658-59, conceded that the provision of an adequate education was constitutionally required and, in discussing the need to interpret that requirement in a reasonable manner, stated "[a] town may not herd children in an open field to hear lectures by illiterates." Indeed, long before the formal incorporation of this right into our present constitution, this court recognized the state's "duty to provide for the proper education of the

young." (Emphasis added.) *State ex rel. Huntington v. Huntington School District*, 82 Conn. 563, 566, 74 A. 882 (1909); see also *Bissell v. Davison*, 65 Conn. 183, 191, 32 A. 348 (1894).

The state has established the boundaries of school districts coextensively with town lines, thereby placing in certain school districts, such as Hartford, overwhelming percentages of minority students. Indeed, the trial court found that "[s]tudents in the Hartford schools are racially isolated and are likely to become more isolated in the future." In the 1987-88 academic year, 90.5 percent of Hartford's schoolchildren were of minority races or ethnicities. Yet, Hartford, like many of Connecticut's urban centers, is encircled by school districts whose student populations include only a small percentage of minority children. The trial court's forecast that racial and ethnic isolation would increase has unfortunately proven to be accurate. Figures recently released for the 1994-95 academic year, reveal that 93.4 percent of Hartford's students are from minority racial or ethnic groups.

This segregation can have a devastating impact on a minority student's education. The United States Supreme Court recognized that segregation "generates a feeling of inferiority [within the students] as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. . . . Segregation of white and [African-American] children in public schools has a detrimental effect upon [the African-American] children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the [African-American]. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of [African-American] children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system." (Internal quotation marks omitted.) *Brown v. Board of Education*, supra, 347 U.S. 494.

In order to provide an adequate or "proper" education, our children must be educated in a nonsegregated environment. The trial court found, "[e]ducation in its fullest sense for both white and minority school children involves interracial and multiethnic exposure to each other and interaction between them, because racial and ethnic isolation [have] negative effects on both groups." Indeed, a study commissioned by the state department of education in 1989, concluded that "desegregation has had some positive effect on the reading skills of black youngsters. . . . [T]here is some evidence that desegregation may help to break what can be thought of as a generational cycle of segregation and racial isolation." J. Schofield, "Review of Research on School Desegregation's Impact on Elementary and Secondary School Students," Commissioned by the Connecticut Department of Education (1989) p. 35. The study further concluded that "there are indications that desegregated schooling can provide students with valuable behavioral experience which prepares them to function in a pluralistic society. . . . [T]here is some evidence that school desegregation may have long-term

positive consequences on adult social relationships, housing patterns, and the like." *Id.*, p. 36.

The poor academic achievement of Hartford's students is insightful into the devastating effects of racial isolation on the students' education. For example, in 1991-92, 94 percent of the sixth graders in Hartford's public schools failed to meet the state's goal for mathematics; 80 percent failed to achieve the state's goal for reading; and 97 percent failed to obtain the state's goal for writing. Equally disturbing is the knowledge that, in that same year, 62 percent of Hartford's sixth graders failed to achieve even the state's remedial standards for reading.

Scholastic achievement scores, are but one effect of segregation on education. Children of every race and ethnic background suffer when an educational system is administered on a segregated basis. Education entails not only the teaching of reading, writing and arithmetic, but today, in our multicultural world, it also includes the development of social understanding and racial tolerance. If the mission of education is to prepare our children to survive and succeed in today's world, then they must be taught how to live together as one people. Anything less will surely result in a segregated society with one racial and ethnic community pitted against another. Instead of fostering social division, we must build an integrated society, commencing with educating our children in a nonsegregated environment.

Accordingly, I conclude that, in addition to the state's failure to provide Hartford schoolchildren with a "substantially equal educational opportunity," these children are also being deprived of an adequate education because of their racial and ethnic isolation. It matters little with respect to the quality of the education that the segregation was unintentional. The fact that segregation exists as a result of the school districting statute requires the state to take remedial action to eliminate the constitutional violation of not providing these schoolchildren with an adequate education.

Time is precious, especially when confronted with a constitutional violation that impacts the lives of our children and the future of our society. Every day that goes by is one more day that the schoolchildren who reside in Hartford and other urban centers in Connecticut are deprived of an adequate education. The plaintiff Milo Sheff was ten years old and in fourth grade when this litigation commenced more than seven years ago. We cannot recover what has been lost for him and others, but for those children who are presently enrolled in our public schools and for those who will enter in the future, we must eliminate the current segregation that exists.

I agree, however, with the Chief Justice that the executive and legislative branches of the state government should be given an opportunity to remedy what is now a terrible wrong. *Nielsen v. State*, 236 Conn. 1, 17, 670 A.2d 1288 (1996) (*Berdon, J.*, concurring). Nevertheless, in the words of United States Supreme Court Chief Justice Warren, the state must act "with all deliberate speed." *Brown v. Board of Education*, 349 U.S. 294, 301, 75 S. Ct. 753, 99 L. Ed. 1083 (1955).

I join in the majority opinion.

{Sheff v. O'Neill -- DISSENT}

BORDEN, J., with whom CALLAHAN and PALMER, Js., join, dissenting. The majority has reached a result driven conclusion based on a theory of constitutional liability that was never presented to the trial court or to this court, is ungrounded in the text and history of Connecticut's constitutional provisions regarding the rights to public education and equal protection of the laws and is wholly at odds with the factual record in this case. The majority's conclusion, moreover, is contrary to the teaching of *Horton v. Meskill*, 172 Conn. 615, 376 A.2d 359 (1977) (*Horton I*), this court's principal precedent interpreting those provisions. In its zeal to reach a result that, it envisions, will eliminate racial and ethnic concentration in the public school districts of this state, the majority has "[renounced] this Court's historical commitment to a conception of the judiciary as a source of impersonal and reasoned judgments" (Internal quotation marks omitted.) *Payne v. Tennessee*, 501 U.S. 808, 844, 111 S. Ct. 2597, 115 L. Ed. 2d 720 (1991) (Marshall and Blackmun, Js., dissenting). In essence, "[p]ower, not reason, is the new currency of this Court's [state constitutional] decisionmaking." *Id.* I therefore dissent.

More specifically, in reaching a result that is unprecedented in American jurisprudence the majority has created a constitutional theory of equal educational opportunity that: (1) in the long history of this case, has never been presented to the trial court or to this court, and is, therefore, a theory to which the defendants have never had an opportunity to respond; (2) misapplies our precedent on the meaning of an equal educational opportunity as expressed in *Horton I*, and is contrary to the voluminous factual findings of the trial court; (3) distorts the meaning of the term "segregation" in our state constitution; and (4) misrepresents the record regarding the question of a remedy for the constitutional violation that the majority has found.

In addition, the majority sends to the legislature and the executive branch a mandate to fashion a remedy for de facto racial and ethnic concentration in our public schools, a task that those branches of government will inevitably find to be extraordinarily difficult or perhaps even impossible, because the majority articulates no principle upon which to structure such a remedy. The necessary implication of the majority's reasoning is that virtually every school district in the state is now either unconstitutional or constitutionally suspect. Without explicitly saying so, the majority has effectively struck down, not just for the greater Hartford area but for the entire state, the municipality based school system that has been in effect in this state since 1909.

It is significant, moreover, that the majority does not respond to the major substantive flaws in its analysis that this dissent identifies. Nor does it take issue with what I identify as the necessary implications of its decision.

I

INTRODUCTION

Before analyzing the majority's reasoning and the constitutional claims that the plaintiffs did present in this

case, I state the extent of my agreement with the majority. First, I agree that the case is justiciable, and that there is state action. Moreover, and most importantly, I agree with the majority on the desirability -- as a matter of public and educational policy -- of eliminating from our public schools the type of racial and ethnic concentration demonstrated by this record.

I also agree that racial and ethnic isolation in our public schools is harmful -- both to those races and ethnic groups that are so isolated and to the other races and ethnic groups from whom they are isolated. I also agree with the majority's statement, based upon the trial court's finding, that the racial and ethnic isolation of Hartford's schoolchildren is likely to worsen in the future. I agree, furthermore, that racial and ethnic integration of our public schools would be beneficial for all children and society in general. These points of agreement rest on the notions that, as the majority recognizes, schools are important socializing institutions that bear a central responsibility for imparting our shared democratic values to our children, and that the opportunity for children of different races, ethnic backgrounds, economic levels and social groups to get to know each other in school is important if they are to understand and respect each other. Finally, I agree with the majority that the health of the economy of our state requires an educated workforce, which includes "the urban poor as an integral part of our future economic strength." *Abbott v. Burke*, 119 N.J. 287, 392, 575 A.2d 359 (1990). Thus, I agree with the majority on the importance in our state -- indeed, in our nation -- of finding a way to cross the racial divide.

The majority, however, has transformed a laudable educational philosophy into a constitutional mandate. That philosophy is that racially and ethnically integrated schools are socially and educationally preferable to racially and ethnically concentrated schools, because they confer certain significant social benefits on their students that such concentrated schools cannot, and they avoid certain significant social burdens that such concentrated schools are likely to impose. That belief, however, is utterly without basis as a constitutional claim of deprivation of an equal educational opportunity. Neither the record in this case, the text or history of the Connecticut constitution, nor our case law supports such a claim. A similar example of judicial overreaching comes to mind. Ninety-one years ago the United States Supreme Court, in *Lochner v. New York*, 198 U.S. 45, 25 S. Ct. 539, 49 L. Ed. 937 (1905), declared unconstitutional, as violative of the liberty of contract perceived to be implicit in the due process clause of the fourteenth amendment to the United States constitution, New York's labor law imposing a daily limit of ten hours of work in the bakery industry. Justice Holmes dissented, stating that "[t]he Fourteenth Amendment does not enact Mr. Herbert Spencer's Social Statics," and that "a constitution is not intended to embody a particular economic theory, whether of paternalism and the organic relation of the citizen to the State or of laissez faire." *Id.*, 75. This decision ushered into our constitutional jurisprudence what came to be known as the "*Lochner*

era," during which the Supreme Court undertook to strike down legislation that did not comport with the particular economic theories held by a majority of the justices. See *Dolan v. Tigard*, 512 U.S. ___, 114 S. Ct. 2309, 2329, 129 L. Ed. 2d 304 (1994) (Stevens, J., dissenting) (identifying the "superlegislative power the Court exercised during the *Lochner* era"); 2 R. Rotunda & J. Nowak, *Treatise on Constitutional Law* (2d Ed. 1992) § 15.4, pp. 403-404 ("independent review of legislation during [*Lochner*] era resulted in unprincipled control of social and economic legislation"); L. Tribe, *American Constitutional Law* (2d Ed. 1988) § 8-2.

The majority opinion in this case does much the same. Just as the justices of the United States Supreme Court "*Lochnerized*" the federal due process clause by reading laissez faire economic theory into it, the majority of this court has "*Lochnerized*" our education and equal protection clauses by reading into them an educational theory that mandates racially and ethnically integrated schools. There is no more basis today in our constitution for judicial intervention to impose such a mandatory educational theory than there was in the *Lochner* era for the judiciary to impose laissez faire economics.

Thus, the majority has used this court's power to interpret the constitution in order to mandate a vast and unprecedented social experiment, using the state's schools and schoolchildren as test data, and thereby to construct what the majority perceives to be the necessary bridge over the racial divide. The majority has done so, however, without the bricks and mortar necessary to that construction -- the facts, and sound constitutional principles. Indeed, had the factual findings by the trial court been those unsuccessfully sought by the plaintiffs, this case would have been very different on appeal. For example, had the trial court found, as the plaintiffs claimed, that racial and ethnic concentration, rather than poverty, results in different educational outcomes and achievements, and that the measurements of those outcomes and achievements are valid for interdistrict purposes, the plaintiffs' constitutional claim of a deprivation of an equal educational opportunity, as they presented it, would have been powerful and might have legitimately prevailed.

As this record overwhelmingly demonstrates, however, the trial court found the facts, not in accordance with the plaintiffs' version of the evidence on that claim, but in accordance with the defendants' version of the evidence. The trial court found that it is poverty, not racial or ethnic concentration, that accounts for the differences in educational outcomes and achievements between the children of the Hartford schools and those of the surrounding districts. The trial court also found, contrary to the plaintiffs' factual claims but in accordance with the defendants' factual claims, that the measurements regarding those differences, although valid for certain intradistrict purposes, are not valid for measuring educational differences between different school districts.

Thus, there are no facts in the record to support what the majority asserts, in an opinion long on rhetoric and short on reasoning, are the "devastating effects that racial and ethnic

isolation . . . have had on [the plaintiffs'] education." Indeed, the facts found by the trial court contradict that assertion. Under the facts found by the trial court, all of the adverse effects on the education of the plaintiffs result, not from their racial or ethnic isolation -- either in whole or in part -- but from their poverty. The majority, nonetheless, compensates for these factual shortcomings and for the trial court's factual findings that are squarely contrary to the result the majority seeks to achieve, by ignoring those discomforting facts, and constructing a hitherto unknown constitutional theory -- hitherto unknown in the long history of this litigation, and hitherto unknown in our even longer state constitutional history -- that disregards all facts but those that are undisputed.

Thus, the majority opinion is, like the characters in Pirandello's play, a result in search of a rationale. This case was litigated in the trial court for six years. The trial court heard evidence for eleven weeks. After a remand by this court to the trial court for the purpose of supplementing the factual record, the parties stipulated to 256 facts that are undisputed. Moreover, pursuant to our remand, the parties presented to the trial court for resolution a total of 676 disputed issues of fact -- 551 by the plaintiffs and 125 by the defendants. With respect to these disputed issues of fact, the parties had presented extensive and conflicting evidence during the eleven weeks of trial. As a result, the trial court made 161 factual findings, in addition to the 256 stipulated facts. Those 417 factual findings constitute the factual basis for the constitutional claims advanced by the plaintiffs in the trial court and renewed on appeal.

Those findings, however, particularly the 161 facts found by the trial court that had been disputed, are critically and fundamentally adverse to the plaintiffs' constitutional claims, as those claims were presented both to the trial court and to this court. Precisely because of that critical and fundamental factual adversity, however, the majority has, in an exercise of judicial revisionism, recast the plaintiffs' constitutional claims so that the trial court's critical factual findings have become irrelevant. Moreover, the assertion of the majority to the contrary notwithstanding, it cannot be tenably maintained that the constitutional theory created by the majority was ever presented to the trial court or to this court. The defendants, therefore, have never had the opportunity to respond to that theory.

There is no question, therefore, that everyone involved in this case shares the same goal: the elimination of racial and ethnic isolation in the public schools of this state. Every desirable or wise policy, even every noble goal, however, is not necessarily embodied in the constitution. The debate, therefore, is over whether that goal is constitutionally mandated under the facts of this case. The majority, by an act of judicial will, without fidelity to the facts of the case or the claims of the parties, has imposed a constitutional mandate and has usurped a policy function that legitimately belongs to the legislature.

II

THE PLAINTIFFS' CLAIMS AS DISCLOSED BY THE RECORD IN THIS CASE

The majority opinion conceals the constitutional claims presented by the plaintiffs and responded to by the defendants in the trial court, and on appeal in this court. In addition, the majority has cobbled together, from disparate parts of the plaintiffs' claims, a constitutional theory that is wholly without support in the text, history and purpose of the constitutional provisions at issue in this case, or in the facts as found by the trial court. In order to appreciate these criticisms of the majority opinion, it is necessary to summarize the plaintiffs' claims regarding a deprivation of an equal educational opportunity, as disclosed by this record rather than as expounded by the majority, and then to compare the majority's analysis to the record. Only then is it possible to subject the facts found by the trial court and the constitutional provisions at issue to a reasoned and dispassionate analysis.

The plaintiffs presented three constitutional claims to the trial court: (1) the plaintiffs have been denied their constitutional right to an equal educational opportunity by virtue of their racial and ethnic concentration, and by the concentration of poverty in the Hartford school district, coupled with certain disparities in educational resources and outcomes as compared to the suburban districts; (2) the racial and ethnic concentration of the plaintiffs in the Hartford school district constitutes a per se violation of the education and equal protection clauses of the constitution, based solely on the undisputed demographic facts of that concentration; and (3) the inadequacy of certain educational resources in the Hartford school system constitute a denial to the plaintiffs of their constitutional right to a minimally adequate education.

It is the plaintiffs' first claim -- that of a deprivation of an equal educational opportunity -- that concerns us here, because that is the claim that the majority sustains on the basis of the undisputed demographic facts. It is indisputable, however, that the plaintiffs' claim of a deprivation of an equal educational opportunity was based, not solely on the demographic facts of racial and ethnic isolation and concentration of poverty, but on those facts coupled with other facts claimed by the plaintiffs to demonstrate disparities, in terms of educational resources and outcomes, between the Hartford and suburban districts. The plaintiffs' claim of the deprivation of an equal educational opportunity was premised on a factual showing that, because of -- in a cause and effect sense -- their racial and ethnic isolation, the concentration of poverty in which they live, and the disparities between the educational resources available in the Hartford schools and those available in the suburban schools, the quality of their education, as measured by educational outcomes, is significantly less than that of their suburban neighbors. Put another way, the plaintiffs undertook to persuade the trial court that, as a factual matter, all three of these factors -- racial and ethnic isolation, concentration of poverty, and disparities in educational resources -- have caused the quality of their education, as measured by the standards articulated by this court in *Horton I*, to be inferior to that of the surrounding suburban districts.

Thus, it was critical to the plaintiffs' equal educational opportunity claim that they prove the following facts: (1) they are racially and ethnically concentrated -- an undisputed fact; (2) they suffer from the effects of a concentration of poverty -- also undisputed; (3) the educational resources of the Hartford district are less than those of the surrounding districts -- a disputed fact; and (4) the combination of the first three cause lesser educational outcomes in Hartford when compared to the suburban districts -- also a disputed fact. One cannot read this record -- both the trial court record and the appellate record -- any other way.

Thus, at a minimum, proof of lesser educational outcomes as a result of racial and ethnic isolation was essential to the plaintiffs' case, because their constitutional theory of deprivation of an equal educational opportunity is based on the provisions of article first, § 20, of the state constitution, regarding race and ethnicity. In other words, without either race or ethnicity, or both, as a causative factor in lesser educational outcomes, the plaintiffs' case under article first, § 20, would fall, because those are the two protected categories under that article that the plaintiffs invoke as the basis of their constitutional theory. Thus, it was essential for the plaintiffs to establish in the trial court that their racial and ethnic isolation, either alone or in combination with the concentration of poverty, caused diminished educational outcomes relative to those of the surrounding communities.

It is also clear that the plaintiffs, the defendants and the trial court considered these issues as questions of fact to be established by evidence -- both documentary and by way of experts' opinions -- and not questions of law. It is equally clear that these are questions of fact and not of law. Moreover, the plaintiffs, the defendants and the trial court all understood that the plaintiffs were required to prove the existence of a diminished educational opportunity caused by the plaintiffs' racial and ethnic isolation, in addition to the more generalized benefits of an integrated educational system and burdens imposed by a racially and ethnically isolated system.

In other words, the plaintiffs never claimed that the general social benefits of racial and ethnic integration and the burdens of racial and ethnic concentration were sufficient to establish the factual foundation of their equal educational opportunity claim. The plaintiffs, the defendants and the trial court all understood that the plaintiffs were required, in order to come within the reasoning of *Horton I*, to establish the specific facts of diminished educational outcomes, relative to the suburban districts, as a result of their racial and ethnic and concentration. To corroborate this summary of the plaintiffs' claims, I now turn to a discussion of the factual background of this appeal.

A

The Plaintiffs' Claims as Presented to the Trial Court

The plaintiffs had presented their claims in a tripartite structure. Before presenting their evidence, the plaintiffs made an opening oral argument to the court explaining their claims and

relating those claims to the specific counts of their complaint. The plaintiffs specifically drew a sharp distinction between the first and second counts of their complaint. As they explained their case to the trial court, the first count depended solely on the legal claim that the term "segregation" in article first, § 20, of the state constitution encompassed de facto as well as de jure segregation, and that no evidence or facts regarding the effects of that segregation was necessary to prove the allegations of that count. They explained that the second count was, unlike the first count, based on a combination of facts: racial isolation; concentration of poverty; and inadequate educational resources; all combining to cause a quality of education inferior to that of the surrounding suburban districts.

In the posttrial proceedings -- both by way of their briefs and their oral arguments -- the plaintiffs reiterated that their claim of a deprivation of an equal educational opportunity was premised on a factual inquiry into the actual quality of the education provided to them, relative to that provided to the students of the suburban districts. They repeatedly emphasized that they had proven that their racial and ethnic isolation, coupled with their inadequate educational resources and their concentration of poverty, caused the quality of their education to be inferior to that provided to their suburban counterparts. In those proceedings, moreover, they repeatedly contrasted their equal educational opportunity claim with their claim that de facto segregation was per se unconstitutional, making clear that the per se segregation claim was not an equal educational opportunity claim.

B

The Remand Proceedings in the Trial Court

Upon our remand, the parties entered into a stipulation of 256 facts. Each side also presented to the trial court those disputed facts that it claimed to have proven. From the plaintiffs' proposed factual findings, it is clear that they sought to persuade the court to find facts that supported their claim that the quality of the education provided the Hartford schoolchildren was inferior to that of the suburban districts, and that this inferiority was caused by their racial and ethnic isolation combined with the concentration of poverty in the district. The defendants' proposed findings, by contrast, reflected their view that the evidence proved that it was the plaintiffs' poverty, and not their racial and ethnic concentration, that caused the educational deficiencies of which the plaintiffs complained.

C

The Findings of Fact Regarding Equal Educational Opportunity

Thereafter, the trial court issued its "Finding," which constituted its factual determinations "on the disputed facts disclosed in the proposed findings of fact submitted by the parties" These findings indicate that the trial court was persuaded by the defendants' factual claims, and not by the those of the plaintiffs.

Many of the trial court's findings of fact are directly pertinent to the plaintiffs' claim of a deprivation of an equal educational opportunity. The trial court found as follows.

Historically, racial or ethnic minority group membership has been associated with being educationally disadvantaged because members of those groups have failed to succeed in schools at the same levels as most members of the majority group. The generally poorer academic performance of black and Hispanic youngsters is explained for the most part by the social and economic conditions under which they and their families live.

The court found further as follows: "It is poverty and not race that is a principal causal factor in lower educational achievement." The problems of the Hartford schools are compounded by the fact that minorities in the inner cities are disproportionately poor, and the "real correlation with academic achievement is socioeconomic class rather than race" The fact that the students come from poor families "in and of itself is a significant problem in the schools. . . . The reason that children who live in poverty do not do well in statewide academic testing is because they are poor and disadvantaged and not because they are an ethnic or racial minority, because poor minority children exhibit the same patterns as those of their poor white counterparts, and poverty is the strongest predictor of poor academic achievement." Moreover, the concentration of poverty may adversely affect academic achievement over and above the effect of family poverty. The socioeconomic status of schoolchildren dictates their academic performance. Thus, the improvement in the socioeconomic status of blacks explains the reduction by almost one half of the achievement gap between black and white students nationally between 1970 and 1990. The trial court also specifically found that "[v]irtually all of the differences in performance between Hartford students and those in other towns, as well as differences in college attendance, can be explained by differences in socioeconomic status and the background factors that socioeconomic status represents."

The trial court also found that a higher concentration of students "at risk" may affect the achievement level of students in a particular school district. Thus, given two groups of students equal in all respects except the incidence of students with "at risk" factors such as low birth weight and mothers on drugs at birth, the group with the higher incidence of those "at risk" factors will perform more poorly in school than the other group.

The trial court further found that the level of achievement that should be attained by the students in a particular district cannot be assessed without considering the conditions that exist in the district that hinder academic achievement. Examples of those conditions are: the "mobility" of the students, namely, the frequency of their moving from school to school during a school year or from one year to the next; limited English proficiency of certain students; and the students' socioeconomic status. The court found that, in order to understand the quality or effectiveness of a particular educational program, it is necessary to separate the disadvantages that students bring to school with them from the effects of the program itself. Moreover, it is necessary to separate the effects of poverty from the effects of racial isolation. Based on expert testimony, the court found that there are ways in which the separate effects of racial isolation

and poverty can be measured statistically. The plaintiffs' experts did not employ these statistical techniques.

The trial court also made certain findings regarding the state mastery test scores. The court found that the scores serve two purposes: (1) to inform districts so that they can improve their programs, correct deficiencies and plan for the future; and (2) to provide a basis for funding to districts that perform below remedial standards. This testing program was not designed for interdistrict comparison, but to provide information about individual students and programs within particular districts, and to trigger remedial services to students in need of them. Moreover, the trial court found, it would be an abuse of the purposes of the testing program to use the scores as the basis for comparing the quality of the education between schools or school systems. The test results should not be seen as primarily caused by racial isolation in the schools because the results could be related to many other factors. Thus, it is inappropriate to use the mastery test data as a basis for drawing conclusions about the quality of education in Hartford without taking into account the effects of other important variables, such as socioeconomic status, early environmental deprivations, and diminished motivation to succeed academically. Other variables that contribute to depressed test scores of Hartford schoolchildren that must be considered are the number of students with limited English proficiency and the extraordinary mobility of the student population.

The trial court also found that Hartford students and those in the surrounding towns are scoring at the level to be expected if the dramatic differences between them in poverty levels are taken into account. The disparity in test scores does not indicate that Hartford is doing an inadequate job of educating its students or that its schools are failing, because the test scores, based on the relevant socioeconomic factors, are at the approximate projected level when adjustments are made for those factors. Teachers and administrators have no control over where their students live or the conditions under which they live. They are not in a position to remedy the disadvantages that their students bring with them when they enter the educational system. Thus, the court found that there are no educational strategies or initiatives that can fully deal with the complex social issues that produce inequality of performance and undermine education, because hunger, parental neglect, crowded and substandard housing, and inadequate employment opportunities disproportionately attack minority children in our state and divert them from educational opportunity.

This, then, is the factual record upon which this case was presented to and decided by the trial court, and upon which the appeal came to this court. I turn, next, to this appeal as presented to us by the plaintiffs.

D

The Plaintiffs' Case as Presented to This Court on Appeal

In their initial and reply briefs in this court, the plaintiffs made crystal clear that the three constitutional claims that they were presenting to us for our adjudication coincided

perfectly with the three claims that they had presented to the trial court. For ease of reference, and more importantly for fidelity to the plaintiffs' own understanding and characterization of their claims, I refer to the three claims as: (1) an equal educational opportunity; (2) per se segregation; and (3) a minimally adequate education. The plaintiffs' briefs make equally clear that the first and third of these claims, namely, an equal educational opportunity and a *minimally adequate education*, are based on *factual claims* regarding, not only the undisputed facts of the degree of racial and ethnic concentration in the Hartford schools but, critically and essentially, the plaintiffs' version of the disputed facts regarding the differences in educational outcomes and achievements in the Hartford schools relative to the surrounding suburban school districts, and the causes of those differences. Thus, the plaintiffs' equal educational opportunity claim is squarely based on a combination of factual matrixes: the facts that demonstrate the racial and ethnic isolation of the Hartford schools, *combined with what the plaintiffs claim to have established in the trial court as the educational deficiencies that are caused by that isolation.*

The plaintiffs set out the nature of their claims definitively at the very beginning of their appellate brief: "Hartford children attend schools that are the most racially, ethnically, and economically isolated in the state. *These schools have the least educational resources and suffer from the worst academic performance. The cumulative effects of these inequities deprive Hartford's children of the preparation necessary to join the mainstream of society.*" (Emphasis added.)

With this introduction in mind, I turn now to the plaintiffs' own more detailed explication of their claim of a deprivation of an equal educational opportunity as presented in their two briefs in this court. This explication is derived directly from, and is identical to, that claim as ultimately presented to the trial court for adjudication. The plaintiffs correctly point out that the right to an equal educational opportunity was recognized by this court in *Horton I*. The plaintiffs then accurately pose the question under this claim: "As a legal matter, this case falls squarely under [*Horton I*], and the question before this Court is whether the undisputed condition of racial and economic isolation of the public schools, *coupled with the undisputed and extreme disparities in educational resources afforded Hartford's schoolchildren, violate plaintiffs' constitutional right to an equal educational opportunity.*" (Emphasis added.)

The plaintiffs then explain precisely why they maintain that their right to such an opportunity has been violated. Under the heading, "*The Segregated, Economically Isolated and Unequal Conditions in Hartford Metropolitan Area Public Schools Violate Plaintiffs' Right to an Equal Educational Opportunity*"; (emphasis added); the plaintiffs, quoting from *Horton I*, state: "Equality of educational opportunity is ascertained by comparing the quality of education provided in the school districts. In *Horton I*, this court identified criteria for measuring the quality of education, including: (a) size of classes; (b) training, experience and background of teaching staff; (c) materials, books and supplies;

(d) school philosophy and objectives; (e) type of local control; (f) test scores as measured against ability; (g) degree of motivation and application of the students; (h) course offerings and extracurricular activities.' *Horton I*, [supra, 172 Conn. 634]."

With this legal, and appropriate, standard in place for the evaluation of a claim of a deprivation of an equal educational opportunity, the plaintiffs then attempt to persuade us that, as demonstrated by the evidence presented in the trial court, they should prevail on this claim. They attempt to do so, however, not by relying on the general harms associated with a racially and ethnically isolated school system or on the general benefits of an integrated school system, but by arguing that the trial court's adverse factual findings were clearly erroneous.

In their reply brief in this court, the plaintiffs reinforce this understanding of the basis of their equal educational opportunity claim. The plaintiffs then, in order that we not be confused about their claims, reiterated the three claims that they had presented in this case, and the doctrinal differences between them. "First, plaintiffs claim that the extreme levels of racial segregation and the concentration of poor children in the Hartford schools, along with well-documented deficiencies and disparities in educational resources and reflected by the vast gulf in outcomes, violates plaintiffs' fundamental right to an equal educational opportunity. Second, plaintiffs claim that the extreme levels of racial segregation in the Hartford area constitute a per se violation of Connecticut's constitution. Third, plaintiffs claim that the conditions in the Hartford schools violate plaintiffs' right to a minimally adequate education, pursuant to Article Eighth, § 1 and plaintiffs' due process rights."

To summarize: the plaintiffs' first claim is their claim of a deprivation of equal educational opportunity as articulated in *Horton I*. As a factual matter, this claim rests on a complex factual matrix: the undisputed facts regarding the racial and ethnic concentration, and the concentration of poverty, in the Hartford district; the disputed facts regarding the claimed inadequate educational resources in the Hartford district; and the disputed causal effect of that combination of factors on the educational outcomes claimed to be prevalent in the Hartford district.

The plaintiffs' second claim is based entirely on the legal theory that the term "segregation" in article first, § 20, means de facto segregation. As a factual matter, this claim rests on only the undisputed facts regarding the racial and ethnic concentration in the Hartford schools, to the exclusion of the disputed facts regarding the claimed disparities between the educational resources and outcomes of the Hartford school district, on one hand, and the resources and outcomes of the suburban school districts, on the other hand.

The plaintiffs' third claim is their claim of a deprivation of a minimally adequate education under article eighth, § 1, of the state constitution as articulated in *Horton I*. This claim rests on disputed facts regarding certain claimed inadequacies in the

Hartford school district.

Having summarized the plaintiffs' claims as disclosed by this voluminous record, I will next analyze the majority opinion in light of the record in this case. I turn, therefore, to that task.

III

THE FUNDAMENTAL FLAWS IN THE MAJORITY OPINION

A

The Majority's Adjudicative Process

The first flaw in the majority opinion involves the adjudicative process by which the opinion was created. As the record demonstrates, the constitutional theory conceived by the majority bears only a passing resemblance to the claims of the plaintiffs as disclosed by the record. The majority's theory is a combination of the legal theories presented in the plaintiffs' first and second claims, completely shorn of the facts that the trial court found after six years of litigation. The theory upon which the majority opinion is based, therefore, is brand new and was never advocated by the plaintiffs.

The majority asserts, nonetheless, that "[t]he constitutional implications raised by these allegations were fully argued before the trial court, and were fully briefed by the parties before this court." This is like saying that water is the same thing as hydrogen and oxygen because water is the result when the two gases are combined in a certain proportion.

The majority's theory of a lack of an equal educational opportunity is a hybrid of two disparate parts of the plaintiffs' case, as argued to and litigated in the trial court and as argued and briefed in this court. One part of the hybrid is the legal theory of the plaintiffs' first claim, namely, that under *Horton I*, they have been deprived of an equal educational opportunity, but without the factual matrix that the plaintiffs themselves presented to support that theory. The second part of the hybrid is the theory of the plaintiffs' second claim, namely, that "segregation" in article first, § 20, means de facto as well as de jure segregation when applied to education. That theory, however, does not constitute an equal educational opportunity claim, as understood and presented by the plaintiffs throughout this case, as understood and responded to by the defendants throughout this case, and as briefed and argued in this court.

Moreover, I confess that, having read the briefs carefully and having participated in the oral argument with great concentration, the majority's theory of a deprivation of an equal educational opportunity was a complete surprise to me. I can only wonder about the reaction of the defendants, who for the past six years have been defending this case on the basis that the record demonstrates, rather than the basis on which the majority has decided the case. In fact, I suspect that even the plaintiffs are surprised that they have prevailed on a theory of a deprivation of an equal educational opportunity that they did not present, and that renders wholly immaterial the entire factual matrix that they did present, appropriately albeit unsuccessfully, under that doctrine as articulated in *Horton I*.

The newness of the majority's constitutional theory is not

only demonstrated by comparing the record to the majority opinion, it is demonstrated by certain language in the majority opinion itself. When the majority asks, at the beginning of its analysis, whether "the plaintiffs' complaint encompass[es] [the constituent elements of the affirmative constitutional mandate to provide all public schoolchildren with a substantially equal educational opportunity]", it asks a question that no one else has ever asked us to answer, namely, whether the plaintiffs' complaint is legally sufficient. In elaborating on that question, moreover, the majority's language is curiously but revealingly qualified: it refers to the plaintiffs' claim "as we have defined it." This question and qualification are necessitated solely by the fact that the majority's, rather than the plaintiffs', theory of the equal educational opportunity claim has now become dispositive, and that this theory was never in this case until the majority issued its opinion.

Although prior to trial the defendants challenged the legal sufficiency of the plaintiffs' complaint, they lost that challenge and, except for the arguments regarding justiciability and state action, did not renew it on appeal. Moreover, at no time in this appeal was the question raised of whether the plaintiffs' pleadings stated a cognizable claim. At no time in this appeal was the question raised whether the plaintiffs' pleadings could be read to support their constitutional challenge. The sole reason that these questions and these qualifications became necessary is that majority has recast the essential nature of the plaintiffs' complaint, as presented by the plaintiffs at trial and on appeal, in order to fit the majority's predetermined outcome.

This method of adjudication is fundamentally flawed for several reasons that call into question the integrity of the majority decision. First, it is egregiously unfair to the defendants. Having defended this case for six years in the trial court, and having responded to the plaintiffs' appeal on the legal and factual bases presented by the plaintiffs, the defendants have not had the opportunity to respond to the new theory of equal educational opportunity fashioned by the majority either by evidence or argument in the trial court, or by briefs and oral argument in this court. Indeed, we will all have to wonder what evidence or arguments the defendants would have produced in the trial court and this court had they known that this hybrid theory was the basis of the equal educational opportunity claim to which they were required to respond.

Second, the majority's treatment of the plaintiffs' pleadings in this case turns our traditional treatment of pleadings on its head, and adds to the unfairness to the defendants. It is true that, under our modern jurisprudence, we read pleadings "broadly and realistically, rather than narrowly and technically. . . . *Beaudoin v. Town Oil Co.*, 207 Conn. 575, 587-88, 542 A.2d 1124 (1988); *Fuessenich v. DiNardo*, 195 Conn. 144, 150-51, 487 A.2d 514 (1985). As long as the pleadings provide sufficient notice of the facts claimed and the issues to be tried and do not surprise or prejudice the opposing party, we will not conclude that the complaint is insufficient to allow recovery." (Internal quotation marks omitted.) *Normand Josef Enterprises, Inc. v. Connecticut*

National Bank, 230 Conn. 486, 496, 646 A.2d 1289 (1994).

The application of that principle cannot, however, save what the majority has done here. That principle generally applies before trial to the construction of a complaint when it is challenged for legal sufficiency; see, e.g., *D'Ulisse-Cupo v. Board of Directors of Notre Dame High School*, 202 Conn. 206, 220-21, 520 A.2d 217 (1987); during trial, to a determination of whether certain evidence should be admitted as within, or excluded as beyond, the fair boundaries of the complaint; see, e.g., *Farrell v. St. Vincent's Hospital*, 203 Conn. 554, 557-58, 525 A.2d 954 (1987); and posttrial, where the parties have in fact litigated the case in a posture that includes the challenged theory, and there has been no prejudice or surprise. See, e.g., *Normand Josef Enterprises, Inc. v. Connecticut National Bank*, supra, 230 Conn. 497-98. The principle does not apply in this case, however, where the majority has, after the trial and after appellate briefs and arguments, altered the theory of the complaint on which all of the parties have relied, and then, without notice to anyone, has determined that the complaint supports the altered theory. That process violates the fundamental principle that "the pleadings provide sufficient notice of the facts claimed and the issues to be tried and do not surprise or prejudice the opposing party" *Id.*, 496.

The third flaw in the process by which the majority reached its decision is that, having decided to consider a new theory of the case, the court has not afforded the parties the opportunity to file supplemental briefs or to present further oral argument. In recent years, we have engaged in the practice of requesting supplemental briefs when, after oral argument, we have determined that the parties have not sufficiently addressed an issue or potentially dispositive theory of the case that surfaced either in the oral argument or in the process of our deliberations. See, e.g., *State v. Troupe*, 237 Conn. 284, 286-87 n.4, ___ A.2d ___ (1996) (continued viability of constancy of accusation doctrine); *Williams v. Best Cleaners, Inc.*, 235 Conn. 778, 784, 670 A.2d 294 (1996) (definition of disability under General Statutes § 31-349), superseded, 237 Conn. 490, ___ A.2d ___ (1996); *Jackson v. Commissioner of Correction*, 227 Conn. 124, 130, 629 A.2d 413 (1993) (appropriate standard in habeas proceeding by which to determine effect of prior failure to raise constitutional claim); *State v. Oquendo*, 223 Conn. 635, 657, 613 A.2d 1300 (1992) (whether denial of motion to suppress can be sustained under abandonment doctrine). Indeed, we have reversed the Appellate Court for disposing of an appeal on the basis of a plain error analysis that neither party had raised, without first giving the parties the opportunity to brief the perceived plain error claim. See, e.g., *Lynch v. Granby Holdings, Inc.*, 230 Conn. 95, 98-99, 644 A.2d 325 (1994).

There are two reasons for this postargument appellate procedure: (1) fairness to the parties suggests that they be confronted with a potentially dispositive theory that they had not had the prior opportunity to discuss; and (2) we are more likely to be correct in our judgments if they follow adequate briefing. I acknowledge that we have not uniformly followed this procedure,

and that there is no rule that requires that we do so. Indeed, there are cases in which, for various reasons, it is appropriate that we not do so.

This case, however, is the paradigm of when supplemental briefing and argument would have been appropriate. This case may be the most significant ruling of this court in this century. I can think of no other case decided by this court that will have more impact on the daily lives of our citizenry than this case. Having ordered supplemental briefing and argument in cases involving issues of the continued viability of an evidentiary doctrine, the proper construction of second injury fund terminology, preservation of an issue for habeas review and the relevance of abandonment to the reasonable expectation of privacy, we should have done so in this case, the enormous public importance of which demands the highest degree of both fairness to the parties and confidence in the correctness of the outcome.

The use of that prudent appellate procedure would have been particularly appropriate in this case. In a case in which we exercise the judicial power to interpret a statute or explicate the common law, if we are incorrect, the General Assembly is free to enact legislation correcting our error. In a case such as this, however, in which this court incorrectly interprets our constitution, the only remedy of the people is the painful process of constitutional amendment.

Although, in my view, these flaws in the majority's process of decision-making seriously undermine the integrity of its opinion, the more fundamental question is whether, nonetheless, the reasoning of the majority opinion is sound. It is not. I turn next, therefore, to the substantive flaws in the majority opinion.

B

The Misapplication of *Horton I*

The first substantive flaw in the majority opinion is that it misapplies the principal precedent upon which the plaintiffs' equal educational opportunity claim is based, namely, *Horton I*. It does so by disregarding the factual underpinning of *Horton I*, thereby rendering irrelevant the critical factual differences between this case and *Horton I*. Thus, the majority demonstrates its lack of fidelity to *Horton I* by severing the plaintiffs' claim from its jurisprudential roots and by shedding its essential factual underpinnings.

In *Horton I*, this court held that the education clause; article eighth, § 1; and the equal protection clauses; article first, §§ 1 and 20; require "that the state provide a substantially equal educational opportunity to its youth in its free public elementary and secondary schools." *Horton I*, supra, 172 Conn. 649; see also *Horton v. Meskill*, 195 Conn. 24, 34-35, 486 A.2d 1099 (1985) (*Horton III*) (characterizing *Horton I* as resting on article eighth, § 1, and article first, §§ 1 and 20). We also held that the system of funding public education then prevailing, under which each town raised its own funds for education via property taxes, supplemented by a flat grant from the state according to the average daily number of students attending school in the town; *Horton I*, supra, 628; violated that requirement. *Id.*, 648-49.

These conclusions rested on two sets of factual findings of the trial court in that case, which we determined were supported by the evidence. *Id.*, 649. The first set of findings was that the existing system of school financing resulted in significant disparities between the amounts spent on education by property-rich towns and the amounts spent by property-poor towns. *Id.*, 633. The court stated: "[T]he present system of financing education in Connecticut ensures that, regardless of the educational needs or wants of children, more educational dollars will be allotted to children who live in property-rich towns than to children who live in property-poor towns." *Id.*

The second set of findings concerned the effect of these financial disparities on the children. That set of findings established that the per pupil spending disparities resulted in a lower quality of education in the property-poor towns than in the property-rich towns. *Id.* The court stated: "The criteria for evaluating the 'quality of education' in a town include the following: (a) size of classes; (b) training, experience and background of teaching staff; (c) materials, books and supplies; (d) school philosophy and objectives; (e) type of local control; (f) test scores as measured against ability; (g) degree of motivation and application of the students; (h) course offerings and extracurricular activities. In most cases, the optimal version of these criteria is achieved by higher per pupil operating expenditures, and because many of the elements of a quality education require higher per pupil operating expenditures, there is a direct relationship between per pupil school expenditures and the breadth and quality of educational programs." *Id.*, 634-35.

All of these factual assertions by this court were based on the factual findings of the trial court in *Horton I*, findings that had been vigorously contested by the state.

The critical difference between *Horton I* and this case involves that second set of factual findings. In *Horton I*, the trial court found that, because of -- in a cause and effect sense -- the disparities in educational funding between the property-poor towns and the property-rich towns, the quality of the educational opportunity available to students in the property-poor towns was not substantially equal to the quality of the educational opportunity available to students in the property-rich towns. *Id.*, 637-38. In *Horton I*, the plaintiffs undertook to prove that factual assertion, the trial court found that they had proven it, and this court sustained the trial court's finding as supported by the evidence. *Id.*, 648-49. Based on that finding, we concluded that the state's flat grant system of funding education violated the plaintiffs' constitutional right to a substantially equal educational opportunity. *Id.*, 649-50.

In this case, the plaintiffs' equal educational opportunity claim precisely parallels the plaintiffs' claim in *Horton I*. In this case, the plaintiffs claim that, because of -- in a cause and effect sense -- their racial and ethnic isolation, coupled with the concentration of poverty and lack of material resources in Hartford, the quality of the educational opportunity available to them, measured by the same standards articulated by this court in *Horton I*, was not substantially equal to the quality of

educational opportunity available to their suburban counterparts. Put another way, the plaintiffs claim that their racial and ethnic isolation and the concentration of poverty in the city causes the quality of their education to be inferior, as measured by the *Horton I* standards, than that provided in the suburbs. As in *Horton I*, the plaintiffs undertook to prove that factual assertion in the trial court. Unlike *Horton I*, however, in this case, the plaintiffs failed to persuade the trial court of that factual assertion.

In this case, the trial court found that, contrary to the factual assertions of the plaintiffs, it is poverty, and not race or ethnicity, that accounts for any discrepancies between the quality of education provided to the plaintiffs and the quality of education provided to their suburban counterparts. In addition, the trial court found that the principal standard of measure that the plaintiffs sought to use to demonstrate that difference in quality of education, the statewide mastery test scores, is not a valid tool for measuring interdistrict differences in the quality of education. As I indicate later in this dissent, the trial court's factual findings are fully supported by the evidence. Thus, the analogues in this case to the factual underpinnings that supported our conclusion in *Horton I* are not only missing here; the factual analogues in this case are squarely contrary to the conclusion reached by the majority.

Consequently, the majority's reliance on *Horton I* is unfounded. In *Horton I*, we did not conclude that the plaintiffs had been deprived of an equal educational opportunity solely because of the disparities in educational funding between property-poor and property-rich towns, unconnected to the educational effects of those disparities. The majority concludes, however, that the plaintiffs have been so deprived solely because of their racial and ethnic isolation. The majority reaches that conclusion, however, not only unconnected to but squarely contrary to those factual findings. Thus, the majority's analysis is contrary to the analysis that we employed in *Horton I*.

Indeed, the only attempt by the majority to link the facts of this case to *Horton I* occurs when the majority states: "As we observed, however, in *Horton I*, supra, 172 Conn. 645, educational equalization cases are in significant aspects sui generis and not subject to analysis by accepted conventional tests or the application of mechanical standards. The wealth discrimination found among school districts differs materially from the usual equal protection case where a fairly defined indigent class suffers discrimination to its peculiar disadvantage. The discrimination is relative rather than absolute. See also *Horton III*, supra, 195 Conn. 35. Nothing in the description of the relevant legal landscape in any of our cases suggests that the constitutional right that we articulated in *Horton I* was limited to school financing." (Internal quotation marks omitted.)

The first part of this brief analysis is nothing more than a truism. The second part merely sets up the proverbial straw man.

No one disputes that educational equalization cases, whether based on claims of funding or race, are sui generis. That truism is, however, the beginning of the inquiry, not the end.

Although the constitutional right articulated in *Horton I* may not have been limited to school financing, there was a factual basis in that case that is lacking here. Moreover, the argument that *Horton I* is limited to school financing is but one of several arguments offered by the defendants. They also argue that, assuming that *Horton I* is appropriately extended to race and ethnicity, the plaintiffs have failed to prove that they are deprived of an equal educational opportunity by reason of race or ethnicity because the factual findings of the trial court are to the contrary and are supported by the evidence. By pretending that the defendants' only response to the extension of *Horton I* to race and ethnicity is that *Horton I* is confined to financing, the majority dismantles the straw man, answering the easy question posed by this appeal and ignoring the difficult ones.

C

The Meaning of "Segregation" in Article First, § 20

The next substantive flaw in the majority opinion is the meaning that the majority attributes to the term "segregation" in article first, § 20. The majority somehow concludes that "segregation" means de facto, as well as de jure, segregation, on the basis of the text of article first, § 20, and the history in the 1965 constitutional convention of the adoption of article eighth, § 1, and article first, § 20. The text provides no support for the majority's conclusion, and the history of the 1965 convention squarely contradicts it.

1

The Text of Article First, § 20

The constitution of Connecticut, article first, § 20, as amended by articles fifth and twenty-first of the amendments, provides: "No person shall be denied the equal protection of the law nor be subjected to segregation or discrimination in the exercise or enjoyment of his or her civil or political rights because of religion, race, color, ancestry, national origin, sex or physical or mental disability." It is axiomatic that we are limited in constitutional adjudication by the text of the particular constitutional provision at issue. *Moore v. Ganim*, 233 Conn. 557, 581, 660 A.2d 742 (1995); *State v. Miller*, 227 Conn. 363, 380-81, 630 A.2d 1315 (1993); *Cologne v. Westfarms Associates*, 192 Conn. 48, 77-78, 469 A.2d 1201 (1984). That text does not support the majority's reading of it.

Critical to the majority's analysis is its conclusion that the phrase "because of" and the term "segregation" do not require a showing of an intent by the state to segregate or discriminate when those terms are applied to the right to public education guaranteed under article eighth, § 1. Thus, the major, albeit unstated, premise of the majority opinion is that, although "because of" and "segregation" may require a showing of an intent by the state to segregate when applied to all other "civil or political rights" covered by article first, § 20, that same language does not require such an intent when applied to public education under article eighth, § 1.

It is true that the majority does not explicitly say that the terms, "segregation" and "because of," do require a state intent to segregate when applied to other rights guaranteed by article

first, § 20. Instead, the majority states: "Whatever this language may portend in other contexts, we are persuaded that, in the context of public education, in which the state has an affirmative obligation to monitor and equalize educational opportunity, the state's awareness of existing and increasing severe racial and ethnic isolation imposes upon the state the responsibility to remedy 'segregation . . . because of race [or] . . . ancestry'"

Despite the majority's futile attempt to avoid the necessary implications of its rationale, it is clear that one such necessary implication is that the language at issue either does or does not require a segregative intent when applied in other contexts. Thus, I can read this passage from the majority opinion in only two possible ways: (1) "because of" and "segregation" do not require a state intent to segregate, irrespective of the particular legal context; or (2) "because of" and "segregation" do require a state intent to segregate when applied to other legal contexts, but not when applied to public education.

The majority cannot mean that these terms do not require such an intent irrespective of the legal context. That would necessarily mean that, with respect to the exercise of all civil and political rights, the state would be required to take affirmative steps to assure that these rights are not exercised by racially or ethnically concentrated groups, regardless of any state intent to segregate. This would mean, in turn, that any electoral district that is religiously, racially or ethnically concentrated is unconstitutional and has been such since 1965, and that such was the intent of the delegates to that convention. It would also mean that presently existing public housing projects in Hartford and other cities whose tenants are racially or ethnically concentrated, not by design but as a result of demographic and economic factors over which the state has no control, are unconstitutional and have been such because the 1965 convention delegates meant them to be. It is not hyperbole to say that the delegates would be astonished to have such an intent attributed to them. Nor is it hyperbole to say that such an interpretation would be so bizarre and unworkable as to be ludicrous.

Although I disagree with the majority, I am not willing to attribute that meaning to it. It must be, therefore, that the majority means to say that, although segregative intent is required when "because of" and "segregation" are applied to other civil and political rights, it is not required when applied to public education. This, of course also necessarily means that the same language has opposite meanings when applied to different rights -- an interpretation that, in my view, is also utterly implausible. Under the majority's view, therefore, the phrase "because of" and the term "segregation" have one meaning when applied to public elementary and secondary education, namely, that racial concentration need not be intentional on the part of the state, and the opposite meaning when applied to all other political and civil rights, namely, that racial concentration must be intentional.

This tortures the text of article first, § 20, and turns the process of constitutional adjudication upside down. I acknowledge

that it is an accepted, necessary and appropriate part of the judicial process to stretch the meaning of language in order to render a statutory scheme constitutional. See, e.g., *State v. Indrisano*, 228 Conn. 795, 805, 640 A.2d 986 (1994); *Ambroise v. William Raveis Real Estate, Inc.*, 226 Conn. 757, 764, 628 A.2d 1303 (1993); *McConnell v. Beverly Enterprises-Connecticut, Inc.*, 209 Conn. 692, 705, 553 A.2d 596 (1989). That does not justify, however, as the majority would have it, breaking constitutional language in two so that the same words in the same sentence have two opposite meanings when applied to different sets of rights, in order to render a statutory scheme unconstitutional.

In my view, this position is untenable. First, there is nothing in the language, history or purpose of article first, § 20, to support such a bizarre interpretation. We do not ordinarily read the same word or phrase in the same sentence to have opposite meanings depending on the subject matter to which the word or phrase is applied. See *Weinberg v. ARA Vending Co.*, 223 Conn. 336, 343, 612 A.2d 1203 (1992); *Board of Education v. State Board of Labor Relations*, 217 Conn. 110, 116, 584 A.2d 1172 (1991). There is no reason to do so here. Article first, § 20, was not drafted or approved by Lewis Carroll, whose character in *Through the Looking-Glass*, Humpty Dumpty, said, "when I use a word . . . it means just what I choose it to mean -- neither more nor less." L. Carroll, *Through the Looking-Glass* (Messner Ed. 1982) p. 198. If the phrase "because of" and the term "segregation" mean that there is no intent requirement in the context of public education, but that there is such a requirement in the context of all other political and civil rights, it is only because the majority, like Humpty Dumpty, says so.

Second, the majority's rationale for saying so in this instance, namely, that the state has an obligation to monitor and equalize educational opportunity, both assumes the answer to the question posed by this case and proves too much. It assumes the answer because the question is whether the obligation to "equalize" extends to racial and ethnic concentration not intended by the state. It proves too much because the state also has a constitutional obligation to monitor and equalize the electoral districts of the General Assembly. See Conn. Const., art. III, §§ 5 and 6. Certainly, the right to vote, and to have one's vote given its appropriate constitutional weight, is at least as fundamental under our constitution as the right to a public education. See Conn. Const., art. VI, § 1. Therefore, because the right to vote is, like the right to attend a free public elementary and secondary school, a fundamental right that the state has a continuing obligation to monitor and equalize, under the majority's rationale every general assembly district that is not racially, ethnically and religiously integrated is now unconstitutional. It is impossible rationally to conclude that the language adopted in the 1965 convention was intended to have this result. In short, the language of article first, § 20, simply cannot be cabined as the majority seeks to do.

Moreover, the term "segregation" cannot, the suggestion of the majority to the contrary notwithstanding, be read to mean something different from "discrimination" in the context of

article first, § 20. The nouns in this one sentence provision should not be read as having meanings that are mutually exclusive of, and unrelated to, the meanings of the other nouns that surround them. Consequently, the majority's reliance on the general interpretive guideline that ordinarily no word or phrase is to be regarded as superfluous is misplaced in this context. This broad, constitutional equal protection provision was not intended to be interpreted as if it were the Uniform Commercial Code, with each term having a neatly compartmentalized definition. Within the bounds of the language used, the terms are to be read as taking their meaning from and sharing their meaning with each other, under the doctrine of *noscitur a sociis*.

This approach to article first, § 20, is consistent with our precedents, which have generally treated both article first, § 1, and article first, § 20, as expressing the same principle, namely, equal protection of the law. See, e.g., *Broadley v. Board of Education*, 229 Conn. 1, 8-10, 639 A.2d 502 (1994); *Mario v. Fairfield*, 217 Conn. 164, 173-77, 585 A.2d 87 (1991); *Zapata v. Burns*, 207 Conn. 496, 504-505, 542 A.2d 700 (1988); *Carofano v. Bridgeport*, 196 Conn. 623, 638-39, 495 A.2d 1011 (1985); *Lyman v. Adorno*, 133 Conn. 511, 515, 52 A.2d 702 (1947); *New Haven Metal & Heating Supply Co. v. Danaher*, 128 Conn. 213, 219, 21 A.2d 383 (1941). The majority's interpretive method of insisting that "segregation" must include *de facto* segregation because otherwise it would be superfluous, is inconsistent with the general approach of these precedents. By that reasoning, article first, § 1, and article first, § 20, themselves must also have meanings independent of each other, otherwise one would be superfluous. We have never read these constitutional provisions in that fashion, and there is no justification for doing so now.

Thus, the reference in article first, § 20, to both "equal protection of the law" and "segregation" does not suggest that "segregation" has some broader meaning than "equal protection of the law." They both express the same principle, as does the word "discrimination," and the fact that the framers of this provision used, and the electorate approved, the term "segregation" does not support the conclusion that it was intended to include *de facto*, as opposed to *de jure*, racial and ethnic isolation. When interpreting a constitution, "the intent to be arrived at is that of the people [who ratified it], and it is not to be supposed that they have looked for any dark or abstruse meaning in the words employed, but rather that they have accepted them in the sense most obvious to the common understanding, and ratified the instrument in the belief that that was the sense designed to be conveyed." *Cologne v. Westfarms Associates*, *supra*, 192 Conn. 78.

Similarly, the reference to "the exercise or enjoyment of his or her civil or political rights" further indicates that article first, § 20, is not meant to be read with the kind of categorical nicety that the majority employs. This phrase refers to a generally broad, inclusive category of rights, the particulars of which will have to be explicated on a case-by-case basis. The textual point is that there is no obvious, sharp distinction that leaps to mind when considering whether rights are "civil" or "political" or both.

The appropriateness of this textual approach is further demonstrated by the references to "religion, race, color, ancestry, national origin, sex or physical or mental disability." Although arguably the reference to "religion" can be read to mean something different from the other listed categories, it cannot be disputed that the categories of race, color, ancestry and national origin blend into one another.

Moreover, the use of the phrase "because of," followed by the list of protected categories, strongly suggests a requirement of state intent to segregate or discriminate, or intentionally to maintain such segregation. This reading of the phrase would be consistent with our precedents that, except where our text clearly departs from that of the federal equal protection clause, the two clauses have the same meaning and limitations. See, e.g., *State v. Leary*, 217 Conn. 404, 409, 587 A.2d 85 (1991); *Ecker v. West Hartford*, 205 Conn. 219, 237, 530 A.2d 1056 (1987); *Daily v. New Britain Machine Co.*, 200 Conn. 562, 577, 512 A.2d 893 (1986).

Under federal precedent, only state created or intentionally maintained racial segregation is unconstitutional, and the state is not constitutionally obligated to remedy interdistrict racial division that is caused primarily by economic and geographical factors. *Keyes v. School District No. 1*, 413 U.S. 189, 198, 93 S. Ct. 2686, 37 L. Ed. 2d 548 (1973); *Columbus Board of Education v. Penick*, 443 U.S. 449, 464, 99 S. Ct. 2941, 61 L. Ed. 2d 666 (1979); *Milliken v. Bradley*, 418 U.S. 717, 744-45, 94 S. Ct. 3112, 41 L. Ed. 2d 1069 (1974). Indeed, the majority's analysis implicitly concedes that "because of" carries a requirement of intentionality when applied to all civil and political rights except the right to free public elementary and secondary schools.

Furthermore, that "segregation," as used in article first, § 20, does not include de facto racial and ethnic concentration is demonstrated by simply reading the text as the simple sentence that it is, shorn of the majority's fiction that the words have opposite meanings when applied to public education and all other rights. This constitutional provision is not an education provision. It does not mention education specifically at all. This provision relates to education because the right to attend a public school comes within the phrase "in the exercise or enjoyment of his or her civil or political rights."

If, as the majority concludes, "segregation" includes racial and ethnic concentration resulting, not from intentional state conduct but from demographic factors over which the state has no control, and if we are not willing to indulge in the fiction that the same words, used in the same sentence, nonetheless have opposite meanings when applied to different rights, then other areas of public life that are covered by the phrase "in the exercise of . . . political or civil rights" must also be subject to the same proscription. Thus, for example, a local electoral district that, by virtue of the religious, racial or ethnic make-up of its constituents, is heavily Roman Catholic, African-American, Puerto Rican or Polish-American, is "segregated" under the majority's understanding of that term, and all voters within that district are being "segregat[ed] or discriminat[ed] in the exercise or enjoyment of [their] civil or political rights

because of religion, race, color, ancestry or national origin," in violation of article first, § 20. In short, under the majority's reading of "segregation," the 1965 constitutional amendments rendered all such electoral districts unconstitutional. It is not only implausible that this is what the language used in 1965 was intended to mean, it is impossible rationally to reach such a conclusion.

2

The Record of the 1965 Constitutional Convention

The history of the term "segregation" in article first, § 20, in the 1965 convention makes even clearer than its text that the members of the convention did not intend it to mean de facto racial or ethnic concentration. It is inconceivable -- except that the majority conceives it -- and it is untenable to hold -- except that the majority holds it -- that the delegates to the 1965 constitutional convention intended the term "segregation" in that article to include de facto racial and ethnic concentration in the public schools irrespective of any state intent to bring about or to perpetuate such concentration. This question is not even close.

I begin this part of my analysis with another factual finding of the trial court that the majority ignores. The trial court found that "the 1965 constitutional convention was a very conservative body that made only those changes that had to be made in order to comply with the legislative reapportionment mandates of the federal courts and it was extremely reluctant to change anything that did not have to be changed." Thus, the 1965 convention was not called for the purpose of a general overhaul of the 1818 constitution. It was called primarily for the purpose of bringing the Connecticut constitution into compliance with the then recently decided cases of *Lucas v. Forty-Fourth General Assembly of Colorado*, 377 U.S. 713, 84 S. Ct. 1472, 12 L. Ed. 2d 632 (1964), *Reynolds v. Sims*, 377 U.S. 533, 84 S. Ct. 1362, 12 L. Ed. 2d 506 (1964), *Wesberry v. Sanders*, 376 U.S. 1, 84 S. Ct. 526, 11 L. Ed. 2d 481 (1964), and *Gray v. Sanders*, 372 U.S. 368, 83 S. Ct. 801, 9 L. Ed. 2d 821 (1963), and the delegates acted accordingly. The principal agenda of a constitutional convention is a useful tool in construing its actions. See E. Peters, "State Constitutional Law: Federalism in the Common Law Tradition," 84 Mich. L. Rev. 583, 586 (1986) ("courts must look to the agenda of the constitution as a whole in the context of the historical and sociological issues that occupied center stage at the time of ratification").

One cannot square this unchallenged characterization of the 1965 convention with the notion that, when in the course of accomplishing its principal objective of legislative apportionment it also adopted article first, § 20, this "very conservative" convention also intended to accomplish results that would at that time have rendered unconstitutional -- or, at the very least, would have called into serious constitutional question -- many school districts and general assembly districts in the state. Yet, despite what the majority may say, these are the necessary implications of its decision and rationale.

In attempting to divine the intent of the framers of article

first, § 20, we are not faced with the difficult task of peering back through the mists of more than a century to a sparse historical record, in order to determine the intent of persons of whom we have limited knowledge, as is often the case when we attempt to interpret the language used in the 1818 state constitution. The 1965 convention took place but thirty-one years ago. The names and careers of the delegates are well known to anyone reasonably cognizant of Connecticut government and politics and there is a complete printed record.

Among the delegates were former and future governors of this state, former and future United States Senators and Representatives, former and future state legislators, former members of this court, including two former chief justices, and many other delegates with distinguished pedigrees in government and politics. These were men and women with long and distinguished careers in public life, who had practiced the arts of government and politics and who, presumably, knew the limits of both. They also knew that their effort would be placed before the electorate in order for the constitution to be amended. They knew, furthermore, that throughout Connecticut there were local, intradistrict neighborhood school boundaries and schools that were, because of the housing patterns then prevalent, heavily concentrated by religion, race and ethnic background. They knew, moreover, that, because of housing patterns, there would be local general assembly districts throughout Connecticut, created by the General Assembly in accordance with the constitutionally required reapportionment provisions that they were fashioning, that would also be heavily concentrated by the same factors.

It is simply inconceivable that the convention delegates, with that knowledge, intended by the language they used in article first, § 20, to render unconstitutional or to call into serious constitutional question, every one of those school boundaries, schools and electoral districts. In order to reach such a conclusion, one must posit the following line of hypothetical reasoning, or something similar, to the delegates regarding the meaning of "segregation": (1) "because of" and "segregation" mean intentional or de jure, rather than de facto, segregation, because otherwise the General Assembly would be prevented from drawing mathematically equal but religiously, racially or ethnically concentrated districts; and, although districts must now be substantially equal in population, it would be a radical change also to require them to be integrated on the basis of religion, race and ethnicity, a change far beyond the principal charge in this convention; (2) in fact, intentional segregation is probably what the United States Supreme Court was addressing in *Brown v. Board of Education*, 347 U.S. 483, 74 S. Ct. 686, 98 L. Ed. 873 (1954), when it outlawed the "separate but equal" doctrine, although that is not absolutely clear from the available federal decisions to date; (3) nonetheless, when the words "because of" and "segregation" come to be applied to interdistrict, but maybe not intradistrict, elementary and secondary school lines under the right to a free public education -- which, by the way, will not be adopted until five days from now and, of course, has never been interpreted -- those words mean the opposite, namely, de facto

segregation; and (4) we entertain this dual intent without (a) clearly -- or even unclearly -- suggesting it by the language we use, and (b) disclosing it on the record of this convention or to the voters who will have to ratify our work. This scenario, I suggest, does no more than dramatize the reasoning behind the majority's tortuous and selective reading of the record of the 1965 convention. In my view, to attribute such a thought process to the delegates is not only implausible, it would have been irresponsible on the part of the delegates to have engaged in such a process *sub rosa*, and it is untenable to suggest that they did.

My view of the intent of the convention delegates is buttressed by the fact that, as even the plaintiffs emphasized in their posttrial brief to the trial court and in their appellate brief to this court, "[t]he documentation of racial and economic isolation in Connecticut schools in the 1960s was thorough and comprehensive. In addition to the state's own official annual documentation, the University of Connecticut Institute of Urban Research and the University's Educational Resources and Development Center conducted a series of highly detailed reports on school segregation in Connecticut's major cities." In constitutionalizing the right of Connecticut's children to a free public education, however, the politically seasoned delegates to the 1965 convention uttered not one word even suggesting that this well documented problem would be addressed by the constitutional amendments that they had gathered to draft. In fact, the idea that the new education clause would create any sort of fundamental change in the state's education system was squarely rejected by Simon Bernstein, a delegate whom the majority ironically cites in support of its result. In reference to the proposed education clause, Bernstein stated, "[T]his again is not anything revolutionary, it is something which we have" 3 Proceedings of the Connecticut Constitutional Convention of 1965, p. 1039.

Moreover, just one year before the convention, the New Haven board of education had adopted a junior high school pairing plan for the purpose of reducing unintended racial imbalance in its school system and in the interest of promoting equality of educational opportunity. That plan, which generated considerable public controversy, was the subject of several public hearings at which it was vigorously defended and assailed, and resulted in an action for an injunction against the plan. On July 8, 1965, while the convention was in session, the Superior Court decided in favor of the board. See *Guida v. Board of Education*, 26 Conn. Sup. 121, 213 A.2d 843 (1965).

There can be little doubt that, if the delegates intended the word "segregation" in article first, § 20, to mean *de facto* segregation when applied to public education, the statutory authority that the Superior Court concluded the board had in *Guida* would have been transformed into a constitutional obligation. It is fair to presume that the delegates who came from the New Haven area, men and women cognizant of the public affairs of their district, were aware of this controversial case, which was decided only two months earlier. Indeed, one of those delegates, former Chief Justice Patrick B. O'Sullivan, was one of the drafters of

article first, and the chairman of the convention that adopted it, and another, Mary B. Griswold, spoke in favor of it. I cannot believe that, if it were the intent of the convention in adopting the word "segregation" to constitutionalize the New Haven board's plan, not one of the fourteen delegates from the district that included New Haven would have even mentioned its potential effect on the New Haven case. The record of the convention, however, is bereft of any such mention.

That record, moreover, affirmatively demonstrates that the delegates did not intend "segregation," as used in article first, § 20, to include de facto segregation. To the contrary, the history of the article and the debate over the term "segregation" in the 1965 convention compel the conclusion that the delegates intended the term specifically to preclude, under our state constitution, the doctrine of state-created "separate but equal" educational and other public facilities that the United States Supreme Court had expressly overruled, as a matter of fourteenth amendment jurisprudence, in *Brown v. Board of Education*, supra, 347 U.S. 483.

In February, 1950, the commission on state government organization issued its report to the General Assembly and to then Governor Chester Bowles. Among its recommendations was a revision of the constitution, which included a new article first, our Declaration of Rights, including the following proposed article first, § 20: "No person shall be denied the enjoyment of, nor be discriminated against in, nor be segregated in, any right or employment, nor be so treated in the militia, or in the public schools or in any public place, because of religious principles, race, color, ancestry or national origin." The commission's recommendation to revise the constitution was not acted upon.

During the 1965 convention, on July 28, 1965, Chase Going Woodhouse introduced Resolution No. 168, which contained several recommendations for changes in our Declaration of Rights, article first. Among these were two proposals that are relevant to this case. First, the resolution proposed that article first, § 1, be amended to add the provision that all men are "entitled to the equal protection of the laws." Second, it proposed that article first, § 20, be amended exactly as had been proposed by the commission to the General Assembly and the governor in 1950. This resolution was referred to the Committee on Resolutions.

Ultimately, the committee reported to the floor of the convention its Rules Committee Substitute for Constitutional Convention Resolution No. 168 (committee resolution 168). This resolution proposed a number of changes in the provisions of article first. Included within committee resolution 168 was the proposal that both article first, § 1, and then article first, § 20; see footnote 49; remain unchanged, and that there be a new article first, § 22, providing as follows: "No person shall be denied the equal protection of the law, nor the enjoyment of his civil or political rights, nor be discriminated against in the exercise thereof because of religion, race, color, ancestry or national origin." This draft of article first, § 22, therefore, incorporated the explicit references to equal protection of the law and discrimination that had been in original Resolution No.

168, but omitted the specific references to segregation, employment, the militia and the public schools that had also been in the original resolution.

This proposal prompted a letter to the convention by the Connecticut Council of Churches that committee resolution 168 was not specific enough. The council stated that "segregation constitutes such a core area of discrimination as it affects the pattern of relationship among persons and groups and needs thereby to be specifically guarded against through constitutional provision." J. Zaiman, "Anti-Separation Clause Urged for Bill of Rights," *The Hartford Courant*, Oct. 14, 1965, pp. 1 and 11. The council also expressed the thoughts that, because "civil or political rights" was not defined in the proposal, that language was "so broad as to be specifically excepted against in any controversial test of rights," and that "[o]ur history seems to show that platitudinous phrases have not helped many of our citizens to enjoy specific rights that could not be pointed to implicitly in constitutional authority." *Id.*, p. 11.

In addition, according to a contemporary account in *The Hartford Courant*, certain civil rights groups also thought that the proposal was not specific enough, and suggested reinserting the "antisegregation" clause. *Id.*, p. 1. This prompted caucuses by both the Democrats and Republicans, as a result of which there was bipartisan agreement on reinserting language referring to segregation.

Accordingly, on October 14, Woodhouse brought to the floor an amendment reinserting the reference to "segregation," which resulted in the following language that ultimately became article first, § 20: "No person shall be denied the equal protection of the law nor be subjected to segregation or discrimination in the exercise or enjoyment of his civil or political rights because of religion, race, color, ancestry or national origin."

In proposing this amendment, Woodhouse reminded the convention that the word segregation had appeared in the original resolution, and that the only question was one of the appropriate wording to be used. 2 *Proceedings*, supra, pp. 690-91. Former Chief Justice Baldwin, one of the drafters of committee resolution 168 that was being amended, and another delegate, James J. Kennelly, both rose to stress the symbolic, as opposed to substantive, nature of the amendment. *Id.*, pp. 691-92.

The only reference to education in the entire debate over committee resolution 168 was by Bernstein, and that reference was made in the context of his delineating more specifically the "civil and political rights" to which the proposal referred. Bernstein stated: "I just want to comment that in this section which states that there will be enjoyment of civil and political rights, for the record, perhaps we might spell out a few of them so that courts and historians in the future may not fail to understand what we are talking about. *These are rights which we have always assumed we have had anyway and these rights include rights of freedom from discrimination in travel, rights of freedom in education, public accommodations, and employment and housing.*" (Emphasis added.) *Id.*, p. 694.

O'Sullivan put the amendment to a voice vote, and ruled it

adopted. O'Sullivan then ruled "that this amendment is not a substantive change and therefore we can act upon the entire bill today." (Emphasis added.) *Id.*, p. 696.

Reading this record in an objective, dispassionate manner leads inescapably to the conclusions that the use of the term "segregation" in what ultimately became article first, § 20: (1) was intended to emphasize that the entire section prohibited intentional segregation in the "separate but equal" sense; (2) was not intended to add substance to the provision, but was intended only to make the general principles more specific; (3) was not intended to affect rights to education in a way different from other civil and political rights; and (4) cannot be read to mean one thing when applied to all such rights except education, but the opposite when applied to the right to public education under article eighth, § 1. Several reasons compel these conclusions.

First, the historical source of the term was the 1950 recommendation to the General Assembly and governor for a constitutional provision. In 1950, the term "segregation," in the constitutional sense, referred to the widespread system of laws in other parts of the nation, mandating the separation of the races, the constitutionality of which was then maintained under the infamous "separate but equal" doctrine. There is no evidence, either in this case or historically in general, to suggest that in 1950 this term was understood to mean racial or ethnic concentration that was not the product of state intent. Moreover, this historical source was specifically noted as the source of original Resolution No. 168, introduced to the 1965 convention by Woodhouse.

Second, after committee resolution 168 was reported out without the term "segregation," the principal motive to reinsert it was to respond to the concern of civil rights groups and the Council of Churches, which was, not that the new resolution was not broad enough, but that it was not specific enough. Certainly, in 1965, eleven years after *Brown* and while the civil rights movement was taking hold in the land and extending the principle of *Brown* to all areas of public life, the Council's reference to segregation as a "core area of discrimination" could only have referred to segregation in its constitutional sense of legally mandated or sanctioned segregation, and cannot be plausibly read as referring to what we later have come to describe as *de facto* segregation.

Third, Woodhouse's remarks when she introduced the amendment reinforced the conclusion that the substance of what she sought to have enacted was already embodied in the provision, and that the reinsertion of the term was only to make the equal protection principle more specific, not to add something of substance that was not already included therein. See footnote 52. Read in the context of 1965, her reference to the "philosophy and the practice of segregation" could only have meant that philosophy and practice as a legal concept. See 2 Proceedings, *supra*, p. 691. Indeed, one wonders what the reference to "philosophy" could have meant in the context of racial and ethnic concentration that occurs as a result of demographic factors without any planning, intent, idea or doctrine behind it. Woodhouse's final remarks, namely, that

the amendment "in no way limits the rights of anyone," and that it "strengthens the wording" of committee resolution 168; *id.*; were an assurance to the Council of Churches and others that their concern for specificity was being met. Her assurance that the insertion of "segregation" makes the general more specific cannot be read, as the majority reads it, however, to make the general something else.

Fourth, the drafters of committee resolution 168, Baldwin, O'Sullivan and Bordon, three former members of this court, including two former Chief Justices, chose to exclude the term. One of them, Baldwin, acknowledged that they had discussed in the Committee on Resolutions the question of whether to include the term "segregation," and had concluded that "it was unnecessary to put in there." *Id.*, p. 692. Baldwin, and presumably O'Sullivan and Bordon, the other distinguished members of the drafting subcommittee, was nonetheless agreeable to the amendment "if it will please people." *Id.*

In addition, Baldwin disclosed that the subcommittee had canvassed the state's legislation "protecting political and civil rights," and had found that our state led the nation in that respect. *Id.*, pp. 695-96. He expressed his pride in that legislative record, and noted that, if other states had legislation like ours, "we would not be having the trouble that we are having in some places today." *Id.*, p. 696. Among that legislation was General Statutes § 10-15c, which requires that public schools be open to all children without discrimination on account of race, creed or color, and which had been in effect since 1868. The most plausible inference from this statement is that he was referring, in part at least, to the still extant resistance, in other parts of the nation, to elimination of the separate but equal doctrine, in education as well as other areas.

Had there been any intent in reinserting the term "segregation" that it have one meaning when applied to education and an opposite meaning when applied to all the other political and civil rights, the drafting subcommittee, who obviously commanded the respect of their colleagues, would have said so and would not have misled the delegates by assuring them that there was no change in substance intended by reinsertion. This is particularly true because if, as the majority posits, there are dual and opposite meanings lurking in the language, (1) that duality is certainly not apparent on the face of article first, § 20, (2) it is inconceivable that the draftsmen of the article would have left that duality unexpressed, and (3) this unexpressed duality would have opened the entire article to an even more bizarre interpretation, namely, that intention does not apply to, and is not required to constitute a violation of, any of the civil or political rights encompassed by the article. In sum, the majority's interpretation of article first, § 20, cannot rationally or responsibly be attributed to the people who drafted it or to their colleagues with whom they discussed and adopted it.

Fifth, with one exception discussed immediately below, the debate on article first, § 20, is bereft of references to education. Thus, the majority's attempt to link the two, and to establish that the reference to "segregation" in the section was

intended to mean de facto segregation, but solely when applied to article eighth, § 1, has no support in this record. Indeed, it is impossible to imagine how the debate over "segregation" could indicate such an intent, because when the debate took place, consideration of article eighth, § 1, the education clause, was five days in the future.

The only reference to the subject of education in the entire debate on the amendment occurred in remarks by Bernstein. 2 Proceedings, supra, p. 694. Those remarks are significant for several reasons that have more to do with what they do not establish than what they do establish. As noted, Bernstein made his remarks five days before the convention considered the resolution that ultimately became the education provision, article eighth, § 1. Thus, they could have had no conceivable relevance to the interpretation of that provision. In addition, his reference to education was intended to do nothing more than to indicate that education was one of those "civil and political rights," along with, in his view, travel, public accommodations, employment and housing, that would be covered by article first, § 20. Id. As discussed previously, when Bernstein did specifically address the reach of the education clause five days after the adoption of the segregation clause, he made clear that the education clause was intended only to constitutionalize the then existing system of free public education -- a municipality based system that included well documented instances of racial isolation. 3 Proceedings, supra, p. 1039.

Thus, when the majority asserts that "[t]he delegates' expectation that the proposed amendments to the constitution would secure interrelated constitutional rights was underscored by Bernstein's remark that article first, § 20, was intended to be applied in the context of the 'rights of freedom in education,'" the majority merely states the obvious. Of course article first, § 20, was intended to apply to education, as one of the "civil or political rights" referred to in that article. To the extent, however, that the majority suggests that Bernstein's remarks imply some connection between that obvious application and a specific and different meaning of "segregation" in that article when applied to article eighth, § 1, the suggestion is utterly without basis.

Sixth, O'Sullivan, another member of the drafting subcommittee, presiding as the chairman of the convention ruled the amendment to be technical and not substantive. 2 Proceedings, supra, p. 696. Such a ruling cannot be squared with the notion that the amendment had the intended effect of transforming the resolution from a straightforward equal protection provision, which specifically incorporated into our constitution principles that had already been held to be there by the established interpretations of article first, § 1, into a provision that maintained those principles generally, but altered them radically with respect only to public education. If such a transformation is anything, it is certainly substantive and not technical, and O'Sullivan would have called that fact to his colleagues' attention.

Seventh, although we have on occasion interpreted article

first, § 20, to have a broader meaning than its federal counterpart, based on differing language between the two; see, e.g., *Daly v. DelPonte*, 225 Conn. 499, 513, 624 A.2d 876 (1993) (protecting from discrimination those with physical and mental disabilities based on explicit language of article first, § 20); the record in this case demonstrates that the linguistic difference, namely, the specific reference to "segregation," was not intended to have a meaning different from that of the federal equal protection clause. Contrary to the assertion of the majority, this record demonstrates that it was intended only to constitute a more specific application of the same principle of equal protection of the laws.

Eighth, even if one somehow were able to read the record as not clearly establishing the meaning of "segregation" to require intent, at the least it cannot be disputed that the record does not clearly indicate that "segregation" has no requirement of intent. Moreover, it cannot be disputed that reading the record as the majority reads it works a radical change in our constitutional equal protection jurisprudence. We do not read our constitutional text to make radical changes without clear evidence of an intent to do so. *Fonfara v. Reapportionment Commission*, 222 Conn. 166, 172-73, 610 A.2d 153 (1992). The majority's approach violates this sound principle of constitutional interpretation.

Thus, there is no basis for the suggestion by the majority of relevance to the issues in this case that when both article eighth, § 1, and article first, § 20, were debated by the convention delegates, "they recognized and endorsed the landmark decision in *Brown* . . . declaring the unconstitutionality of 'separate but equal' public school education." First, there is no mention whatsoever of *Brown*, or of the question of segregation of schools, in the debate over article eighth, § 1. The entire debate concerned the fact that Connecticut was one of few states that did not mention education in its constitution, and the desirability of doing so. 3 Proceedings, supra, pp. 1038-41. If anything, the fact that the delegates obviously were aware of *Brown* contradicts the inference that the majority seeks to draw. The debate over article first, § 20, referred to the separate but equal doctrine declared invalid in *Brown*. That was a doctrine of state intended segregation, and there is no suggestion in this debate that the framers intended the references to segregation to include the notion of de facto concentration of races or ethnic groups.

Finally, the available historical evidence does not end with the printed record of the convention. There are postconvention documents that shed light on the question involved in this case, principally by the absence of any suggestion that comports with the majority's analysis. These documents are: (1) a resume by the secretary of the state of the proposals passed by the convention; (2) an annotated copy of the proposed revised constitution, with marginal notes, published by the convention itself "as a guide to the people of the state"; and (3) an account published in *The Hartford Courant*, December 5, 1965, p. 36, of an interview with Baldwin in which he explained the work of the convention. Each of these discusses article first, § 20, in brief and summary fashion.

None of them, however, even suggests that it could have opposite meanings when applied to education and other rights. If the majority's startling textual and historical conclusions are correct, it is curious that no one at the time understood what the convention had done, not even the delegates themselves.

D

Remedy

The final fundamental flaw in the majority opinion involves its discussion of a remedy for the constitutional violation that it has found. In what must surely be one of the great understatements in this court's history, the majority recognizes "that the fashioning of appropriate declaratory or injunctive relief requires careful consideration in order to weigh the benefits and costs of various remedial measures." The majority considers remanding the case to the trial court for the fashioning of a remedy because, in its view of the record, "the parties have not had the opportunity to present evidence directed to the remedial consequences that follow from our decision on the merits of the plaintiffs' complaint," and because in this court the plaintiffs "have not focused their attention on the remedial consequences of a substantive decision in their behalf." The majority eschews this course of action, as well as the notion of inviting further briefing in this court, however, in favor of "the methodology used in *Horton I*," namely, staying further judicial intervention to afford the General Assembly an opportunity to take appropriate action. In what must surely be one of the most ironic statements in this court's history, given the majority's judicial overreaching in this case, the majority offers as its rationale for this methodology "[p]rudence and sensitivity to the constitutional authority of coordinate branches of government"

This flaw has two parts. First, it misrepresents the record in this case. Second, it imposes on the General Assembly a mandate to enact a remedial regime without an articulation of principle to guide it in its endeavors.

1

The Record Regarding Remedy

The majority's assertion that "the parties have not had the opportunity to present evidence directed to the remedial consequences that follow from our decision on the merits of the plaintiffs' complaint" is contrary to the record. The question of a potential remedy was extensively litigated and briefed in the trial court, which specifically noted that "this is not a bifurcated hearing." The parties presented several witnesses on the subject of a remedy. In their posttrial brief, the plaintiffs spent twelve pages discussing the question of a remedy, and the defendants responded in kind, devoting thirty pages to the question.

In addition, on remand the trial court made numerous findings regarding a potential remedy. The plaintiffs do not challenge these findings in this appeal. The court found that no state in the country has a racial imbalance law that requires interdistrict balancing. Under the heading, "The Nature and Scope of the Remedy," the court made seventeen additional specific findings.

Among those findings were the following. The plaintiffs seek to have the court direct the Hartford school districts and the twenty-one suburban districts to address the claimed inequities jointly, to reconfigure district lines, and to take other steps sufficient to eliminate those inequities. The court also found that the "present racial, ethnic and socioeconomic concentration and isolation of the schoolchildren in the Hartford public school system on the basis of their residence is principally the result of social and demographic patterns of change that have occurred over the past thirty years in the Hartford metropolitan area."

The trial court found further that the relief sought by the plaintiffs includes the integration of the public schools in the region for the purpose of eliminating economic, as well as racial and ethnic, isolation. The court noted that, although William Gordon, an expert witness for the plaintiffs, was of the opinion that the federal courts' method of eliminating de jure segregation could be effectively applied to this case, the remedial planning in this case would be more complicated because the remedy sought by the plaintiffs includes interdistrict economic integration. The court also noted the plaintiffs' expert witnesses' opinions that problems of poverty can be appropriately addressed by the public schools. The court rejected these opinions, however, as inconsistent with the "general agreement that conventional educational approaches are inadequate to address the special problems of the urban poor," and with the "unanimous and apparently undisputed finding of the governor's commission on quality and integrated education that there [are] no educational strategies or initiatives that could fully deal with the larger issues of poverty, unemployment, housing, health, substance abuse, hunger, parental neglect, and crowded and substandard housing" that are associated with the concentration of poverty.

The trial court specifically found that there "are no existing standards or guidelines that educators, social scientists or desegregation planners can offer or recommend to achieve the proper racial, ethnic and socioeconomic balance in the school districts of the Hartford metropolitan area." The court further found that "[m]andatory student reassignment plans to achieve racial balance, whether intradistrict or interdistrict, are ineffective methods of achieving integration, whether they are mandated by racial imbalance laws or by court order." In this connection, the court also found that "[p]roposed solutions to the problems of racial, ethnic and economic isolation which rely on coercion and which fail to offer choices and options either do not work or have unacceptable consequences." Finally, the court found that "[i]ntegration in its fullest and most meaningful sense can only be achieved by building affordable housing in suburban areas in order to break up the inner city ghettos, and by making urban schools more attractive for those who live outside the city."

These facts, like the facts regarding the educational effects of poverty rather than of race or ethnicity, were drawn from the testimony of the witnesses whom the parties had presented at trial. The competing factual claims were vigorously litigated at trial and briefed in the trial court, and both sides had a full and fair opportunity to brief them in this court. If, as the

majority suggests, that opportunity was not adequately afforded here, it can only be attributed to the fact that the majority precludes it by sending the case directly to the General Assembly and the executive branch. This brings me to the task that the majority has thrust upon those branches of government by its opinion.

2

The Lack of a Recognizable Principle or Standard

I confess that, if I were a member of either the executive or legislative branch of our government, I would have but the slightest glimmering of what kind of legislation would comport with the majority's mandate, because the opinion articulates no principle or standard upon which to base such legislation. Confining my discussion here to the Hartford metropolitan area, I can find no principle or standard in the majority opinion by which to measure the level of racial and ethnic integration of the African-American and Hispanic schoolchildren that will be constitutional.

The closest thing to such a principle are three statements by the majority. The first is that "the existence of extreme racial and ethnic isolation" in the public schools violates the constitution. (Emphasis added.) The second is that if "significant racial and ethnic isolation continues to occur," no intent to bring about or maintain that isolation is required in order to establish a constitutional violation. (Emphasis added.) The third is that a "significant component of [a] substantially equal educational opportunity is access to a public school education that is not substantially impaired by racial and ethnic isolation."

Assuming that these elliptical references constitute the majority's guidance to the General Assembly, is the lack of significant isolation, or the presence of substantial impairment, the same as "substantial equality?" Does significant isolation or "substantially impaired" mean that, with respect to the Hartford metropolitan area, the legislature must start with the last census figures, and redraw the district lines so that each municipality has a substantially equal percentage of African-American and Hispanic schoolchildren? Or does the reference to "extreme racial and ethnic isolation" mean that, so long as the concentration is not massive -- something less than the current 92 or 95 percent figure, for example -- the constitution will not be violated? Or is the measure a statewide, rather than a district-wide figure? That is, must each municipality have a percentage of African-American and Hispanic schoolchildren substantially equal to the percentage of such children in the state? Education is, after all, a state responsibility that has only been delegated to the municipalities.

Further, why is the municipality the appropriate measuring unit, rather than the individual school? After all, if a student's constitutional right to an integrated education is violated by being required to be educated in a racially or ethnically concentrated setting, thereby, according to the majority, missing out on the social benefits of an integrated education and incurring the social burdens of a segregated

education upon which the majority's analysis rests, then is it not appropriate that we look at the actual setting in which each child's education takes place? After all, a student who attends a racially and ethnically concentrated school, albeit in a racially and ethnically integrated school district, will not have those benefits and will carry those burdens. If so, then it seems that each school must, constitutionally, have the appropriate racial and ethnic makeup. These are just some of the questions that are raised, but not addressed, by the majority opinion.

The task of the state will be complicated, moreover, by the findings of the trial court in this case regarding remedy. The majority does not address these findings, but my examination of the record discloses that they are based on sufficient evidence to withstand appellate scrutiny. Among those findings are the following.

The trial court found that there are no educational strategies or initiatives that could fully deal with the larger issues of poverty, unemployment, housing, health, substance abuse, parental neglect, and crowded and substandard housing that are associated with the concentration of poverty under which the plaintiffs suffer. Thus, it is these factors, not the plaintiffs' racial and ethnic concentration, that account for the educational deficiencies of which the plaintiffs complain. Furthermore, the court found that there are no existing standards or guidelines that educators, social scientists or desegregation planners can offer or recommend to achieve the proper racial, ethnic and socioeconomic basis in the school districts of the Hartford metropolitan area. The majority's mandate, therefore, will require the state to devise a strategy to compel integration that, the trial court found after six years of litigation, will not significantly ameliorate the underlying educational deficiencies of which the plaintiffs complain, and with respect to which educators, social scientists and desegregation planners could not offer standards or guidance. Thus, the majority thrusts on our state government the truly awesome task of devising a remedy for educational deficiencies in Hartford -- a remedy that will necessarily require drastic statewide changes -- without an intelligible guiding principle, and with no indication that the true source of Hartford's educational deficiencies will be addressed thereby.

In this respect, also, this case differs markedly from *Horton I*. In that case, like this case, the question of the availability of an appropriate remedy or remedies had been litigated. In that case, however, unlike this case, the trial court had found, and we affirmed based on that finding, that there were feasible remedies available to achieve the substantial equality of educational opportunity that was not being afforded by the flat grant funding system. *Horton I*, supra, 172 Conn. 635-36. Furthermore, in that case, unlike this case, there were successful methods in use in many other states for remedying the inequality of educational opportunity resulting from financial inequities. *Id.*, 651. According to the trial court's findings here, by contrast, there are no strategies available, or in successful use elsewhere, for remedying differences in educational opportunities

that result from concentrations of poverty. In sum, whereas the remedy in *Horton I* involved moving dollars around and thereby ameliorating educational differences and deficiencies, the remedy here will involve moving schoolchildren around without ameliorating such differences or deficiencies.

IV

THE NECESSARY IMPLICATIONS OF THE MAJORITY OPINION

Despite the effort of the majority to cabin its conclusions, it is clear to me that the effort must fail and that, when the General Assembly attempts to enact legislation in order to meet the mandate of this case, there are several necessary -- not possible, not probable but, in my view, necessary -- implications of the majority opinion that it will be required to confront. I have already discussed what seems to me to be the most obvious implication, namely, that the majority's rationale applies, not just to interdistrict racial and ethnic concentrations, but to intradistrict and interschool concentrations as well. There are, however, other less obvious but equally necessary implications.

These implications are compelled in part by the identity of the plaintiffs. Six of the eighteen plaintiffs are white students -- four who reside in Hartford, and two who reside in West Hartford. Moreover, there is no showing that the two who live in West Hartford are burdened by a concentration of poverty. The majority opinion vindicates these white students' constitutional right to attend unsegregated schools, as well as the constitutional right of the African-American and Hispanic plaintiffs. Furthermore, the racial and ethnic concentration involved in the Hartford school district is more ethnic than racial. That is, a greater percentage of the students in Hartford are Hispanic than are African-American, and Hispanics are the fastest growing segment of the school population. Thus, in terms of article first, § 20, this case is more about "ancestry" and "national origin" than it is about "race" or "color."

The first of the necessary implications of the majority opinion is that every school district in the state that is primarily white and that does not have an appropriate percentage of African-American and Hispanic students, is in violation of article first, § 20. This conclusion, it seems clear to me, flows inexorably from the facts that (1) in this case, it is not only the constitutional rights to an unsegregated education of the African-American and Hispanic students, taken together, that are being violated, but the same rights of the white plaintiffs who live in Hartford and West Hartford, and (2) this violation is based on the general social benefits attributable to an integrated education, and the general social burdens attendant upon a racially and ethnically concentrated education. Certainly, every predominantly white school district lacks the general social benefits of an integrated education, and suffers from the general social burdens of a segregated education. Just as certainly, the constitutional rights of white students in other parts of the state cannot be less than those in the Hartford metropolitan area, and a student's constitutional right to attend school in an unsegregated public school district, or to attend an unsegregated school within such a district, cannot depend on where the student

happens to live.

Indeed, the majority comes very close to making explicit this necessary implication of its decision. It states that the right of "Connecticut schoolchildren" to a substantially equal educational opportunity requires "access to a public school education that is not substantially impaired by racial and ethnic isolation." Thus, every rural and suburban school district, from Litchfield to Pomfret and from Greenwich to Granby, is now either clearly or probably unconstitutional; its boundaries, or the racial and ethnic makeup of its school population, or both, will have to be changed in order to remedy that unconstitutionality. This means the end of the traditional system of municipality based school districts.

Second, because ethnicity is a specifically protected class under article first, § 20, and because the facts of this case rest more on ethnicity than on race, not only must every school district in this state have an appropriate percentage of African-American and Hispanic students, taken together, but also an appropriate ethnic makeup, irrespective of race. Furthermore, I cannot see how such a makeup can be properly confined to counting Hispanic students. Certainly, other ethnic groups have no lesser status than Hispanic students. Just as certainly, moreover, the general benefits of an integrated education and the general burdens of a segregated education apply to ethnic, as well as racial, segregation. Therefore, if ethnicity is a protected class under article first, § 20, if "segregation" does not require intent, and if segregation prohibits ethnic as well as racial segregation, then in order for a school district to be nonsegregated it will have to contain an appropriate percentage of the various major ethnic groups in the state.

Third, because "segregation" in article first, § 20, does not have an intentionality requirement, and because that article protects religion on a par with race and ethnicity, every school district, and probably every neighborhood school, that is heavily concentrated with students of one religion is segregated. Consequently, all of the students in that district or school are being subjected to segregation "because of religion." Therefore, the legislature will be required to address this necessary implication of the majority's mandate, so that each district, or school, will have an appropriate percentage of Protestant, Roman Catholic and Jewish students.

As a result of these implications, the legislature, if it is to take seriously its responsibilities under the majority's mandate, will have few options, if any, other than a statewide realignment of school districts, accompanied by a statewide transportation system. Such a system will be necessary to ensure that the constitutional rights of every schoolchild in the state are protected.

v

THE PLAINTIFFS' CLAIMS AS PRESENTED TO THIS COURT

This discussion brings me, finally, to a consideration of the plaintiffs' claims as they were actually presented to us for adjudication, not as reconstructed by the majority. The plaintiffs make three claims that, in my view of the case, must

be addressed. These are, in general terms, that: (1) the defendants violated article first, §§ 1 and 20, and article eighth, § 1, by failing to provide public schoolchildren in the Hartford metropolitan area an equal educational opportunity; (2) the defendants violated article first, §§ 1 and 20, by providing education in the Hartford metropolitan area that is segregated on the basis of race and ethnicity; and (3) the defendants violated article eighth, § 1, by failing to provide Hartford schoolchildren a minimally adequate education. Although much of my prior discussion disposes of most of these claims, some further discussion is appropriate. None of these claims is persuasive, moreover, because none is supported by the record. I would, therefore, affirm the judgment of the trial court.

A

Equal Educational Opportunity

As I indicated previously, the plaintiffs' equal educational opportunity claim is based on *Horton I*, and is premised on the factual assertion that the racial and ethnic concentration in the district, coupled with their concentration of poverty and their lesser educational resources, as compared to the resources of the suburban districts, has caused educational outcomes in the Hartford school district that are inferior to those in the suburban districts. The claim also depends in significant part on the premise that, with respect to the relative educational outcomes of Hartford and the suburbs, the state mastery test scores are a valid tool for measuring differences in educational outcomes between Hartford and the suburbs. Consequently, they argue, just as in *Horton I*, in which unequal funding caused an inferior quality of education in the property-poor towns and violated the constitution, in this case the combination of factors listed earlier has caused the quality of education in the Hartford district to be inferior to that provided in the surrounding suburban districts and violates the constitution. Similarly, the plaintiffs argue that the relative quality of educational opportunities must be measured by the same or similar factors that this court deemed relevant in *Horton I*, supra, 172 Conn. 634, namely: educational outcomes, as reflected by the state mastery test scores, state remedial goals, scholastic aptitude test (SAT) scores and college attendance rates; plants and facilities; equipment, supplies, textbooks and libraries; course offerings and curriculum; teaching and professional staff; bilingual education programs; and special needs programs.

As I indicated previously, although this claim might well be persuasive if its factual underpinnings were sound, it founders on the factual findings of the trial court. It is not necessary to recount all of those findings in this regard. It is sufficient to repeat here several that are fatal to the plaintiffs' claim.

The trial court's findings are squarely contrary to the plaintiffs' claim that Hartford suffers from diminished educational resources compared to its suburban neighbors. The court found that, since 1979, the state's method for financing public schools has taken into account the needs of urban school districts by including in the aid formula the number of children from low income families and, since 1989, a weighting factor that

takes into account the number of students who score below the remedial standard on the state's mastery test scores. The court also found that the 1986 Educational Enhancement Act addressed cities' financial needs by raising teachers' salaries dramatically, so that Hartford, New Haven and Bridgeport have been able to recruit and retain teachers at salaries comparable to, if not higher than, the salary levels offered in the suburbs, and that this has permitted urban class sizes to be reduced. The court found, in addition, that the priority school district program provides that the poorer communities, like Hartford, receive the greatest financial benefit, that the state factors the mastery test scores into the aid formula as a measurement of a school district's need, and that where students do not meet remedial standards additional funds are made available.

The trial court found, moreover, that Hartford's teachers are as qualified as their suburban counterparts, and that they are very committed and dedicated to providing a quality education for their students. Hartford's teacher training program is based on the "effective schools" concept, which is specifically directed to the needs of urban and minority children. Finally, the court found that Hartford is not a negative educational setting, that there is "outstanding education going on in its schools," that some "of the best special education classes in the state can be found" there, and that the "Hartford public schools offer academic programs that are sufficient to meet the basic educational needs of all its students and also provide other programs that are required to meet the special needs of its economically disadvantaged students."

As I indicated in great detail earlier, the trial court's findings are also squarely contrary to the plaintiffs' claim that there is a causal connection between their racial and ethnic concentration -- whether considered alone or in conjunction with the concentration of poverty -- and any educational deficiencies of which the plaintiffs complain. The gist of the trial court's findings in this regard is that it is not the racial and ethnic isolation of the plaintiffs, but their socioeconomic status -- their poverty, its concentration, and all of the social pathologies that are closely associated with poverty and its concentration -- that is the causative factor of those deficiencies. These "disadvantaging characteristics" of poverty, which "poor children bring with them" from home and neighborhood to school, include "unemployment . . . substance abuse, hunger, parental neglect . . . crowded and substandard housing," and such "at risk" factors as low birth weight and mothers on drugs at birth.

Finally, the trial court's findings are squarely contrary to the plaintiffs' claim that they have established valid differences in the educational outcomes between the Hartford school district and the suburban districts. To the extent that the plaintiffs rely on the state mastery scores to measure these differences, which as I read their brief is a considerable extent, the trial court found that such scores are not a valid means for measuring interdistrict achievements. Moreover, despite the plaintiffs' assertion to the contrary, the court's findings on this subject are not confined to

the state mastery test scores.

The plaintiffs contend, nonetheless, that the trial court's findings are clearly erroneous, that many of the facts upon which they rely were undisputed in the trial court, and that the court was required to accept certain of the experts' opinions. Suffice it to say that neither the record nor the law bears out that contention. The court's findings are fully supported by the evidence. None of the facts in question was undisputed; on the contrary, they were hotly disputed in the trial court, originally and on our remand. Finally, it is axiomatic that a trial court is not required to accept an expert's opinion; *Drabik v. East Lyme*, 234 Conn. 390, 396, 662 A.2d 118 (1995); and that is particularly true in this case, where the court indicated that some of the plaintiffs' experts' opinions were flawed methodologically, and where there were contrary expert opinions that the trial court did credit.

B

Per Se Segregation Under Article Eighth, § 1, and Article First, § 20

This claim of the plaintiffs bears little additional discussion. As I indicated previously, it rests entirely on the proposition that "segregation" as used in article first, § 20, and applied to education under article eighth, § 1, means de facto racial and ethnic concentration, without a requirement of state intention. As I also indicated previously, this claim is simply untenable, and such a conclusion cannot rationally be drawn from the language or history of those constitutional provisions.

C

A Minimally Adequate Education

The plaintiffs' final claim is that they have established that they are being deprived of their right, under article eighth, § 1, to a minimally adequate education. This claim requires some additional discussion, because the majority did not discuss it and, therefore, it was not involved in my analysis of the majority opinion. I conclude, nonetheless, that the plaintiffs cannot prevail on this claim.

The plaintiffs argue, first, that, under both the majority opinion in *Horton I*, supra, 172 Conn. 649 (referring to state's "constitutional duty to educate its children"), and the dissenting opinion therein; id., 659 (*Loiselle, J.*, dissenting) ("[w]hen the constitution says free education it must be interpreted in a reasonable way. A town may not herd children in an open field to hear lectures by illiterates."); article eighth, § 1, embodies a requirement of a minimally adequate education that the judiciary is empowered to enforce. The plaintiffs also point to precedents from other jurisdictions that, in their view, have held accordingly. They next contend that the trial court employed an improper standard in defining a minimally adequate education and that, under the proper standard, the evidence established a violation thereof as a matter of law.

The defendants respond, first, that article eighth, § 1, does not embody any particular substantive level of education that the judiciary has power to enforce. They contend that, although they agree that the constitutional provision includes the right to an

"adequate education"; id., 659; it "does not authorize the judiciary to establish specific educational programs and goals or levels of educational achievement as a constitutional requirement." The defendants next argue that, assuming we do consider the issue, the trial court cannot be faulted for using a standard that the plaintiffs themselves proposed, that the standard now proposed by the plaintiffs is improper, and that, under any appropriate standard, the plaintiffs' rights have not been violated.

In my view, it is not necessary in this case to decide whether article eighth, § 1, embodies a requirement that the state provide a minimally adequate education or, if it does, the extent to which such a requirement is subject to judicial review. Nor is it necessary to define the specific contours of such an education. Assuming that there is such a requirement that is subject to judicial review, I conclude that the standard proposed by the plaintiffs is improper and that, gauged by any appropriate standard, the plaintiffs have not been deprived of such a right.

Although it is difficult to ascertain precisely the standard that the plaintiffs propose, it appears to be geared in significant part to student achievement, as measured by certain performance goals set by the state, namely, the state mastery tests. Thus, they assert that the trial court improperly rejected as irrelevant to this claim their "evidence relating to whether Hartford children were succeeding in the goals set by the state" They contend that this standard is not met in Hartford, which in their view is a "school system whose children cannot read or write, even if provided with significant resources," and that Hartford has not provided a minimally adequate education because it is not a system "that succeeds in teaching children to at least achieve a minimal level of reading, writing and arithmetic" As the defendants correctly point out, the plaintiffs base these characterizations of the Hartford school district on the state mastery test scores for Hartford.

I reject, as did the trial court, the plaintiffs' proposed standard for a constitutionally required minimally adequate education. Performance or achievement of the student population, taken generally, cannot in my view be the principle upon which any such requirement is based. There is nothing in either the language or the history of article eighth, § 1, to support such a standard.

Not only the trial court's findings in this case, but also common sense tells me that any appropriate standard by which to measure the state's assumed obligation to provide a minimally adequate education must be based generally, not on what level of achievement students reach, but on what the state reasonably attempts to make available to them, taking into account any special needs of a particular local school system. Although schools are important socializing institutions in our democratic society, they cannot be constitutionally required to overcome every serious social and personal disadvantage that students bring with them to school, and that seriously hinder the academic achievement of those students. Thus, as the trial court found, achievement levels as measured by such tools as the state mastery

tests are an inappropriate measurement of the quality of education. Those test scores do not take into account important variables that erect difficult barriers to achievement, such as socioeconomic status, early environmental deprivations, low birth weight, mothers on drugs at birth, diminished motivation to succeed academically, extraordinary mobility, limited English proficiency, and all of the other dismal factors associated with the concentration of poverty in the Hartford school district.

This is not to say that, as part of its assumed constitutional obligation to provide a minimally adequate education, the state has no obligation to attempt, by reasonable means, to ameliorate these problems. It may well have such an obligation. It is to say, however, that this record fully establishes that the state has, through the programs, policies and funding mechanisms already described, met that obligation.

VI

CONCLUSION

It is a bedrock principle of our system of government that the legislative branch is the source of the fundamental public policy of the state, and that the courts may invalidate such a policy only where it is established beyond a reasonable doubt that it violates a constitutional right. *Morascini v. Commissioner of Public Safety*, 236 Conn. 781, 789, ___ A.2d ___ (1996). Not only does the majority fail even to give lip service to this principle, the majority violates it.

With no justification other than its own view of the wiser course for the state to follow, the majority strikes down a legislative public policy determination -- in effect since 1909, more than half a century prior to the 1965 constitutional convention -- in favor of municipality based public school districts, and substitutes its own policy choice for that legislative determination. With the same absence of legitimate justification, the majority strikes down the legislative policy determination that more can be accomplished toward the goal of diversity in our public school systems by voluntary and incremental means, supplemented by state funding and incentives, than by a mandate that requires the abandonment of municipality based school districts and the institution of a statewide system of transportation of schoolchildren. Instead, the majority substitutes its policy choice and opts for a mandate that will require such a statewide system of transportation based solely on racial, ethnic and religious factors.

Although the majority may disagree with the legislature's choices and initiatives, it cannot be maintained that reasonable people may not differ regarding the best way to reach the goal of diversity in our public schools. Indeed, in states and communities across the nation people of goodwill of all races and ethnic groups are struggling to find acceptable and feasible ways to reach and maintain that goal and, at the same time, to reach the twin goal of improving the quality of their children's education. This case, in which there are such disagreements and in which the defendants are engaged in a good faith effort to reach those goals, is the quintessential case for deference to the policy choice of the legislative branch.

The majority concludes its opinion with a rhetorical invocation of its oath of office as a justification for its decision. That same oath of office, however, embraces the concept of judicial respect for the legitimate policy choices of the legislative branch, even when judges disagree with those choices.

Only twelve years ago, we stated: "This court has never viewed constitutional language as newly descended from the firmament like fresh fallen snow upon which jurists may trace out their individual notions of public policy uninhibited by the history which attended the adoption of the particular phraseology at issue and the intentions of its authors. The faith which democratic societies repose in the written document as a shield against the arbitrary exercise of governmental power would be illusory if those vested with the responsibility for construing and applying disputed provisions were free to stray from the purposes of the originators." *Cologne v. Westfarms Associates*, supra, 192 Conn. 62. In this case, that snow has now fallen, and the shield against the arbitrary exercise of power has been shattered.

Public Act No. 97-290

**AN ACT ENHANCING
EDUCATIONAL CHOICES AND
OPPORTUNITIES**

June 26, 1997

HOME | SEARCH

Substitute House Bill No. 6890

PUBLIC ACT NO. 97-290

AN ACT ENHANCING EDUCATIONAL CHOICES AND OPPORTUNITIES.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-4a of the general statutes is repealed and the following is substituted in lieu thereof:

For purposes of sections 10-4, 10-4b and 10-220, the educational interests of the state shall include, but not be limited to, the concern of the state THAT (1) [that] each child shall have for the period prescribed in the general statutes equal opportunity to receive a suitable program of educational experiences; (2) [that] each school district shall finance at a reasonable level at least equal to the minimum expenditure requirement pursuant to the provisions of section 10-262j an educational program designed to achieve this end; (3) IN ORDER TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION, EACH SCHOOL DISTRICT SHALL PROVIDE EDUCATIONAL OPPORTUNITIES FOR ITS STUDENTS TO INTERACT WITH STUDENTS AND TEACHERS FROM OTHER RACIAL, ETHNIC, AND ECONOMIC BACKGROUNDS AND MAY PROVIDE SUCH OPPORTUNITIES WITH STUDENTS FROM OTHER COMMUNITIES; and [(3) that] (4) the mandates in the general statutes pertaining to education within the jurisdiction of the State Board of Education be implemented.

Sec. 2. (NEW) (a) A local or regional board of education for purposes of subdivision (3) of section 10-4a of the general statutes, as amended by section 1 of this act, may offer such programs or use such methods as: (1) Interdistrict magnet school programs; (2) charter schools; (3) interdistrict after-school, Saturday and summer programs and sister-school projects; (4) intradistrict and interdistrict public school choice programs; (5) interdistrict school building projects; (6) interdistrict program collaboratives for students and staff; (7) minority staff recruitment; (8) distance learning through the use of technology; and (9) any other experience that increases awareness of the diversity of individuals and cultures.

(b) Each local and regional board of education shall report by October 1, 1998, and biennially thereafter, to the regional educational service center for its area on the programs and activities undertaken in its school district to reduce racial, ethnic and economic isolation, including (1) information on the number and duration of such programs and activities and the number of students and staff involved, and (2) evidence of the progress over time in the reduction of racial, ethnic and economic isolation.

(c) Each regional educational service center shall report by December 1, 1998, and biennially thereafter, to the Commissioner of Education on the programs and activities undertaken in its region to reduce racial, ethnic and economic isolation.

(d) The Commissioner of Education shall report, by January 1, 1999, and biennially thereafter, in accordance with section 10-4a of the general statutes, as amended by section 1 of this act, to the Governor and the General Assembly on activities and programs designed to reduce racial, ethnic and economic isolation. The report shall include statistics on any growth in such programs or expansion of such activities over time, an analysis of the success of such programs and activities in reducing racial, ethnic and economic isolation, a recommendation for any statutory changes that would assist in the expansion of such programs and activities and the sufficiency of the annual grant pursuant to subsection (f) of section 3 of this act and whether additional financial incentives would improve the program established pursuant to section 3 of this act.

Sec. 3. (NEW) (a) As used in this section:

(1) "Receiving district" means any school district that accepts students under the program established pursuant to this section; and

(2) "Sending district" means any school district which sends students it would otherwise be legally responsible for educating to another school district under the program.

(b) There is established, within available appropriations, a state-wide interdistrict public school attendance program. The purpose of the program shall be to: (1) Improve academic achievement; (2) reduce racial, ethnic and economic isolation or preserve racial and ethnic balance; and (3) provide a choice of educational programs for students.

(c) The program shall be phased in as provided in this subsection. (1) For the fiscal year ending June 30, 1998, the Department of Education shall provide grants in the amount of fifty thousand dollars each to the regional educational service centers for the Hartford, New Haven and Bridgeport regions to assist school districts in planning for the operation of the program. (2) For the school year commencing in 1998, and for each school year thereafter, the program shall be in operation in the Hartford, New Haven and Bridgeport regions. Students who reside in Hartford, New Haven or Bridgeport may attend school in another school district in the region and students who reside in such other school districts may attend school in Hartford, New Haven or Bridgeport. The Department of Education shall provide, within available appropriations, a grant for the fiscal year ending June 30, 1999, to the remaining regional educational service centers to assist school districts in planning for the expansion of the program to every school district in the state. (3) For the school year commencing in 1999, and for

each school year thereafter, the program shall be in operation in every school district in the state and students may attend school in any school district in accordance with the provisions of this section, including the purposes specified in subsection (b) of this section.

(d) Once the program is in operation in the region served by a regional educational service center pursuant to subsection (c) of this section, the Department of Education shall provide, annually, a grant in the amount of one hundred thousand dollars to such a regional educational service center to assist school districts in its area in administering the program. Each regional educational service center shall convene a meeting of representatives of the school districts in its area in order for school districts to report the number of spaces available for out-of-district students under the program. If there are more students who seek to attend school in a receiving district than there are spaces available, the regional educational service center shall assist the school district in determining attendance by the use of a lottery or lotteries designed to preserve or increase racial, ethnic and economic diversity, except that the regional educational service center shall give preference to siblings and to students who would otherwise attend a school that has lost its accreditation by the New England Association of Schools and Colleges. The admission policies shall be consistent with section 10-15c of the general statutes. No receiving district shall recruit students under the program for athletic or extracurricular purposes. Each receiving district shall allow an out-of-district student it accepts to complete the highest grade in the school he is attending under the program established pursuant to this section.

(e) The Department of Education shall provide, within available appropriations, grants to regional educational service centers or local or regional boards of education for the reasonable cost of transportation for students participating in the program, provided such grants do not exceed an amount equal to one thousand dollars for each student transported. The regional education service centers shall ensure that transportation is available for students who wish to participate in after-school activities.

(f) The Department of Education shall provide, within available appropriations, an annual grant to each receiving district in an amount not to exceed two thousand dollars for each out-of-district student who attends school in the receiving district under the program provided, for the fiscal year ending June 30, 1999, the combined total of students in the program and the program established pursuant to section 10-266j of the general statutes, as amended by section 5 of this act, shall not exceed one thousand students.

(g) Notwithstanding any provision of chapter 172 of the general statutes, each sending district and each receiving district shall divide the number of children participating in the program

who reside in such district or attend school in such district by two for purposes of the counts for subdivision (22) of section 10-262f of the general statutes, as amended by section 24 of this act, and subdivision (2) of subsection (a) of section 10-261 of the general statutes, as amended by section 25 of this act, but shall not count such children for the purposes of any other count under said sections 10-262f and 10-261.

(h) In the case of an out-of-district student who requires special education and related services, the sending district shall pay the receiving district an amount equal to the difference between the reasonable cost of providing such special education and related services to such student and the amount received by the receiving district pursuant to subdivision (f) of this section. The sending district shall be eligible for reimbursement pursuant to section 10-76g of the general statutes.

(i) Nothing in this section shall prohibit school districts from charging tuition to other school districts that do not have a high school pursuant to section 10-33 of the general statutes.

Sec. 4. (NEW) (a) The State Board of Education shall develop a five-year implementation plan with appropriate goals and strategies to achieve resource equity and equality of opportunity, increase student achievement, reduce racial, ethnic and economic isolation, improve effective instruction and encourage greater parental and community involvement in all public schools of the state. The implementation plan shall: (1) Include methods for significantly reducing over a five-year period any disparities among school districts in terms of resources, staff, programs and curriculum, student achievement and community involvement that negatively impact student learning, (2) provide for monitoring by the Department of Education of the progress made in reducing such disparities, and (3) include proposals for minority staff recruitment, including but not limited to, alternative certification, mentoring programs, involvement of the community-technical colleges and efforts by regional educational service centers.

(b) Prior to developing the plan, the State Board of Education shall conduct a state-wide assessment of the disparities among local and regional school districts and make comparisons to relevant national standards or regional accreditation standards, in the areas of: (1) Resources, including educational materials, supplies, equipment, textbooks, library materials, facilities and expenditures by category and in total; (2) staff, including the education and experience of teachers, staff-student ratios, the racial and ethnic characteristics of staff, minority staff recruitment and a comparison of the racial diversity of school staffs to the racial diversity of the region where the school is located; (3) program and curriculum, including course offerings, requirements, enrolments in advanced, special and compensatory education.

programs and services to students with limited English proficiency and an analysis of such programs and services in terms of the recommendations of the bilingual education task force, policies on student assignment and promotion, extra-curricula activities and student participation, goals and objectives and content and performance standards, opportunities for summer school, school-to-career transition, alternative programs, and parent-student choice of school or program; (4) student achievement, including the effect of social promotional policies on student achievement, state and national assessments, drop-out rates, attendance, graduation follow-up data, artistic, athletic and community service accomplishments, other documentation of student success, and success in reducing the racial, ethnic and economic isolation of students; and (5) community involvement, including parent and family contact with the school and teachers, business partnerships, joint programs with community agencies, town-wide pre-school coordination, opportunities for adult basic education and parenting education.

(c) (1) The State Board of Education shall report, in accordance with section 11-4a of the general statutes, on the plan developed pursuant to this section to the Governor and the joint standing committee of the General Assembly having cognizance of matters relating to education by February 1, 1998. The report shall: (A) include the results of the assessment conducted pursuant to subdivisions (1) and (2) of subsection (b) of this section, (B) include recommendations for changes in state law, budget proposals and administrative actions, where appropriate, that would assist in reducing the disparities among school districts and increasing the accountability of school districts, and (C) identify the responsibility of individual boards of education to achieve the goals as specified in subsection (a) of this section in their school districts. (2) On or before January 1, 1999, the State Board of Education shall so report, to the Governor and said committee on (A) the assessment conducted pursuant to subdivisions (3) to (5), inclusive, of subsection (b) of this section, (B) include recommendations described in subparagraph (B) of subdivision (1) of this subsection and (C) identify the responsibility of individual boards of education to take specific action to improve conditions in their school districts. (3) On or before January 1, 2001, and biennially thereafter, the State Board of Education shall so report to the Governor and said committee on the progress made in reducing the disparities among school districts and the remaining barriers to and recommendations for achieving the goals specified in subsection (a) of this section.

Sec. 5. Subsection (d) of section 10-266j of the general statutes is repealed and the following is substituted in lieu thereof:

(d) [Each] FOR EACH FISCAL YEAR COMMENCING PRIOR TO JULY 1, 1998, EACH receiving district

shall receive, from the amount appropriated for purposes of this subsection, a grant in an amount equal to four hundred sixty-eight dollars for each participating child who attended school in the district in the fiscal year prior to the year in which the grant is to be paid. FOR THE FISCAL YEAR ENDING JUNE 30, 1999, AND EACH FISCAL YEAR THEREAFTER, EACH RECEIVING DISTRICT SHALL RECEIVE, WITHIN AVAILABLE APPROPRIATIONS, A GRANT FROM THE DEPARTMENT OF EDUCATION IN AN AMOUNT NOT TO EXCEED TWO THOUSAND DOLLARS FOR EACH OUT-OF-DISTRICT STUDENT WHO ATTENDS SCHOOL IN THE RECEIVING DISTRICT PURSUANT TO THIS SECTION, PROVIDED FOR THE FISCAL YEAR ENDING JUNE 30, 1999, THE COMBINED TOTAL OF STUDENTS IN THE PROGRAM ESTABLISHED PURSUANT TO THIS SECTION AND THE PROGRAM ESTABLISHED PURSUANT TO SECTION 3 OF THIS ACT SHALL NOT EXCEED ONE THOUSAND STUDENTS.

Sec. 6. Section 10-4g of the general statutes is repealed and the following is substituted in lieu thereof:

(a) The State Board of Education shall develop and distribute to all local and regional boards of education a model program to encourage the participation of parents AND THE COMMUNITY in the local or regional educational system. The model program shall include, but not be limited to, the establishment of [local or regional panels] SCHOOL-BASED TEAMS with representatives of parents, students, teachers, administrators, [and] local or regional boards of education AND COMMUNITY GROUPS AND ORGANIZATIONS assembled to: [foster] (1) FOSTER model agreements between parents and their children with the cooperation of the school, such agreements to cover goals and objectives for the student for the school year; [, and to] (2) adopt agreements to foster cooperation AND IMPROVE COMMUNICATION between such representatives regarding matters such as academic rights and responsibilities, codes of social conduct and disciplinary policies; AND (3) DEVELOP AGREEMENTS TO ENCOURAGE COMMUNITY RESIDENTS TO TAKE AN ACTIVE ROLE IN IMPROVING THE SCHOOL AND TO BECOME SCHOOL VOLUNTEERS. The model program developed by the state board shall provide model agreements for the use of [such local or regional panels] SCHOOL-BASED TEAMS in the development of their own local or regional agreements.

(b) The State Board of Education shall develop a program to encourage local and regional boards of education to develop and implement plans to involve parents of students in the educational process in that district AND TO INCREASE COMMUNITY INVOLVEMENT IN THE SCHOOLS. The local programs shall include, but not be limited to, providing REGULAR CONTACT WITH ALL parents, [with] INCLUDING opportunities FOR PARENTS to meet with their children's instructors for the purpose of reviewing the curriculum of their child's program, and developing strategies for parents to actively assist in the educational process. Such local programs shall also include the development of written materials designed to familiarize parents with their child's curriculum and to detail

specific activities parents and students may undertake together to enrich the child's education experience and development. The State Board of Education shall develop such program on or before [January 15, 1985] JULY 1, 1998, and shall immediately distribute the materials explaining the program to all local and regional boards of education. [Boards of education may submit their plans to the State Board of Education and the board shall select and distribute model plans to local and regional boards of education.]

Sec. 7. Subsections (c) and (d) of section 10-66bb of the general statutes are repealed and the following is substituted in lieu thereof:

(c) The State Board of Education shall review, annually, all applications and grant charters, provided for the period from July 1, 1997, to June 30, 1999, (1) no more than [twelve] TWENTY-FOUR charters for [local] charter schools [and no more than twelve charters for state charter schools] are granted [,] AND (2) no state charter school enrolls more than two hundred [and] fifty students or twenty-five per cent of the enrolment of the school district in which the state charter school is to be located, whichever is less. [, and the total student population of all the state charter schools does not exceed one thousand students, (3) no more than two local charter schools and no more than two state charter schools operate within any Congressional district at any one time, and (4) no more than two charter schools operate within a school district at any one time.] The State Board of Education shall give preference to applicants [who] FOR CHARTER SCHOOLS THAT will serve students who reside in a priority school district pursuant to section 10-266p OR IN A DISTRICT IN WHICH SEVENTY-FIVE PER CENT OR MORE OF THE ENROLLED STUDENTS ARE MEMBERS OF RACIAL OR ETHNIC MINORITIES and to applicants for state charter schools that WILL BE LOCATED AT A WORK-SITE OR THAT are institutions of higher education. In determining whether to grant a charter, the State Board of Education shall consider THE EFFECT OF THE PROPOSED CHARTER SCHOOL ON THE REDUCTION OF RACIAL, ETHNIC AND ECONOMIC ISOLATION IN THE REGION IN WHICH IT IS TO BE LOCATED, THE REGIONAL DISTRIBUTION OF CHARTER SCHOOLS IN THE STATE AND the potential of over concentration of charter schools WITHIN A SCHOOL DISTRICT OR in contiguous school districts.

(d) Applications pursuant to this section shall include a description of: (1) The mission, purpose and any specialized focus of the proposed charter school; (2) the interest in the community for the establishment of the charter school; (3) the school governance and procedures for the establishment of a governing council by the applicant, teachers, administrators and parents and guardians of students enrolled in the school; (4) the financial plan for operation of the school, provided no application fees or other fees for attendance, except as provided in section 10-66ee, AS AMENDED BY SECTION 9 OF THIS ACT, may be charged; (5) the educational program,

instructional methodology and services to be offered to students; (6) the number and qualifications of teachers and administrators to be employed in the school; (7) the organization of the school in terms of the ages or grades to be taught and the total estimated enrolment of the school; (8) the student admission criteria and procedures to [ensure] (A) ENSURE effective public information, (B) ENSURE open access on a space available basis, [and] (C) PROMOTE A DIVERSE STUDENT BODY, AND (D) that the school COMPLIES WITH THE PROVISIONS OF SECTION 10-15c AND THAT IT does not discriminate on the basis of [race, color, national origin, gender, religion,] disability, athletic performance or proficiency in the English language, provided the school may limit enrolment to a particular grade level or specialized educational focus and, if there is not space available for all students seeking enrolment, the school may give preference to siblings but shall otherwise determine enrolment by a lottery; (9) a means to assess student performance that includes participation in state-wide mastery examinations pursuant to chapter 163c; (10) procedures for teacher evaluation and professional development for teachers and administrators; (11) the provision of school facilities, pupil transportation and student health and welfare services; (12) procedures to encourage involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making; [and] (13) DOCUMENT EFFORTS TO INCREASE THE RACIAL AND ETHNIC DIVERSITY OF STAFF; AND [(13)] (14) a five-year plan to sustain the maintenance and operation of the school. Subject to the provisions of subsection (b) of section 10-66dd, an application may include, or a charter school may file, requests to waive provisions of the general statutes and regulations not required by sections 10-66aa to 10-66ff, inclusive, AS AMENDED BY THIS ACT, and which are within the jurisdiction of the State Board of Education.

Sec. 8. Subsection (b) of section 10-66cc of the general statutes is repealed and the following is substituted in lieu thereof:

(b) The governing council of each charter school shall submit annually, to the Commissioner of Education, at such time and in such manner as he prescribes, and, in the case of a local charter school, to the local or regional board of education for the school district in which the school is located, a report on the condition of the school, including (1) the educational progress of students in the school, (2) the financial condition of the school, including a certified audit statement of all revenues and expenditures, [and] (3) accomplishment of the mission, purpose and any specialized focus of the charter school, AND (4) THE RACIAL AND ETHNIC COMPOSITION OF THE STUDENT BODY AND EFFORTS TAKEN TO INCREASE THE RACIAL AND ETHNIC DIVERSITY OF THE STUDENT BODY.

Sec. 9. Section 10-66ee of the general statutes is repealed and the following is

substituted in lieu thereof:

(a) For the purposes of education equalization aid under section 10-262h a student enrolled (1) in a local charter school shall be considered a student enrolled in the school district in which he resides, and (2) in a state charter school shall not be considered a student enrolled in the school district in which he resides.

(b) The local board of education of the school district in which a student enrolled in a local charter school resides shall [,] pay, annually, in accordance with its charter, to the fiscal authority for the charter school for each such student the amount specified in its charter.

(c) (1) The state shall, annually, pay in accordance with this subsection, to the fiscal authority for a state charter school, for each student enrolled in such school, an amount equal to one hundred five per cent of the foundation level pursuant to subdivision (9) of section 10-262f, per student for the fiscal year in which the payment is made. Such [payment] PAYMENTS shall be made as follows: [Ten] TWENTY-FIVE per cent of the amount determined pursuant to this subsection [on] IN July [first] AND SEPTEMBER based on ESTIMATED student enrolment on May first, and [thirty] TWENTY-FIVE per cent of such amount [on October first,] IN January [first] and THE REMAINING AMOUNT IN April [first] each based on student enrolment on [September] OCTOBER first.

(2) IN THE CASE OF A STUDENT IDENTIFIED AS REQUIRING SPECIAL EDUCATION, THE SCHOOL DISTRICT IN WHICH THE STUDENT RESIDES SHALL: (A) HOLD THE PLANNING AND PLACEMENT TEAM MEETING FOR SUCH STUDENT AND SHALL INVITE REPRESENTATIVES FROM THE CHARTER SCHOOL TO PARTICIPATE IN SUCH MEETING; AND (B) PAY THE STATE CHARTER SCHOOL AN AMOUNT EQUAL TO THE DIFFERENCE BETWEEN THE REASONABLE COST OF EDUCATING SUCH STUDENT AND THE SUM OF THE AMOUNT RECEIVED BY THE STATE CHARTER SCHOOL FOR SUCH STUDENT PURSUANT TO SUBDIVISION (1) OF THIS SUBSECTION AND AMOUNTS RECEIVED FROM OTHER STATE, FEDERAL, LOCAL OR PRIVATE SOURCES CALCULATED ON A PER PUPIL BASIS. SUCH SCHOOL DISTRICT SHALL BE ELIGIBLE FOR REIMBURSEMENT PURSUANT TO SECTION 10-76g.

(d) NOTWITHSTANDING ANY PROVISION OF THE GENERAL STATUTES TO THE CONTRARY, IF AT THE END OF A FISCAL YEAR AMOUNTS RECEIVED BY A STATE CHARTER SCHOOL, PURSUANT TO SUBDIVISION (1) OF THIS SUBSECTION, ARE UNEXPENDED, THE CHARTER SCHOOL (1) MAY USE, FOR THE EXPENSES OF THE CHARTER SCHOOL FOR THE FOLLOWING FISCAL YEAR, UP TO TEN PER CENT OF SUCH AMOUNTS, AND (2) MAY (A) CREATE A RESERVE FUND TO FINANCE A SPECIFIC CAPITAL OR EQUIPMENT PURCHASE OR ANOTHER SPECIFIED PROJECT AS MAY BE APPROVED BY THE COMMISSIONER, AND (B) DEPOSIT INTO SUCH FUND UP TO FIVE PER CENT OF SUCH AMOUNTS.

[(d)] (e) The local OR REGIONAL board of education of the school district in which the charter school is located shall provide transportation services for students of the charter school who reside in such school district pursuant to section 10-273a unless the charter

school makes other arrangements for such transportation. ANY LOCAL OR REGIONAL BOARD OF EDUCATION MAY PROVIDE TRANSPORTATION SERVICES TO A STUDENT ATTENDING A CHARTER SCHOOL OUTSIDE OF THE DISTRICT IN WHICH THE STUDENT RESIDES AND, IF IT ELECTS TO PROVIDE SUCH TRANSPORTATION, SHALL BE REIMBURSED PURSUANT TO SECTION 10-266m, AS AMENDED BY SECTION 27 OF THIS ACT, FOR THE REASONABLE COSTS OF SUCH TRANSPORTATION. ANY LOCAL OR REGIONAL BOARD OF EDUCATION PROVIDING TRANSPORTATION SERVICES UNDER THIS SUBSECTION MAY SUSPEND SUCH SERVICES IN ACCORDANCE WITH THE PROVISIONS OF SECTION 10-233c.

[[e]] (f) Charter schools shall be eligible to the same extent as boards of education for any grant for special education, COMPETITIVE STATE GRANTS AND GRANTS PURSUANT TO SECTIONS 10-17g AND 10-266w.

(g) IF THE COMMISSIONER FINDS THAT ANY CHARTER SCHOOL USES A GRANT UNDER THIS SECTION FOR A PURPOSE THAT IS INCONSISTENT WITH THE PROVISIONS OF THIS PART, THE COMMISSIONER MAY REQUIRE REPAYMENT OF SUCH GRANT TO THE STATE.

[[f]] (h) Charter schools shall receive, in accordance with federal law and regulations, any federal funds available for the education of any pupils attending public schools.

[[g]] (i) The governing council of a charter school may (1) contract or enter into other agreements for purposes of administrative or other support services, transportation, plant services or leasing facilities or equipment, and (2) receive and expend private funds or public funds, including funds from local or regional boards of education AND FUNDS RECEIVED BY LOCAL CHARTER SCHOOLS FOR OUT-OF-DISTRICT STUDENTS, for school purposes.

Sec. 10. Subsection (a) of section 10-69 of the general statutes is repealed and the following is substituted in lieu thereof:

(a) Each local and regional board of education shall establish and maintain a program of adult classes or shall provide for participation in a program of adult classes for its adult residents through cooperative arrangements with one or more other boards of education, one or more cooperating eligible entities or a regional educational service center pursuant to the provisions of section 10-66a. Such board of education may admit an adult to any public elementary or secondary school. No person enrolled in a full-time program of study in any local or regional school district may enroll in an adult education activity without the approval of the school principal of the school in which such person is enrolled in such full-time program. Instruction: (1) Shall be provided in Americanization and United States citizenship, English for adults with limited English proficiency and elementary and secondary school completion programs or classes; and (2) may be provided IN (A) [in] any subject provided by the elementary and secondary schools of such school district, including vocational education, [; and (B) in] (B) ADULT LITERACY. (C) PARENTING SKILLS.

AND (D) any other subject or activity.

Sec. 11. (NEW) Each local and regional board of education shall conduct an instructional time and facility usage assessment in order to maximize student learning and community use of facilities. For purposes of such audit, the superintendent of schools of each school district shall meet regularly with representatives from the public library and the recreation department in the town or towns that comprise the school district to coordinate the availability of facilities.

Sec. 12. Section 10-74d of the general statutes is repealed and the following is substituted in lieu thereof:

(a) The state Department of Education shall, within available appropriations and after payments made pursuant to sections 10-264i, 10-264l, AS AMENDED BY SECTION 16 OF THIS ACT, and 10-266j, maintain a competitive grant program for the purpose of assisting local and regional boards of education and regional educational service centers with the establishment and operation of interdistrict cooperative programs, INCLUDING PROGRAMS PURSUANT TO SECTION 13 OF THIS ACT AND LIGHTHOUSE SCHOOLS, AS DEFINED IN SECTION 18 OF THIS ACT, BUT excluding interdistrict magnet school programs for which a local or regional board of education or a regional educational service center receives funds pursuant to section 10-264h, AS AMENDED BY SECTION 15 OF THIS ACT, or 10-264l, AS AMENDED BY SECTION 16 OF THIS ACT.

(b) To be eligible for a grant under this section, each application shall be submitted pursuant to a cooperative arrangement on behalf of two or more local or regional boards of education or be submitted by a regional educational service center solely or pursuant to a cooperative arrangement with one or more local or regional boards of education. Applications shall be submitted annually to the Commissioner of Education at such times and in such manner as the commissioner prescribes. In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to, the following factors: (1) The specific objectives and description of the proposed program; (2) the cost; (3) the number of school districts and students [benefited] THAT WILL BENEFIT, PROVIDED ON AND AFTER JULY 1, 1998, THE COMMISSIONER SHALL NOT AWARD A GRANT FOR A PROGRAM IN WHICH MORE THAN EIGHTY PER CENT OF THE STUDENTS ARE FROM ONE SCHOOL DISTRICT; (4) the relative wealth of the participating school districts; (5) whether the proposed program is likely to (A) increase student performance as measured by state-wide mastery examination results and (B) [enhance student diversity and awareness of diversity] REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION; and (6) whether participating school districts are located within regions described in section 10-264k which approved regional plans in accordance with section 10-264c.

(c) The state Department of Education may

retain up to one per cent of the amount appropriated for interdistrict cooperative grants pursuant to this section for state-wide technical assistance, program monitoring and evaluation, and administration.

Sec. 13. (NEW) Local and regional boards of education and regional educational service centers shall be eligible to receive grants pursuant to section 10-74d of the general statutes, as amended by section 12 of this act, for interdistrict cooperative programs (1) to establish full-time resident summer programs at colleges and universities to provide academically challenging courses for students from different backgrounds and communities, and (2) for distance learning and other technologies.

Sec. 14. Section 10-221 of the general statutes is repealed and the following is substituted in lieu thereof:

(a) Boards of education shall prescribe rules for the management, studies, classification and discipline of the public schools and, subject to the control of the State Board of Education, the textbooks to be used; shall make rules for the control, within their respective jurisdictions, of school library media centers and approve the selection of books and other educational media therefor, and shall approve plans for public school buildings and superintend any high or graded school in the manner specified in this title.

(b) Not later than July 1, 1985, each local and regional board of education shall develop, adopt and implement written policies concerning homework, attendance, promotion and retention. The state Department of Education shall make available model policies and guidelines to assist local and regional boards of education in meeting the responsibilities enumerated in this subsection.

(c) Boards of education may prescribe rules to impose sanctions against pupils who damage or fail to return textbooks, library materials or other educational materials. Said boards may charge pupils for such damaged or lost textbooks, library materials or other educational materials and may withhold grades, transcripts or report cards until the pupil pays for or returns the textbook, library book or other educational material.

(d) Not later than July 1, 1991, each local and regional board of education shall develop, adopt and implement policies and procedures in conformity with section 10-154a for (1) dealing with the use, sale or possession of alcohol or controlled drugs, as defined in subsection (8) of section 21a-240, by public school students on school property, including a process for coordination with, and referral of such students to, appropriate agencies and (2) cooperating with law enforcement officials.

(e) Not later than July 1, 1990, each local and regional board of education shall adopt a written policy and procedures for dealing with youth suicide prevention and youth suicide attempts. Each such board of education may

establish a student assistance program to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers and other school professionals and students who provide assistance in the program.

(f) NOT LATER THAN SEPTEMBER 1, 1998, EACH LOCAL AND REGIONAL BOARD OF EDUCATION SHALL DEVELOP, ADOPT AND IMPLEMENT WRITTEN POLICIES AND PROCEDURES TO ENCOURAGE PARENT-TEACHER COMMUNICATION. THESE POLICIES AND PROCEDURES MAY INCLUDE MONTHLY NEWSLETTERS, REQUIRED REGULAR CONTACT WITH ALL PARENTS, FLEXIBLE PARENT-TEACHER CONFERENCES, DROP-IN HOURS FOR PARENTS, HOME VISITS AND THE USE OF TECHNOLOGY SUCH AS HOMEWORK HOT LINES TO ALLOW PARENTS TO CHECK ON THEIR CHILDREN'S ASSIGNMENTS AND STUDENTS TO GET ASSISTANCE IF NEEDED.

Sec. 15. Subsections (a) and (b) of section 10-264h of the general statutes are repealed and the following is substituted in lieu thereof:

(a) For the fiscal year ending June 30, 1996, and each fiscal year thereafter, a local or regional board of education, [or] regional educational service center OR A COOPERATIVE ARRANGEMENT PURSUANT TO SECTION 10-158a FOR PURPOSES OF AN INTERDISTRICT MAGNET SCHOOL may be eligible for reimbursement up to the full reasonable cost of any capital expenditure for the purchase, construction, extension, replacement, leasing or major alteration of interdistrict magnet school facilities, including any expenditure for the purchase of equipment, in accordance with this section. To be eligible for reimbursement under this section a magnet school construction project shall meet the requirements established in chapter 173, except that the commissioner OF EDUCATION may waive any requirement in such chapter for good cause. ON AND AFTER JULY 1, 1997, THE COMMISSIONER SHALL APPROVE ONLY APPLICATIONS FOR REIMBURSEMENT UNDER THIS SECTION THAT HE FINDS WILL REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION.

(b) [The] SUBJECT TO THE PROVISIONS OF SUBSECTION (a) OF THIS SECTION, THE applicant shall receive current payments of scheduled estimated eligible project costs for the facility, provided (1) the applicant files an application for a school building project, in accordance with section 10-283 by the date prescribed by the commissioner, (2) final plans and specifications for the project are approved pursuant to sections 10-291 and 10-292, and (3) such district submits to the commissioner, in such form as the commissioner prescribes, and the commissioner approves a plan for the operation of the facility which includes, but need not be limited to: A description of the educational programs to be offered, the completion date for the project, an estimated budget for the operation of the facility, [and] written commitments for participation from the districts that will participate in the school AND AN ANALYSIS OF THE EFFECT OF THE PROGRAM ON THE REDUCTION OF RACIAL,

ETHNIC AND ECONOMIC ISOLATION. The commissioner shall notify the secretary of the State Bond Commission when the provisions of subdivisions (1) and (3) of this subsection have been met. Upon application to the Commissioner of Education, compliance with the provisions of subdivisions (1) and (3) of this subsection and after authorization by the General Assembly pursuant to section 10-283, the applicant shall be eligible to receive a grant in an amount equal to five per cent of the amount authorized for the project for the development of final plans and specifications pursuant to subdivision (2) of this subsection.

Sec. 16. Subsections (a) and (b) of section 10-264l of the general statutes are repealed and the following is substituted in lieu thereof:

(a) The Department of Education shall, within the amount appropriated for interdistrict cooperative grants pursuant to section 10-74d, AS AMENDED BY SECTION 12 OF THIS ACT, use up to fifty per cent of such appropriation to establish a competitive grant program to assist local and regional boards of education and regional educational service centers with the operation of interdistrict magnet school programs. For the purposes of this section "an interdistrict magnet school program" means a program which (1) supports RACIAL, ETHNIC AND ECONOMIC diversity, (2) offers a special and high quality curriculum, and (3) requires students who are enrolled to attend at least half-time. An interdistrict magnet school program does not include a regional vocational agriculture school, a regional vocational-technical school or a regional special education center. ON AND AFTER JULY 1, 2000, THE GOVERNING AUTHORITY FOR EACH INTERDISTRICT MAGNET SCHOOL PROGRAM SHALL RESTRICT THE NUMBER OF STUDENTS THAT MAY ENROLL IN THE PROGRAM FROM A PARTICIPATING DISTRICT TO EIGHTY PER CENT OF THE TOTAL ENROLMENT OF THE PROGRAM.

(b) Applications for interdistrict magnet school program operating grants awarded pursuant to this section shall be submitted annually to the Commissioner of Education at such time and in such manner as the commissioner prescribes. In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: [, whether: (1) The] (1) WHETHER THE program offered by the school is likely to increase student [performance as measured by state-wide mastery examination results] ACHIEVEMENT; (2) WHETHER the program is likely to [enhance student diversity and awareness of diversity] REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION; (3) THE PERCENTAGE OF THE STUDENT ENROLMENT IN THE PROGRAM FROM EACH PARTICIPATING DISTRICT; and [(3)] (4) WHETHER participating school districts are located within regions described in section 10-264k which approved regional plans in accordance with section 10-264c. ON AND AFTER JULY 1, 2000, THE COMMISSIONER SHALL NOT AWARD A GRANT TO A PROGRAM IF MORE THAN EIGHTY PER CENT OF ITS TOTAL ENROLMENT IS FROM ONE SCHOOL

DISTRICT, EXCEPT THAT THE COMMISSIONER MAY AWARD A GRANT FOR GOOD CAUSE, FOR ANY ONE YEAR, ON BEHALF OF AN OTHERWISE ELIGIBLE MAGNET SCHOOL PROGRAM, IF MORE THAN EIGHTY PER CENT OF THE TOTAL ENROLMENT IS FROM ONE DISTRICT.

Sec. 17. The Department of Education shall conduct an evaluation of interdistrict magnet school and charter school programs in the state. The department shall also assess the need for additional interdistrict magnet schools and the number of spaces in such schools needed for the school year commencing in 2000 and for subsequent school years. The Commissioner of Education shall report, in accordance with the provisions of section 11-4a of the general statutes, on the findings of such evaluation and assessment to the joint standing committee of the General Assembly having cognizance of matters relating to education by February 1, 1998.

Sec. 18. (NEW) For the fiscal year ending June 30, 1998, the Department of Education shall award a grant in an amount not to exceed one hundred thousand dollars to the Hartford school district to assist in the development of a curriculum and the training of staff for a lighthouse school. For the fiscal year ending June 30, 1999, the Department of Education shall award, within available appropriations, competitive grants to the Hartford, New Haven and Bridgeport school districts to assist in the development of curricula and the training of staff for lighthouse schools. For purposes of this section and section 10-285a of the general statutes, as amended by section 19 of this act, a "lighthouse school" is an existing public school or a public school planned prior to July 1, 1997, in a priority school district that (1) has a specialized curriculum, and (2) is designed to promote intradistrict and interdistrict public school choice.

Sec. 19. Section 10-285a of the general statutes is amended by adding subsections (e) and (f) as follows:

(NEW) (e) The percentage determined pursuant to this section for a school building project grant for the expansion, alteration or renovation of an existing public school building to convert such building for use as a lighthouse school, as defined in section 18 of this act, shall be increased by ten percentage points.

(NEW) (f) The percentage determined pursuant to this section for a school building project grant for a new building, the expansion of an existing building, the renovation of a building to increase the area of such building used as a public school or renovation of a building for use as a public school, may be increased by up to ten percentage points based on the number of spaces made available under the project for out-of-district students participating in the program established pursuant to section 3 of this act.

Sec. 20. The Department of Education shall expand the format for strategic school profiles to

include a section concerning the provision of educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds and from other communities as included in reports pursuant to subsection (b) of section 2 of this act.

Sec. 21. Section 10-220 of the general statutes is repealed and the following is substituted in lieu thereof:

(a) Each local or regional board of education shall maintain good public elementary and secondary schools, implement the educational interests of the state as defined in section 10-4a, AS AMENDED BY SECTION 1 OF THIS ACT, and provide such other educational activities as in its judgment will best serve the interests of the school district; provided any board of education may secure such opportunities in another school district in accordance with provisions of the general statutes and shall give all the children of the school district as nearly equal advantages as may be practicable; SHALL PROVIDE AN APPROPRIATE LEARNING ENVIRONMENT FOR ITS STUDENTS WHICH INCLUDES (1) ADEQUATE INSTRUCTIONAL BOOKS, SUPPLIES, MATERIALS, EQUIPMENT, STAFFING, FACILITIES AND TECHNOLOGY, (2) EQUITABLE ALLOCATION OF RESOURCES AMONG ITS SCHOOLS, AND (3) A SAFE SCHOOL SETTING; shall have charge of the schools of its respective school district; shall make a continuing study of the need for school facilities and of a long-term school building program and from time to time make recommendations based on such study to the town; SHALL REPORT ANNUALLY TO THE COMMISSIONER OF EDUCATION ON THE CONDITION OF ITS FACILITIES AND THE ACTION TAKEN TO IMPLEMENT ITS LONG-TERM SCHOOL BUILDING PROGRAM, WHICH REPORT THE COMMISSIONER SHALL USE TO PREPARE AN ANNUAL REPORT THAT HE SHALL SUBMIT IN ACCORDANCE WITH SECTION 11-4a TO THE JOINT STANDING COMMITTEE OF THE GENERAL ASSEMBLY HAVING COGNIZANCE OF EDUCATION; shall advise the Commissioner of Education of the relationship between any individual school building project pursuant to chapter 173 and such long-term school building program; shall have the care, maintenance and operation of buildings, lands, apparatus and other property used for school purposes and at all times shall insure all such buildings and all capital equipment contained therein against loss in an amount not less than eighty per cent of replacement cost; shall determine the number, age and qualifications of the pupils to be admitted into each school; shall employ and dismiss the teachers of the schools of such district subject to the provisions of sections 10-151 and 10-158a; shall designate the schools which shall be attended by the various children within the school district; shall make such provisions as will enable each child of school age, residing in the district to attend some public day school for the period required by law and provide for the transportation of children wherever transportation is reasonable and desirable, and for such purpose may make contracts covering periods of not more

than five years; may place in an alternative school program or other suitable educational program a pupil enrolling in school who is nineteen years of age or older and cannot acquire a sufficient number of credits for graduation by age twenty-one; may arrange with the board of education of an adjacent town for the instruction therein of such children as can attend school in such adjacent town more conveniently; shall cause each child seven years of age and over and under sixteen living in the school district to attend school in accordance with the provisions of section 10-184, and shall perform all acts required of it by the town or necessary to carry into effect the powers and duties imposed by law.

(b) The board of education of each local or regional school district shall, with the participation of parents, students, school administrators, teachers, citizens, local elected officials and any other individuals or groups such board shall deem appropriate, prepare a statement of educational goals for such local or regional school district. The statement of goals shall be consistent with state-wide goals pursuant to subsection (c) of section 10-4. Each local or regional board of education shall develop student objectives which relate directly to the statement of educational goals prepared pursuant to this subsection and which identify specific expectations for students in terms of skills, knowledge and competence.

(c) By November 1, 1994, and annually thereafter, each local and regional board of education shall submit to the Commissioner of Education a strategic school profile report for each school under its jurisdiction and for the school district as a whole. The superintendent of each local and regional school district shall present the profile report at the next regularly scheduled public meeting of the board of education after each such November first. The profile report shall provide information on measures of (1) student needs, (2) school resources, [and] (3) student and school performance, (4) **EQUITABLE ALLOCATION OF RESOURCES AMONG ITS SCHOOLS, AND (5) REDUCTION OF RACIAL, ETHNIC AND ECONOMIC ISOLATION.**

Sec. 22. Section 10-266q of the general statutes is repealed and the following is substituted in lieu thereof:

(a) On or before September fifteenth of each fiscal year in which payment is to be made, the State Board of Education shall authorize grant awards. Grant awards shall be authorized only after proposals for such grants have been submitted to the commissioner by the school districts described in section 10-266p, at such time and in such manner as the commissioner shall prescribe, and after the commissioner and each such school district have reached agreement regarding how such grant shall be utilized. Each proposal shall be based on a three-year project plan and include, but not be limited to, an explanation of project goals, objectives.

evaluation strategies and budget which shall identify local funding and other resource contributions for the three-year period provided proposals shall give priority to the development or expansion of extended-day kindergarten programs.

(b) A priority school district grant shall be payable to the local board of education for the school districts described in section 10-266p, which shall use the funds for any of the following: (1) The creation or expansion of [training, evaluation, research, development, innovative] programs or activities related to dropout prevention, [developed pursuant to the policy adopted by the State Board of Education in accordance with section 10-202e,] (2) ALTERNATIVE AND TRANSITIONAL PROGRAMS FOR STUDENTS HAVING DIFFICULTY SUCCEEDING IN TRADITIONAL EDUCATIONAL PROGRAMS, [(2)] (3) academic enrichment, tutorial and recreation programs or activities in school buildings during nonschool hours [, (3)] AND DURING THE SUMMER, (4) development or expansion of extended-day kindergarten programs, [(4)] (5) development or expansion of [early childhood education or] early reading intervention programs, [or (5)] INCLUDING SUMMER AND AFTER-SCHOOL PROGRAMS, (6) ENHANCEMENT OF THE USE OF TECHNOLOGY TO SUPPORT INSTRUCTION OR IMPROVE PARENT AND TEACHER COMMUNICATION, (7) initiatives to strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies, which may be in accordance with the provisions of section 10-4g, OR (8) FOR PURPOSES OF OBTAINING ACCREDITATION FOR ELEMENTARY AND MIDDLE SCHOOLS FROM THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES. EACH SUCH BOARD OF EDUCATION SHALL USE AT LEAST TWENTY PER CENT OF ITS GRANT FOR EARLY READING INTERVENTION PROGRAMS. Each such board of education shall use its grant to supplement existing programs or create new programs. If the State Board of Education finds that any such grant is being used for other purposes or is being used to decrease the local share of support for schools, it may require repayment of such grant to the state.

(c) Each priority school district grant shall be awarded by the State Board of Education on an annual basis. Funding in subsequent years shall be based on funds available, annual application and program evaluation.

Sec. 23. (a) The State Board of Education shall establish a standard of reading competency for use by local and regional boards of education to measure reading competency for students in grades one to three, inclusive. The standard may be a requirement for a certain score on a standardized test.

(b) The Commissioner of Education shall report, in accordance with section 11-4a of the general statutes, on such standard to the joint standing committee of the General Assembly having cognizance of matters relating to education, by

February 1, 1998.

Sec. 24. Subdivision (22) of section 10-262f of the general statutes is repealed and the following is substituted in lieu thereof:

(22) "Resident students" means the number of pupils of the town enrolled in public schools at the expense of the town on October first or the full school day immediately preceding such date, provided the number shall be decreased by the Department of Education for failure to comply with the provisions of section 10-16 and shall be increased by one-one-hundred-eightieth for each full-time equivalent school day in the school year immediately preceding such date of at least five hours of actual school work in excess of one hundred eighty days and nine hundred hours of actual school work and be increased by the full-time equivalent number of such pupils attending the summer sessions immediately preceding such date at the expense of the town; "enrolled" shall include pupils who are scheduled for vacation on the above date and who are expected to return to school as scheduled. [Students] PUPILS enrolled in an approved program described in section 10-266j shall be counted in accordance with the provisions of subdivision (3) of subsection (c) of said section. PUPILS PARTICIPATING IN THE PROGRAM ESTABLISHED PURSUANT TO SECTION 3 OF THIS ACT SHALL BE COUNTED IN ACCORDANCE WITH THE PROVISIONS OF SUBSECTION (g) OF SECTION 3 OF THIS ACT.

Sec. 25. Subdivision (2) of subsection (a) of section 10-261 of the general statutes is repealed and the following is substituted in lieu thereof:

(2) "Average daily membership" means the number of all pupils of the local or regional board of education enrolled in public schools at the expense of such board of education on October first or the full school day immediately preceding such date, provided the number so obtained shall be decreased by the Department of Education for failure to comply with the provisions of section 10-16 and shall be increased by one one-hundred-eightieth for each full-time equivalent school day of at least five hours of actual school work in excess of one hundred eighty days and nine hundred hours of actual school work and be increased by the full-time equivalent number of such pupils attending the summer sessions immediately preceding such date at the expense of such board of education; "enrolled" shall include pupils who are scheduled for vacation on the above dates and who are expected to return to school as scheduled. PUPILS PARTICIPATING IN THE PROGRAM ESTABLISHED PURSUANT TO SECTION 3 OF THIS ACT SHALL BE COUNTED IN ACCORDANCE WITH THE PROVISIONS OF SUBSECTION (g) OF SECTION 3 OF THIS ACT.

Sec. 26. Section 10-66ff of the general statutes is amended by adding subsection (c) as follows:

(NEW) (c) Charter schools established pursuant to sections 10-66aa to 10-66gg, inclusive, shall be eligible to invest in participation

certificates of the short-term investment fund administered by the State Treasurer pursuant to sections 3-27a to 3-27f, inclusive.

Sec. 27. Section 10-266m of the general statutes is repealed and the following is substituted in lieu thereof:

A local or regional board of education providing transportation in accordance with the provisions of sections 10-54, 10-66ee, AS AMENDED BY SECTION 9 OF THIS ACT, 10-97, 10-273a, 10-277, 10-280a and 10-281 shall be reimbursed for a percentage of such transportation costs as follows:

(1) The percentage of pupil transportation costs reimbursed to a local board of education shall be determined by (A) ranking each town in the state in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; (B) based upon such ranking, and notwithstanding the provisions of section 2-32a, (i) except as otherwise provided in this subparagraph, a percentage of zero shall be assigned to towns ranked from one to thirteen and a percentage of not less than zero nor more than sixty shall be determined for the towns ranked from fourteen to one hundred sixty-nine on a continuous scale, except that any such percentage shall be increased by twenty percentage points in accordance with section 10-97, where applicable and (ii) for the fiscal year ending June 30, 1997, and for each fiscal year thereafter, a percentage of zero shall be assigned to towns ranked from one to seventeen and a percentage of not less than zero nor more than sixty shall be determined for the towns ranked from eighteen to one hundred sixty-nine on a continuous scale.

(2) The percentage of pupil transportation costs reimbursed to a regional board of education shall be determined by its ranking. Such ranking shall be determined by (A) multiplying the total population, as defined in section 10-261, of each town in the district by such town's ranking, as determined in subdivision (1) of this section, (B) adding together the figures determined under subparagraph (A) of this subdivision, and (C) dividing the total computed under subparagraph (B) of this subdivision by the total population of all towns in the district. The ranking of each regional board of education shall be rounded to the next higher whole number and each such board shall receive the same reimbursement percentage as would a town with the same rank, provided such percentage shall be increased in the case of a secondary regional school district by an additional five percentage points and, in the case of any other regional school district by an additional ten percentage points.

(3) Notwithstanding the provisions of subdivisions (1) and (2) of this section, for the fiscal year ending June 30, 1997, and for each fiscal year thereafter, no local or regional board of education shall receive a grant of less than one thousand dollars.

Sec. 28. Section 10-65b of the general statutes is repealed and the following is substituted in lieu thereof:

A local or regional board of education which operates a regional vocational agriculture center shall provide to each student enrolled in such center all of the student's nonagricultural academic courses, provided that any such board which, on or before July 1, 1993, entered into an agreement to offer shared-time arrangements AND ANY SUCH BOARD WHICH OPERATES A REGIONAL VOCATIONAL AQUACULTURE PROGRAM may OFFER OR continue to offer such SHARED-TIME arrangements unless the Commissioner of Education determines that such shared-time arrangements are not in substantial compliance with the provisions of sections 10-64 and 10-65 and any regulations adopted pursuant to section 10-66. For purposes of this section and said section 10-65, "shared-time arrangements" means the enrolment of students in a regional vocational agriculture center while such students receive nonagricultural academic courses in a school district under the jurisdiction of a local or regional board of education other than the board of education operating such center.

Sec. 29. This act shall take effect July 1, 1997.

Approved June 26, 1997

TOP

MILO SHEFF ET AL.
v.
WILLIAM A. O'NEILL ET AL.

Connecticut Supreme Court Decision

March 3, 1999

X03 CV89 0492119S : SUPERIOR COURT
MILO SHEFF, ET AL : COMPLEX LITIGATION
DOCKET
v. : AT NEW BRITAIN
WILLIAM A. O'NEILL : MARCH 3, 1999

MEMORANDUM OF DECISION

The Decision of the Connecticut Supreme Court

On July 9, 1996, the Connecticut Supreme Court issued its decision in this case, *Sheff v. O'Neill*, 238 Conn. 1, 678 A.2d 1267 (1996), in which it held that students in the Hartford public schools were racially, ethnically and economically isolated and that, as a result, Hartford public school students had not been provided a substantially equal educational opportunity under the state constitution, article eighth, § 1, and article first, §§ 1 and 20. 238 Conn. at 37-38, 47.

The Court clearly recognized that the State had not intentionally segregated racial and ethnic

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NEW BRITAIN

minorities in the Hartford public school system. 238 Conn. at 10. But it also recognized that the State had created local school districts, which it identified as the most important factor contributing to the concentration of racial and ethnic minorities in Hartford:

Although intended to improve the quality of education and not racially or ethnically motivated, the districting statute that the legislature enacted in 1909, now codified at § 10-240, is the single most important factor contributing to the present concentration of racial and ethnic minorities in the Hartford public school system. The districting statute and the resultant school district boundaries have remained virtually unchanged since 1909. The districting statute is of critical importance because it establishes town boundaries as the dividing line between all school districts in the state.

238 Conn. at 11.

Although the Court noted that "according to the findings of the trial court, poverty, not race or ethnicity, is the principal causal factor in the lower educational achievement of Hartford students," 238 Conn at 11, its holding implicitly recognized a strong causal relationship between racial and ethnic isolation and lower educational achievement.¹

The Court further recognized that:

The General Assembly has enacted no legislation that was intended to cause either de jure or de facto segregation. It enacted the districting statute, not to impose or to foster racial or ethnic isolation, but to improve educational quality for all Connecticut schoolchildren by increasing state involvement in all aspects of public elementary and secondary education. Moreover, the districting scheme presently furthers the legitimate nonracial interests of permitting considerable local control and accountability in educational matters.

238 Conn. at 40-41.

¹ In the dissenting opinion, Justice Borden, writing for himself, Chief Justice Callahan and Justice Palmer, observed that:

Thus, there are no facts in the record to support what the majority asserts, in an opinion long on rhetoric and short on reasoning, are the "devastating effects that racial and ethnic isolation . . . have had on [the plaintiffs'] education." Indeed, the facts found by the trial court contradict that assertion.

The Court's decision also contains the following language concerning the importance of remedying racial, ethnic and economic segregation in the schools:

"[S]chools are an important socializing institution, imparting those shared values through which social order and stability are maintained." *Plyler v. Doe*, 457 U.S. 202, 222 n. 20, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982). Schools bear central responsibility for "inculcating [the] fundamental values necessary to the maintenance of a democratic political system" *Ambach v. Norwick*, 441 U.S. 68, 77, 99 S. Ct. 1589, 60 L. Ed. 2d 49 (1979). When children attend racially and ethnically isolated schools, these "shared values" are jeopardized: "If children of different races and economic and social groups have no opportunity to know each other and to live together in school, they cannot be expected to gain the understanding and mutual respect necessary for the cohesion of our society." (Internal quotation marks omitted.) *Jenkins v. Township of Morris School District*, 58 N.J. 483, 498, 279 A.2d 619 (1971). "[T]he elimination of racial isolation in the schools promotes the attainment of equal educational opportunity and is beneficial to all students, both black and white." *Lee v. Nyquist*, 318 F. Sup. 710, 714 (W.D.N.Y. 1970), *aff'd* without opinion, 402 U.S. 935, 91 S. Ct. 1618, 29 L. Ed. 2d 105 (1971).

238 Conn. at 34.

The Court did not order judicial intervention to remedy the racial, ethnic and economic isolation existing in the Hartford Public Schools. Instead, the Court directed the trial court to issue a declaratory judgment and to retain jurisdiction in order to give the Legislature the opportunity to act. Specifically the Court directed "the legislature and the executive branch to put the search for appropriate remedial measures at the top of their respective agendas." *Id.* at 46.

The Education Improvement Panel

The State's response to the Supreme Court's decision was swift. On July 25, 1996 Governor John Rowland issued Executive Order No. 10, creating the Education Improvement Panel ("EIP"), which was charged to "explore, identify and report on a broad range of options for reducing racial isolation in our state's public schools, improving teaching and learning, enhancing a sense of community and encouraging parental involvement." Twenty-one Connecticut citizens, diverse in

race, occupation and background, were selected by the Governor and the Legislative leadership and appointed to serve on this panel which was chaired by Theodore S. Sergi, the State's Commissioner of Education. Members included the presidents of the state NAACP and the New England Health Care Employees Union, a college professor, education professionals from both the local and state levels, and a number of elected officials from all levels of government. Seven members of the Panel were either African American or Latino, and three had children or close relatives in the Hartford Public Schools.

The group process used by the Panel in its discussions and deliberations reflected an extraordinary degree of cooperation and consensus building. Although the Executive Order creating the Panel spoke of avoiding "forced bussing," Panel members discussed at length whether that option should be "off the table." Ultimately, even that controversial topic was fully explored. The Panel gradually narrowed a list of hundreds of ideas to fifteen recommendations which were supported by a majority of Panel members.

To assist them in formulating their recommendations, the Panel requested input from many outside sources. Experts from around the country, as well as other interested parties, including the plaintiffs and Capitol Region Education Council's John Allison, addressed the Panel. Each of the Panel's final recommendations had support of a majority of the Panel members. However, Panelists were allowed to voice separate or further opinions, and the final report includes numerous "minority" reports or statements.

When it was issued on January 22, 1997, the EIP final report was delivered to the Education Committee of the General Assembly, and the recommendations in the report formed the basis of legislation that was subsequently enacted. The recommendations of the Panel in the final report included a significant expansion of public school choice, measures to increase public school

accountability and parental involvement, strengthening of existing programs, and improving adult education.

Within five months of receiving the final report of the Education Improvement Panel, the Connecticut Legislature had passed Public Act 97-290, entitled "An Act Enhancing Educational Choices and Opportunities." This legislation was aimed at reducing racial, ethnic and economic isolation, as well as improving the quality of education throughout the State -- with an emphasis on improving urban education.

The first section of Public Act 97-290 amended Connecticut General Statutes § 10-4a, the statute which defines the "educational interests of the state," to include the reduction of "racial, ethnic and economic isolation," and to impose a duty on each school district to "provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds" ² The failure of local districts to carry out one or all of the "educational interests of the State," can, as discussed below, result in financial and other sanctions, including the loss of state educational funding. Moreover, the State Department of Education can initiate litigation to enforce the state's educational interests.

Section two of Public Act 97-290 provided that school boards could reduce racial, ethnic and economic isolation by using programs or methods such as:

- (1) Interdistrict magnet school programs;
- (2) charter schools;
- (3) interdistrict after-school, Saturday and summer programs and sister-school projects;
- (4) intradistrict and interdistrict public school choice programs;
- (5) interdistrict school building projects;
- (6) interdistrict program collaboratives for students and staff;
- (7) minority staff recruitment;
- (8) distance learning through the use of technology; and
- (9) any other experience that increases awareness of the diversity of individuals and cultures.

² See Public Act 97-290 § 1.

Interdistrict Cooperative Programs

Interdistrict cooperative programs are school sponsored programs in which students from different school districts participate together in a diverse array of educational experiences. These programs, funded largely by the State, bring urban and suburban students together in the context of quality educational experiences. Educators who were called as witnesses by both the plaintiffs and the defendants agreed that interdistrict programs were beneficial. For example, Raul Montanez Pietre, principal of the Mary Hooker Elementary School in Hartford, called as a witness by the plaintiffs, testified that the interdistrict program between children at the Mary Hooker School and the Plantsville elementary school was highly successful in breaking down racial and economic barriers between the children. He testified the children learned and gained educational benefit from interdistrict programs despite the fact that they were not full time programs.

In order to receive State funding, interdistrict programs must promote diversity as well as academic improvement. The State Department of Education operates a competitive process in which local school districts or Regional Educational Service Centers submit written proposals for such programs. The review and approval process rewards programs that maximize the number and duration of face-to-face encounters between the students from different backgrounds.

The nature and duration of Interdistrict Cooperative Programs varies considerably. Some such programs are five week residential programs, where the participants live together and conduct in depth studies of particular topics like art and literature. Others are "Sister School" programs with minor State stipends that allow for students from urban and suburban schools to visit museums together or conduct other classroom exchanges. In order to fund a greater number of programs, the State typically funds the interdistrict cooperative programs at 70-90% of the funds requested. At this level of funding, the applicants tend to make up any gap in funding through local monies or

private donations. After July, 2000, no program can receive approval unless it establishes that no more than 80% of the student participants will come from any one school district. About half of these programs are sponsored by Regional Educational Service Centers and half by local school districts.

In school year 1997-98, some 81,502 students participated in interdistrict cooperative programs, and 100,000 students, nearly 20% of all public school children in the State, are expected to participate in 1998-99.

In addition to Mr. Montanez, Dr. John Allison, a former director of the Capitol Region Education Council, called as a witness by the plaintiffs, indicated that the programs are worthwhile, and that they reduce isolation and provide educational experiences. James Thompson, principal at Simpson-Waverly Elementary School in Hartford, another plaintiffs' witness, also described interdistrict cooperative grant activities in which his students had participated. Various witnesses, including several of plaintiffs' experts, agreed that when students from different backgrounds come together for constructive activity, that is in itself an educational experience.

Interdistrict Magnet Schools

Interdistrict magnet schools are created by two or more districts combining their ideas, skills and resources to create a new school centered around a unique or unusual theme, specifically designed to foster both excellence in academics and the reduction of racial, ethnic or economic isolation. Interdistrict Magnet schools existed prior to the Supreme Court's decision. However, since by definition a magnet school is made up of students from different districts, both the State and the plaintiffs have recognized the magnet school as an excellent method of reducing racial, ethnic and economic isolation.

Overall, State spending on magnet schools will be \$17.5 million dollars for fiscal year 1998-99, representing an increase in excess of \$7 million over the spending level for 1997-98. Both the number of magnet schools and their enrollments have shown remarkable growth, which, based on the known magnet school planning projects and planned magnet school expansions, are expected to continue into the future. Approximately twenty-seven percent of the interdistrict magnet schools being planned around the state involve participation by the Hartford Public Schools.

Like interdistrict cooperative programs, magnet schools grow out of the ideas, enthusiasm and commitment of the local districts that join forces to create them. These people are in the best position to assess what concepts will gain support and thrive as new schools. Magnet schools in urban areas which have unique educational programs can and have in this state attracted suburban students.

If a magnet school is housed in a new building, the State provides 100% funding for the construction of the building. In order to receive the State construction money the districts must commit to the new school for at least a twenty years. Those working on the development of a new magnet school can receive State funding for the planning process in the form of an interdistrict cooperative grant specifically earmarked for the planning of a magnet school. However, not all magnet schools currently in operation or proposed have used this State funding source for planning.

The State Department of Education has a division which includes employees who meet regularly with those planning new interdistrict magnet schools. They provide guidance and assistance in the development process, including supplying a "nuts and bolts" set of guidelines for the process. The founders of a proposed magnet school must submit a detailed "operations plan" which is carefully scrutinized. In particular, the State Department of Education looks for a strong and appropriate governance structure composed of at least three districts, suitable staffing patterns,

facilities, financial plans and, most importantly, an outstanding program that will attract a diverse student body. Once the proposed magnet school obtains approval of its operations plan, the founders must also obtain approval of their facilities plan from the State personnel who provide approval and funding for school facilities. They can then compete for State magnet school operational dollars.

The structure for the operational funding of interdistrict magnet schools is designed to encourage racial and ethnic diversity. Magnet schools are rewarded through financial incentives for accomplishing the greatest diversity in the racial and ethnic makeup of their student bodies. State funds for operating an interdistrict magnet school are based on per pupil payments determined as a percentage of the State's "foundation" level, currently set at \$5775 per pupil. If the districts participating in the magnet school send no more than 30% of the students to the school, then the magnet school receives 90% of the foundation level for each pupil from each such district. As the percentage from the sending district rises above the 30% threshold, the operational reimbursement decreases correspondingly. This funding formula provides a strong financial incentive to the founders of magnet schools to seek to have three or more districts involved in the magnet school, with each contributing less than 30% of the students. Since the school must show it will reduce racial and/or ethnic isolation, this funding formula ensures participation of both urban and suburban districts in appropriate proportions while avoiding the pitfalls and possible legal challenges of having raced based quotas.³ As with the interdistrict cooperative grants, by July 2000, the law will prohibit more than 80% of the students in a magnet school from coming from any one district.

³ See, e.g., *Wessman v. Gittens*, No. 98-1657 (1st Cir. 1998) (Use of racial quota as part of admissions criteria for Boston's prestigious Boston Latin School violates equal protection clause of the U.S. Constitution); *Hopwood v. State of Texas*, 78 F.2d 932 (5th Cir. 1996); *City of Richmond v. J.A. Croson Co.*, 488 U.S. 469 (1989).

The State has provided a further financial incentive for local districts to participate in magnet schools. The sending districts are permitted to count the students they are sending to the magnet school in their student counts for Education Cost Sharing purposes. For example, if West Hartford sent 7 children to the Montessori Magnet school in Hartford in 1998, it would receive the same amount in Education Cost Sharing monies from the State as it would if the students remained in West Hartford schools. Obviously, under this formula the sending district could secure substantial State funds in excess of those normally received for education. Transportation funding is also available for students who do not live in the district in which the school is located at the level of \$1200 per student.

State Department of Education personnel visit each magnet school twice per year to review curricula and meet with parents, teachers and school committees in order to ensure that the interdistrict magnet schools are fulfilling their mission of providing quality education while reducing isolation. The State Department of Education also must file annual interim and final reports. Magnet schools are required to report their race and ethnicity data like any other school. If an interdistrict magnet school does not meet its diversity goals, the State Department of Education provides technical assistance and additional grant monies addressed to recruiting practices and plans, giving the school a limited period in which to correct the problem. Such assistance combined with the State's ability to withdraw funding from a magnet school which is not achieving its diversity goals has been successfully used to obtain compliance by existing magnet schools in Waterbury and New Haven.

Charter Schools

Like magnet schools, charter schools are conceived and implemented by local educators and

parents. Charter schools arise from an entrepreneurial approach to providing education and use a unique, autonomous governance structure. They can be created quickly, but if they fail to meet their educational mission, they can also be dismantled quickly through the State's revocation or nonrenewal of their charters. Typically, they are small in size, with smaller class sizes, and the stakeholders and founder of the school take on full accountability and responsibility for the school. There are two kinds of charter schools in Connecticut, State and local charter schools. Both kinds of charter schools receive their charter directly from the State Board of Education. The important difference is that local school districts must first endorse local charter schools and local districts fund the operation of the local charter schools. Charter schools generally center around a particular theme and adopt innovative approaches to education. Charter schools can provide more educational options, particularly for urban students. Several existing charter schools, for example, address the needs of "at risk" students who have not succeeded in regular public schools or offer a more rigorous, disciplined approach to learning.

The establishment of a charter school is a competitive process. Prospective founders of such a school must respond to State Request for Proposals which require spelling out in detail the parameters of the proposed school. Legislation concerning charter schools predated Public Act 97-290. However, that Act amended the law governing the establishment and operation of charter schools to require the consideration of the reduction of racial, ethnic and economic isolation as a factor in approving new State or local charter schools or in renewing the charters of existing schools.⁴ This change in the requirements for charter schools has already had an impact. The five

⁴ See Connecticut General Statutes, §§ 10-66bb, as amended by Public Act 97-290 § 7, and P.A. 98-252 § 6.

charter school proposals submitted after the amendment did propose a student composition which would be diverse. As of the date of the hearing before this court the Legislature was considering legislation which would require the applicants to demonstrate that the proposed school will reduce racial, ethnic and economic isolation.

In addition to changing the substantive requirements of charter school approval to reduce racial and ethnic isolation, the State has increased charter school funding significantly.⁵ Six million dollars has been allocated for 1997-98 and nine million for 1998-99, with a concomitant increase in the number of authorized seats.

Minority Staff Recruitment

Section two of Public Act 97-290 also listed minority staff recruitment as one method whereby schools could attempt to alleviate racial, ethnic and economic isolation. There is no dispute that increasing the diversity of school staff and administrators, including minority representation in teacher preparation programs, can play a role in the reduction of racial and ethnic isolation. Under Connecticut General Statutes § 10-220, as amended by P.A. 98-252 § 13, each local or regional board of education must now develop and implement a written plan for minority staff recruitment, along with reporting requirements. In addition, legislation in 1998 added additional funds to the Connecticut State Universities and the University of Connecticut for scholarships for future minority educators.⁶ The Regional Educational Service Centers gather data on minority staff recruitment and coordinate meetings and recruiting fairs which concern the recruitment of minority staff.

⁵ See Special Act 97-21, as amended by S.A. 98-6; Connecticut General Statutes § 10-66ee, as amended by P.A. 98-168 § 24.

⁶ See Public Act 98-168 § 13, as amended by P.A. 98-252 § 65.

At the hearing Theodore Sergi, Connecticut's Education Commissioner, testified that the State Department of Education had conducted a survey in February of 1998 to determine whether local school boards had made efforts in the area of minority recruitment. It found that the vast majority of school districts were attempting to recruit minority teachers and half of the districts had a written policy regarding minority recruitment.

Commissioner Sergi described an incident concerning public statements made by the former school superintendent in Cheshire on the issue of minority recruitment. The Commissioner received a letter from Representative Cameron Staples, co-chairman of the House education committee, which letter expressed concern about the superintendent's statements. In response, Commissioner Sergi made a personal visit to the Cheshire Board of Education where he obtained assurances that Cheshire in fact intended to abide by its legal duties with regard to minority recruitment. Thereafter Cheshire offered a substantial number of spaces for participation in the Choice program.

The Choice Program

Section three of Public Act 97-290 provides, in pertinent part:

(b) There is established, within available appropriations, a state-wide interdistrict public school attendance program. The purpose of the program shall be to: (1) Improve academic achievement; (2) reduce racial, ethnic and economic isolation or preserve racial and ethnic balance; and (3) provide a choice of educational programs for students.

(c) The program shall be phased in as provided in this subsection. (1) For the fiscal year ending June 30, 1998, the Department of Education shall provide grants in the amount of fifty thousand dollars each to the regional educational service centers for the Hartford, New Haven and Bridgeport regions to assist school districts in planning for the operation of the program. (2) For the school year commencing in 1998, and for each school year thereafter, the program shall be in operation in the Hartford, New Haven and Bridgeport regions. Students who reside in Hartford, New Haven or Bridgeport may attend school in another school district in the region and students who reside in such other school districts may attend school in Hartford, New Haven

or Bridgeport. The Department of Education shall provide, within available appropriations, a grant for the fiscal year ending June 30, 1999, to the remaining regional educational service centers to assist school districts in planning for the expansion of the program to every school district in the state. (3) For the school year commencing in 1999, and for each school year thereafter, the program shall be in operation in every school district in the state and students may attend school in any school district in accordance with the provisions of this section, including the purposes specified in subsection (b) of this section.

The Choice program, or "Open Choice" as it is sometimes called, is an outgrowth of the Project Concern program, which operated for many years in the Hartford area, and which, in its early history, also operated in the New Haven and Bridgeport areas.

Under the new Choice program, beginning first in Hartford, New Haven and Bridgeport areas, and then later throughout the state, districts must report to their respective Regional Education Service Centers seats available for students from other districts to allow interdistrict attendance. Project Concern, which operated in the Hartford area until this school year, has been folded into this program.⁷ Three million dollars has been allocated for the Choice Program for the 1998-1999 school year alone, as compared to just \$900,000 for Project Concern in the year before the Supreme Court's decision in this case. Commissioner Sergi expects that the program will grow in the future.

The Choice Program includes features which were not present in its predecessor, Project Concern. Project Concern was not available to all students in Hartford. Only the parents of particular children were "invited" to apply. Under Choice, all students are free to apply, and unlike Project Concern, special education students and students with limited English Proficiency are not turned away. The Latino participation rate in Choice has already exceeded the "best" years of Project Concern.

⁷ See Public Act 97-290 § 3, as amended by P.A. 98-168 § 23 and P.A. 98-252 § 34; Connecticut General Statutes § 10-266j, as amended by P.A. 98-168.

If a Choice program student needs special education, the receiving district must provide the services and if the cost of the services exceeds the \$2000 per student the district receives from the State, the sending district picks up that extra cost. The student is also the responsibility of the receiving district for all disciplinary purposes.

By providing the receiving district with \$2000 per student and the one half of the "daily membership" for Educational Cost Sharing purposes, the Legislature sought to shift the financial burden and the responsibility for the student to the receiving district, without the "umbilical cord back to Hartford" that existed under Project Concern. Already, in its first year, the Choice program has achieved more Latino student participation in the Hartford area than Project Concern achieved in even its peak years. Other improvements over the old program include the renewed participation of the New Haven and Bridgeport regions, and an expected increase in total number of students in the programs. Under Project Concern, the State paid only \$468 per student to the receiving district. Under the Choice program, the State pays \$2000 per student and also provides a \$1200 per student transportation grant to the appropriate Regional Education Service Center. Finally, under the Choice program, once the receiving district has committed to taking a student, it is by law obligated to keep the student in its system at least until the student graduates from the particular school building to which he or she has been admitted.

The 1998-99 School year is the first year for the operation of the Choice Program. Suburban school districts made 1400 seats available statewide. The commitment of this many seats in the first year of the program was particularly encouraging because many suburban districts have a strained capacity due to increases in student populations and the increasing number of special education students who are taught in mainstream classrooms.

The State is providing several incentives to encourage local districts to offer seats in the

Choice program. Any school district which builds a school facility which includes extra room for the interdistrict transfer of students will receive funds from the State in an amount which is ten percent higher than the district's normal reimbursement rate.⁸ Another incentive for districts to offer seats in the program is the districts' new statutory duty to demonstrate evidence of progress in reducing isolation.

Lighthouse Schools

The inclusion of a provision concerning lighthouse schools in Public Act 97-290(§ 18) resulted from legislative debate, rather than from the recommendations of the Education Improvement Panel. The concept of the lighthouse school came about as a result of a number of legislators describing the need to enable educators to improve the quality of a school in a district to the degree that it would attract students from across the district, and, eventually, from other school districts. A lighthouse school can be the predecessor of an interdistrict magnet school.

There are several schools in New Haven which were open only to children from New Haven until parents prevailed upon the school board to open them to children from other districts. Those schools began as, essentially, New Haven lighthouse schools and became interdistrict magnet schools. For the school year 1998-99 there are approximately 500 children from outside New Haven who will attend New Haven schools.

Under Public Act 97-290 § 18 one hundred thousand dollars per year is designated to fund planning of lighthouse school programs initially in Hartford, and later including Bridgeport and New Haven. The Hartford program could open as early as next year. The two Hartford school principals

⁸ School construction reimbursement rates range from 20 to 80 percent based on the wealth of the district.

who testified as witnesses for the plaintiffs endorsed the efficacy of such programs. Mr. Thompson testified about his intention to develop a lighthouse school based on his school's highly successful intradistrict classical magnet program. He further stated that he believed that such a high quality program could attract students from the suburbs. Mr. Montanez testified that he and his staff at the Mary Hooker Elementary School in Hartford have been working on a lighthouse school curriculum for several years and he expects that it will take several more years before his curriculum is ready to be implemented.

Time Frames Specified in Public Act 97-290

Section four of Public Act 97-290 requires the State Board of Education to develop a five-year implementation plan "with appropriate goals and strategies to achieve resource equity and equality of opportunity, increase student achievement, reduce racial, ethnic and economic isolation, improve effective instruction and encourage greater parental and community involvement in all public schools of the state." That section also requires that the implementation plan shall:

(1) Include methods for significantly reducing over a five-year period any disparities among school districts in terms of resources, staff, programs and curriculum, student achievement and community involvement that negatively impact student learning, (2) provide for monitoring by the Department of Education of the progress made in reducing such disparities, and (3) include proposals for minority staff recruitment, including but not limited to, alternative certification, mentoring programs, involvement of the community-technical colleges and efforts by regional educational service centers.

In accordance with that section, the State Department of Education completed a thorough analysis of resource disparities among Connecticut school districts in February, 1998. The purpose of that analysis was to provide a clear understanding of where the greatest disparities existed among Connecticut's public schools in order to focus efforts to reduce such disparities. This February 1998

report also contained specific further legislative recommendations, which were adopted by the General Assembly. An assessment of disparities in programs and curricula, student achievement, and the reduction of racial, ethnic and economic isolation, and of the improvement of parental and community involvement, with further legislative recommendations, was due in January, 1999. The State Department of Education was on schedule for meeting this legislated time frame at the time of the hearing. To date, activities on meeting the second part of this legislative mandate have involved more interactions with the school superintendents and the consideration of further proposals regarding magnet schools, charter schools and the Open Choice program. The State Department of Education has an ongoing duty to analyze and report educational disparities on a biennial basis after January, 1999.

Reporting on Efforts to Reduce Isolation

Public Act 97-290 § 2 required all local and regional boards of education to report by October 1, 1998, and biennially thereafter to their respective Regional Education Service Centers, their efforts at reducing racial, ethnic and economic isolation. The State Department of Education will assess their "progress over time" in achieving such reduction. The regional centers will in turn report to the Commissioner, who will report by January 1, 1999 and biennially thereafter to the Governor and legislature. Once this year's "baseline" or "benchmark" has been established for each school district, the district will be required to demonstrate "evidence of progress over time" on reducing racial, ethnic and economic isolation.

This legislatively mandated duty to demonstrate reduction in isolation in each district's schools has put the districts on notice that they are required to participate in interdistrict programs in meaningful ways, and is one of the reasons for the increased interest in interdistrict programs. If

local school districts fail to demonstrate evidence of progress in reducing racial and ethnic isolation, they can be subjected to financial sanctions or court ordered implementation of a plan to reduce racial and ethnic isolation. See Connecticut General Statutes § 10-4b.

State's Takeover of the Hartford Public Schools

In February of 1996 before the Supreme Court's decision in this case, the Hartford Board of Education voted to sever its relationship with Education Alternatives, Inc., a private company that had been contracted with to manage and run the Hartford schools. After the Hartford City Council declared a state of emergency the Mayor and the chair of the Hartford Board of Education asked the State Department of Education to conduct a comprehensive assessment of the Hartford Public Schools. That assessment included an examination of existing curriculum, the growth and prevalence of special education, and staffing and facilities. The New England Regional Laboratory at Brown University conducted interview polling of 200 parents, students, teachers and community members. The assessment produced 48 recommendations which were subsequently adopted by the Hartford Board of Education. Although Hartford teachers and staff appeared to take the recommendations to heart and began to address them, the Hartford Board of Education was beset by such discord that it could not take any effective action with respect to the Hartford Public Schools. The situation continued to decline into early 1997.

Thereafter the General Assembly passed Special Act 97-4, which eliminated the Hartford Board of Education and replaced it with the State Board of Trustees as the governing body of the Hartford Public Schools. That special act adopted the 48 recommendations. The State Department of Education assigned monitors to verify Hartford's progress in implementing those recommendations and the mandates of the Act and to prepare quarterly progress reports for the Trustees.

Even the Board of Trustees' assumption of control did not end Hartford's problems. The Board of Trustees determined that Hartford needed a new Superintendent of Schools. At the time of the hearing a capable acting superintendent and assistant superintendent for finance were in place in Hartford.

Commissioner Sergi testified that the mechanisms for long term improvement in Hartford Schools are in place, and the issue now is "execution, not vision." There has been unprecedented cooperation between the State and the City, according to the Commissioner, with a significant increase in State and Federal resources coming into the district. Once Hartford was no longer paralyzed by an ineffectual Board of Education, major work on the facilities infrastructure and curriculum began. In Hartford achievement in the elementary schools has improved in each of the last five years. The special education prevalence rate has been reduced and attendance has improved.

Commissioner Sergi further testified that a "culture of accepting a light bulb that's out, a child who can't read, a roof that leaks" is changing, albeit with some "bumps in the road ."

Improvement of the Quality of Urban Education

Curiously, at the hearing before this court the plaintiffs' counsel repeatedly objected to and labeled irrelevant evidence of the numerous efforts and initiatives aimed at improving the quality of urban education. However plaintiffs' witnesses acknowledged the crucial link between improving urban education and reducing racial isolation for all students.

Mr. James Thompson, principal of Simpson-Waverly Elementary School in Hartford, testified that following the forty-eight recommendations to improve the Hartford schools will bring about positive results, which will in turn play a role in bringing suburban students into the schools. Mr. Allison, another witness called by the plaintiffs, stated that improving the quality of education in

Hartford is "critical," and Dr. Natriello, one of the plaintiffs' expert witnesses, testified that it was appropriate for educational leaders to seek to improve urban education at the same time they seek to reduce isolation because there is a relationship between the two -- higher quality attracts more students. Another plaintiffs' expert witness, Dr. Gordon, testified that if there is a quality program at the end of the bus ride in Hartford, people will support it. He also opined that the majority of successful desegregation plans succeed because they improve the quality of schooling that was present in the minority schools before the plan.

The following describes steps which the State has taken to improve the quality of urban education statewide.

The Legislature has enacted a well funded program to improve school readiness for preschoolers by establishing local school readiness councils and targeting urban and priority districts. See Public Act 97-259, as amended by P.A. 97-11 (June 18 Special Session) § 25, P.A. 98-239 § 30; P.A. 98-243 §§ 10, 11, and P.A. 98-252 § 32; S.A. 97-21. School readiness programs were added to the existing network of family resources centers to assist students. The school readiness councils which will be set up throughout the State will apportion the monies, with 85-90% set aside for "priority" school districts. Sixty such program centers are planned for 1998-1999. See Connecticut General Statutes § 10-4o, as amended by P.A. 97-259 § 21. The Head Start program has received increased funding. See Connecticut General Statutes § 10-16n, as amended by P.A. 97-247 § 7, S.A. 97-21. In total, funding for these programs has increased from \$2 million in 1996-97, to \$24 million in 1997-98, to \$46 million in 1998-99.

Each local and regional board of education must now develop plans for improving early reading skills, See Public Act 98-243 § 1, and the State Board of Education has adopted specific reading standards. See Public Act 97-290 § 23, as amended by P.S. 98-243 § 2. Districts must also

now provide annual reports on the condition of their facilities, which the Commissioner will use to report to the General Assembly. See Connecticut General Statutes § 10-220, as amended by Public Act 97-290 § 21. The first comprehensive data collection on the condition of school facilities in Connecticut has now been completed, and that database will be updated regularly.

Legislation passed in 1997 and 1998 increased funding for the State Department of Education's long-standing programs to assist "urban and priority districts" through targeted grants with an emphasis on achieving more early reading success. Sixteen million dollars were allocated for this purpose in 1996-97, \$18 million in 1997-98 and \$19 million in 1998-99. The State has added a "transitional" school district grant. Commissioner Sergi testified that the purpose of such grants was to "reach communities in the first ring suburbs and some of our older cities" traditionally left out of the funding under the priority school district scheme. Twenty percent of all priority school district grants must go to early reading activities.

Twenty-five million dollars in technology infrastructure grants have been created over the last three school years for the wiring of schools for internet access, with a substantial portion earmarked for Hartford, New Haven, Bridgeport, and Waterbury. Connecticut General Statutes § 10-4h, as amended by Public Act 98-252 § 5; Special Act 97-1 (June 5 Special Session) § § 13, 32, as amended by S.A. 98-9 § 77.

The State Department of Education has distributed a model plan to all districts for encouraging parental and community involvement in the schools, and districts must now develop their own such policies and procedures. Section 21 of Public Act 97-290 requires school districts to provide annual reports on the condition of their facilities. The first comprehensive data collection on the condition of school facilities in Connecticut has been complete and that data base will be updated regularly.

At the time of the hearing before this court, the State had increased its total funding of education, including substantial funding specifically directed to reduce racial, ethnic and economic isolation, by \$200 million above its funding for education before the decision of the Supreme Court in this case. For the 1998-99 school year alone, the State increased its funding for education by \$93 million.

Has the State Complied with the Supreme Court's Order

In the "Remedies" section of its opinion in this case the Supreme Court stated:

Because the parties have not had the opportunity to present evidence directed to the remedial consequences that follow from our decision on the merits of the plaintiffs' complaint, we could remand this case to the trial court for further proceedings to address remedies. Alternatively, if no further evidentiary inquiries would be required, we could invite further briefing in this court and attempt to resolve the issues ourselves.

We have decided not to follow either of these avenues but to employ the methodology used in *Horton I*. In that case, the trial court, after having found for the plaintiffs, limited its judgment by granting only declaratory relief but retained jurisdiction to grant consequential relief, if needed, at some future time. *Horton I*, supra, 172 Conn. 650. In light of the complexities of developing a legislative program that would respond to the constitutional deprivation that the plaintiffs had established, we concluded, in *Horton I*, that further judicial intervention should be stayed "to afford the General Assembly an opportunity to take appropriate legislative action." *Id.*, 653. Prudence and sensitivity to the constitutional authority of coordinate branches of government counsel the same caution in this case.

In staying our hand, we do not wish to be misunderstood about the urgency of finding an appropriate remedy for the plight of Hartford's public schoolchildren. Every passing day denies these children their constitutional right to a substantially equal educational opportunity. Every passing day shortchanges these children in their ability to learn to contribute to their own well-being and to that of this state and nation. We direct the legislature and the executive branch to put the search for appropriate remedial measures at the top of their respective agendas. We are confident that with energy and good will, appropriate remedies can be found and implemented in time to make a difference before another generation of children suffers the consequences of a segregated public school education.

238 Conn. at 45-46.

The plaintiffs do not claim that the legislative and executive branches took no action in response to the Supreme Court's directive. Rather, they claim that the State has not done enough fast enough. In support of this contention they rely on the undisputed fact that at the time they returned to court, March, 1998, and at the time of the hearing, September, 1998, the racial imbalance in the Hartford schools had not only not improved, but had become slightly worse than it was at the time the Supreme Court issued its decision in this case.

Certainly one method of assessing the efficacy of the State's efforts to reduce racial and ethnic isolation in the Hartford schools is to wait a reasonable amount of time to see how many students in Hartford are still attending schools in which they are racially or ethnically isolated. For the reasons set forth below, the court finds that the plaintiffs failed to wait a reasonable time and that their return to court was premature. They have returned to court well before any reasonable efforts could possibly have had any discernible effects.

The Supreme Court issued its decision on July 9, 1996. Even if the Executive and Legislative Branches had been able to pass remedial legislation on the very next day, that would have come too late to affect the 1996-1997 school year. Programs for that year would have to have been completed by approximately March, 1996. Therefore, even an instantaneous State response could not have been reasonably implemented until the 1997-98 school year. The plaintiffs did not even wait until the end of that first school year before determining that the State's actions were inadequate, but instead first sought relief from this court in March of 1998.

The Executive and Legislative Branches of this state both acted very expeditiously to comply with the Supreme Court's order. Governor Rowland issued the Executive Order which created the Education Improvement Panel just sixteen days after the Supreme Court's decision issued. In the

following six month period Governor Rowland and the Legislative leadership appointed twenty-one citizens to the Panel. Those citizens devoted many days in discussion, deliberations and information gathering and issued the final report of the Panel on January 22, 1997. Within five months after it received that report the Connecticut Legislature passed Public Act 97-290. Notwithstanding the speed with which the Legislature acted to pass that legislation, the legislation was not cursory, but rather, was a comprehensive, carefully drafted, and well funded plan.

Most of the measures enacted under Public Act 97-290 had not even gone into effect in March, 1998 when the plaintiffs returned to court. The first year of Project Choice was 1998-99. The school districts were to complete their first report on their efforts at reducing racial, ethnic and economic isolation by October 1, 1998. This was to serve as a "baseline" by which to gauge progress in succeeding years.

The plaintiffs have not disputed that the Hartford School Board experienced problems that ultimately became insurmountable after the Supreme Court's decision. It was unreasonable for the plaintiffs to expect that reforms of any kind could have been implemented in Hartford before the State 1) took control of the management of Hartford Schools and 2) stabilized basic problems with the physical school facilities. That stabilization process was ongoing when the plaintiffs first returned to court and even at the time of the hearing.

The plaintiffs do not disagree with the measures the State has taken in its attempt to reduce racial and ethnic isolation in Hartford. On the contrary, almost every witness called by the plaintiffs was in favor of some or all of those measures.

Professor Natriello agreed that it is beneficial to try and build community support for interdistrict programs and magnets in order to have a greater chance of long term success. He further agreed, as did Dr. William Gordon, that reducing ethnic-racial isolation and improving quality of

education go hand-in-hand because it is easier to attract diverse students to good schools. Dr. Gordon endorsed the State's policy of developing grass-roots support for desegregation plans. He also agreed that financial incentives can play a role in participation of districts in interdistrict magnets, that promoting increased diversity in school staff helps to reduce isolation, that the use of interdistrict magnets was an acceptable method of reducing racial isolation and that he was in favor of the State encouraging the building of new buildings closer to the border with Hartford. Finally, Dr. Gordon stated that after reviewing the EIP report, he thought that its recommendations on increasing intra and interdistrict choice was a "concrete recommendation."

Dr. Gary Orfield endorsed the use of interdistrict magnet schools. He also testified in glowing terms about success of the so-called METCO program, which began in Boston in the 1960's and now has 3200 of Boston's total school population, which he did not quantify, participating in a voluntary school choice program. The METCO program sounded virtually identical to the Choice program mandated in P.A.97-290.

Thus, the plaintiffs do not disagree that many of the measures adopted by the State can reduce racial and ethnic isolation, but they argue that the State has not acted fast enough in complying with the Supreme Court's decision.

The Supreme Court did not specify a time frame for the reduction of racial and ethnic isolation. It used the word "urgent" at the same time it ordered the legislative and executive branches to take action. The Court was certainly aware that the legislative process is not an instantaneous one and that before any reduction in racial, ethnic or economic isolation could occur, the executive and legislative branches needed sufficient time to propose and enact meaningful legislation. Therefore, the word "urgent" cannot reasonably be construed to require instantaneous action.

In order to determine the efficacy as well as the timeliness of the State's response to the

Supreme Court's decision, it is necessary to consider the alternative remedies available to the State in its attempts to reduce racial, ethnic and economic isolation in Hartford schools. The remedies fall into two basic categories: voluntary and mandatory.

The measures mandated by Public Act 97-290 and the other legislation referred to above are voluntary. As previously stated, the plaintiffs do not oppose voluntary measures in general. However, those measures do not produce the quick results that the plaintiffs seek. In addition, Dr. Gordon faulted the voluntary measures adopted by the State largely because those measures contained no quotas or other numerical goals. He testified that unless a desegregation plan had quotas, it was not really a desegregation plan.

Commissioner Sergi testified that the State purposely refrained from adopting arbitrary quotas or numerical goals, but rather, expects school districts to show continual evidence of progress over time. He drew an analogy to the education funding cases, *Horton v. Meskill*, 195 Conn. 24, 486 A.2d (1985); *Horton v. Meskill*, 187 Conn. 187, 445 A.2d 579 (1982); *Horton v. Meskill*, 172 Conn. 615, 376 A.2d 359 (1977), stating that numerical goals were not established there as measures of progress. Instead, the State adopted the broad goals of reducing the disparity in communities' ability to pay for education and reducing the disparity in expenditures. Commissioner Sergi further testified that maintaining the broad goal of reducing racial isolation with the broad measure of progress over time provides flexibility.

Dr. Orfield opined that the State had not created enough magnet schools and further testified that the State could open a sufficient number of new magnet schools by the school year 1999-00 "to move from a situation where you had a few hundred students experiencing some kind of desegregated experience to a situation where you'd have several thousand students experiencing that very feasibly by next year." Dr. Orfield ventured the foregoing opinion based on the assumption that there were

buildings which were available and ready to house additional magnet schools. However, he had done no investigation and had no knowledge as to the availability of any school buildings. He admitted that if his proposed magnet schools required the construction of school buildings, then those magnets could not be completed within the time frame he suggested.

Dr. Orfield's testimony further made clear that there are no easy solutions in the difficult area of school desegregation. He testified that St. Louis and San Francisco, two cities where he had helped to create desegregation plans, had "failed to achieve metropolitan desegregation by any stretch of the imagination."

The second type of desegregation remedy is mandatory. Dr. Orfield testified that in order to fully desegregate the City of Hartford there would have to be significant mandatory reassignment of students. The term "mandatory reassignment" is, essentially, a synonym for "forced bussing."

Dr. Christine Rossell, an expert witness called by the defendants, presented convincing testimony that mandatory reassignment would not have the effect sought by the plaintiffs, and would in fact, be counter productive. Unlike Dr. Orfield, whose testimony was not based on any statistical research, Dr. Rossell has conducted extensive empirical studies of the effects of various types of desegregation plans. Stating that she previously had been a proponent of mandatory reassignment, she testified that her views changed when her empirical studies began to indicate that mandatory reassignment of white students to minority schools did, in fact, produce significant white enrollment loss or "white flight" from those schools.

Dr. Rossell testified that mandatory reassignment plans are only mandatory for the poorest people in a school district: "Everybody else has a choice. Poor people have to go where they're reassigned by some Court or Government agency who says you must go there. The rest of us can put our kids in private schools. We can move to another school district and we do. So even though these

plans were implemented with the best of intentions and you have to understand that I supported them in the early years. Even though they were implemented with the best of intentions, the problem is they're mandatory only for the poorest people in a school district."

Dr. Rossell testified that the State's approach is to implement a state-wide remedy that is based on the premise that voluntary integration is more likely to produce a lasting integration and will have more positive social effects and that this will be enhanced by their equal emphasis on improving educational quality for all children. Her research shows that a voluntary approach to school desegregation is the most effective approach and it will produce the most lasting integration. In other words, according to Dr. Rossell, in the area of school desegregation slow and steady wins the race.

In light of Dr. Rossell's findings about the relationship between mandatory reassignment of students and white flight it is not surprising to learn that since 1981 only two small school districts, Hattiesburg and Natchez, have adopted desegregation plans which use mandatory reassignment. In those districts mandatory reassignment produced a rate of white enrollment loss of about 45%. Dr. Rossell predicted that if white suburban students were mandatorily reassigned to Hartford that Hartford schools would experience a white enrollment loss at approximately the rate of 45 - 50%.

Many federal courts have held that white flight, or white enrollment loss, may be taken into account in an attempt to promote integration. *Clark v. Board of Education*, 705 F.2d 265, 271 (8th Cir. 1983); *Stout v. Jefferson County Board of Education*, 537 F.2d 800, 802 (5th Cir 1976); *Parent Ass'n of Andrew Jackson High School v. Ambach*, 598 F.2d 705 719 (2d Cir. 1979).

The plaintiffs' comparison of the State's efforts to reduce racial and ethnic isolation with the conduct of the states and cities involved in the cases of *Swann v. Charlotte-Mecklenburg Board of Education*; 402 U.S. 1 (1971); *Milliken v. Bradley*, 433 US 267 (1977); and *Green v. County School Board*, 391 U.S. 430 (1968), is hardly appropriate. In those cases the United States Supreme Court

addressed blatant *de jure* segregation which had continued unabated for years after its decision in *Brown v. Board of Education*, 347 U.S. 483(1954)(in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.)

In *Swann* the North Carolina General Assembly responded to *Brown* by passing the Pupil Assignment Act (1955-56), which allowed school boards to continue to assign pupils to separate schools based on race. Seventeen years after the *Brown* decision prohibited the practice of maintaining separate schools for black and white children, the Supreme Court found that the local school board had taken affirmative measures which had "been used as a potent weapon for creating or maintaining a state-segregated school system." 402 U.S. at 21.

Similarly, in *Green* the Court also addressed blatant *de jure* segregation:

Petitioners brought this action in March 1965 seeking injunctive relief against respondent's continued maintenance of an alleged racially segregated school system. New Kent County is a rural county in Eastern Virginia. About one-half of its population of some 4,500 are Negroes. *There is no residential segregation in the county; persons of both races reside throughout. The school system has only two schools, the New Kent school on the east side of the county and the George W. Watkins school on the west side. In a memorandum filed May 17, 1966, the District Court found that the "school system serves approximately 1,300 pupils, of which 740 are Negro and 550 are White. The School Board operates one white combined elementary and high school [New Kent], and one Negro combined elementary and high school [George W. Watkins]. There are no attendance zones. Each school serves the entire county."* The record indicates that 21 school buses - 11 serving the Watkins school and 10 serving the New Kent school - travel overlapping routes throughout the county to transport pupils to and from the two schools.

The segregated system was initially established and maintained under the compulsion of Virginia constitutional and statutory provisions mandating racial segregation in public education, Va. Const., Art. IX, § 140 (1902); Va. Code § 22-221 (1950). These provisions were held to violate the Federal Constitution in *Davis v. County School Board of Prince Edward County*, decided with *Brown v. Board of Education*, 347 U.S. 483, 487 (Brown I). *The respondent School Board continued the segregated operation of the system after the Brown decisions, presumably on the authority of several statutes enacted by Virginia in resistance to those decisions.*

391 U.S. 432-33. (Emphasis added)

In its decision in this case the Supreme Court acknowledged that the racial segregation in the Hartford schools was *de facto*, not *de jure*:

The state has not intentionally segregated racial and ethnic minorities in the Hartford public school system. Except for a brief period in 1868, no students in Connecticut have intentionally been assigned to a public school or to a public school district on the basis of race or ethnicity. There has never been any other manifestation of *de jure* segregation either at the state or the local level. In addition to various civil.

238 Conn.at 10.

The measures appropriate to remedy *de jure* segregation which has continued for more than ten years in violation of a United States Supreme Court decision must necessarily be more severe than those appropriate to address *de facto* segregation which has continued for only several years after it was held to violate the Connecticut Constitution. See *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. at 16 (the nature of the desegregation remedy is to be determined by the nature and scope of the constitutional violation). It is further inappropriate for the plaintiffs to draw an analogy to the remedies employed in *Swann*, *Green* and *Milliken* because under federal law the plaintiffs would have no remedy in this case. Federal law does not remedy *de facto* segregation. *Sheff v. O'Neill*, 238 Conn. at 3; *Pasadena Bd. of Education v. Spangler*, 427 U.S. 424, 434-36(1976).

The rapid rate of desegregation which the plaintiffs seek can only be accomplished through a mandatory reassignment plan. Based on the evidence presented at the hearing this court finds that voluntary plans are generally superior to mandatory ones because they promote integration of more lasting duration with a minimum of opposition and disruption. This has been recognized by courts in other jurisdictions:

A key to the success of the [Buffalo desegregation] plan is the fact that for the most part, the integration of the schools has been achieved by voluntary means. Through the use of innovative educational techniques, the need for fixed assignments and

mandatory busing of students has been kept to a minimum. There has been no disruption of the schools, no violence, and no massive "white flight" of majority students from the City. Instead, the City schools have improved through the use of these [voluntary] programs, and the proportion of majority to minority students has remained steady, even as the population of the City has decreased.

Arthur v. Nyquist, 547 F. Supp. 468, 470 (W.D.N.Y. 1982).

Voluntary integration plans make particular sense in situations where, as here, the past segregation was *de facto* and not *de jure*. A Pennsylvania court approved a school district's voluntary plan as a response to a finding of *de facto* segregation over the objections of the plaintiffs, who wanted a plan with mandatory components. The court concluded that, because "the School District of Philadelphia became segregated by action of the people on a voluntary basis by their selection of their neighborhood residence, [i]t does not seem inappropriate . . . to attempt to achieve desegregation by the equally voluntary action of the people in the selection of the schools their children will attend." *Pennsylvania Human Relations Commission. School district of Philadelphia*, 374 A.2d 1014, 1016 (Pa.Cmnwlth.1977), *aff'd*, 390 A.2d 1238 (1978).

Representative Cameron Staples, Chairman of the Education Committee stated that Public Act 97-290 does not represent "all that we are capable of doing to address the inequities in our school system and the racial isolation in our school system. But I think it is a very important first step and I think more importantly than anything else, it sets in motion a second step, a third step, and a five year step to make sure that this issue is at the front of our agenda for the next five years." 40 H.R. Proc., Pt. 17, 1997 Sess., pp. 6181-82.

The plaintiffs have sought court intervention before the State has had an opportunity to take even a "second step" in the remedial process. The State has acted expeditiously and in good faith to respond to the decision of the Supreme Court in this case. It has devised a comprehensive, interrelated, well funded set of programs and legislation designed to improve education for all.

children, with a special emphasis on urban children, while promoting diverse educational environments. The Legislative and Executive branches should have a realistic opportunity to implement their remedial programs before further court intervention. This will not only satisfy the Supreme Court's desire to be sensitive to the "constitutional authority of coordinate branches of government," 238 Conn. at 45-46, but will also allow any educational reform plan to gain grassroots popular support which is crucial to the success of any plan. The best way to achieve popular support is not to impose a judicially mandated remedial plan, but to encourage Connecticut's populace as a whole, both directly and through their elected representatives, to solve the problems facing the state's schools.

For the reasons set forth above this court finds that the State has complied with the Decision of the Supreme Court in this case.

By the court,


Aurigemma, J.

New Haven MSAP Other Attachments Form

File 3: Selection of Students

Table 5: Selection of Students

Instructions:

For each magnet school included in the project:

- Indicate whether or not 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 same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- 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.

Magnet School(s): Beecher Museum School of Arts & Sciences, John C. Daniels School of International Communications, Ross-Woodward Classical Studies School, Science & Engineering University 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.

The following is a brief description of how the New Haven Public Schools will select students for the Magnet Schools Assistance Program.

The New Haven Public Schools will use a **lottery** to select students for its magnet schools. No academic criteria such as academic examination or grades will be used to screen or select students. In addition, no performance testing or screening will be used to select students.

During the magnet school application period, a parent seeking to enroll his/her child in a magnet school will be asked to indicate school choices by completing an application form. Efforts will be made to give each parent his/her first choice. Parents will be asked to make choices solely on interest. Students will not be required to take an academic examination, nor will any results of academic examinations be considered as a requirement for student selection.

If there are more applicants than available seats in a magnet school, the New Haven Public Schools will conduct a lottery to fill the available spaces at each grade level at each magnet school.

The student selection process will be in accord with the court order and the state rules, regulations and laws governing the Connecticut Interdistrict Magnet Program which is a result of the Sheff Decision.

New Haven MSAP Other Attachments Form

File 4: Tables 6, Revised Magnet Schools

Table 6: Revised Magnet Schools

Instructions:

For each magnet school identified in Table #2 (Existing Magnet Schools Included in the Project):

- 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 within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs 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; 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 program; etc.
- 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 “Nature of Revision or Change to the Magnet School” box.
- Use additional sheets, if necessary.

Magnet School

Nature of Revision or Change to the Magnet School:

No Revised Magnet Schools Participating in the Project

Explanation of How or Why the Revision is Significant:

New Haven MSAP Other Attachments Form

File 5: Resumes

(b)(6)

Dr. Reginald Mayo
Superintendent of Schools
New Haven, Connecticut

Dr. Reginald Mayo, Superintendent of the New Haven Public Schools, is a seasoned leader whose 36 years as an educator have culminated in remarkable growth for the New Haven Public Schools.

Dr. Mayo was appointed Superintendent of New Haven Public Schools in 1992 and has devoted most of his professional career to the district. He started out in 1967 as a science teacher at Troup Middle School, and subsequently chaired the mathematics and science department at Troup. In 1973, Dr. Mayo was appointed Assistant Principal of Troup, then was promoted to principal of Jackie Robinson Middle School. In 1980, he continued his professional development as a post-doctorate fellow at Yale University. In 1981, he was promoted to K-8 Director of Schools, and in 1984, Executive Director of School Operations, a post he retained until his superintendency appointment in 1992.

Through his leadership, New Haven became the first district in the State of Connecticut to craft a policy effectively ending the practice of social promotion. New Haven's retention policy, its mandatory summer school and its Saturday Academies have garnered national press attention and praise from key leaders. The summer school program has emerged as one of the most successful in the State of Connecticut.

At a time when the State of Connecticut is rocked by the school desegregation case known as Sheff vs. O'Neill, Dr. Mayo's school district has quietly and effectively built the largest interdistrict magnet program in the State of Connecticut, with 1,300 suburban students enrolled and a model program of urban-suburban exchange.

As many school districts are just coming to grips with the deterioration of neighborhood schools built decades ago, Mayor John DeStefano Jr. has created one of the largest and most innovative school construction programs in the country, administered through the Board of Education. To date, as a result of this program, the first phase of the building program has resulted in renovations and reconstruction for 14 schools. Another six schools are in construction and 9 are in design. A new master plan completed in 2001 charts the rebuilding of every remaining school in the district, with a budget exceeding \$1.1 billion.

The New Haven Public Schools also oversees an early childhood initiative that has expanded the quality and quantity of child care available in the City of New Haven. The City's school readiness program is one of the most ambitious, with nearly 2,000 new child care slots created just in the past few years for children ages 3 and 4. The district also has the highest percentage of children attending preschool programs of the urban districts in the State of Connecticut.

Dr. Mayo has created several other innovative programs to help families succeed with school. At school events, he noted that grandparents often were the primary caregivers. As a grandparent contributing to his grandson's care, he sympathized. He asked his Social Development Department to look into the trend. The result was a monthly forum for grandparents who are raising their grandchildren that has involved 1,000 grandparents.

Dr. Mayo is an effective advocate and champion who recently was honored by Dr. James Comer, founder of the Yale University School Development Program, with an award for his "tireless work on behalf of America's children, especially the most disadvantaged."

Educational Background:

Doctor of Philosophy, **University of Connecticut**

Post-Doctoral Study, **Yale University** School Development Program

Doctor of Education, **Nova University**, Fort Lauderdale, FL

Master of Science, **Southern Connecticut State University**

Bachelor of Science, **Virginia Union University**, Richmond, Virginia

Professional Activities

Member, Horace Mann League of the U.S.A.

Fellow for Calhoun College, Yale University

Fellow for Yale Bush Center

Student Advisor, Union Graduate School

Adjunct Professor, Southern Connecticut State University

Research Affiliate, Yale Child Study Center

Awards

- | | |
|------|---|
| 2003 | Connecticut 2004 Superintendent of the Year, CT Association of Public School Superintendents |
| 2003 | Thirman L. Milner Outstanding Civic Leadership Award, Greater New Haven NAACP |
| 2003 | Educational Leader of the Year, Southern CT State Univ. Department of Educational Leadership |
| 2003 | Casa Otonal, Man of the Year |
| 2003 | Farnham Neighborhood House, Community Leader Award |
| 2002 | The Gan School, Community Leadership Award |
| 2001 | Community Service Award for Education, Greater New Haven Black History Committee |
| 2000 | Outstanding Superintendent Award, Neag School of Education Alumni Society
University of Connecticut |
| 2000 | "Rebuilding Urban Schools for the 21 st Century," presentation to 60 th Annual Conference,
National School Boards Association. |
| 1999 | American Association of School Administrators' Judge, Architectural Jury |
| 1999 | Yale University School Development Program |
| 1999 | Gateway Community College Foundation Man of the Year |
| 1999 | Positive Image Award, Opportunities and Industrialization Center |
| 1999 | Service Award, Connecticut Council of Boy Scouts of America |
| 1998 | W.E.B. DuBois Service Award |
| 1998 | Elm City Nation Outstanding Achievement |
| 1998 | Distinguished Educational Service, NAACP |
| 1996 | Al Haray Service Award |
| 1993 | Head Start Children and Families Service Award |

Penny MacCormack

(b)(6)

Work 203-868-6504

(b)(6)

Professional Experience

Assistant Superintendent of Curriculum and Instruction. New Haven 2006 to Present
New Haven Board of Education New Haven, CT

- Organized district leaders and stakeholders in the creation of a strategic plan focusing on Leadership, Equity, Accountability, Curriculum & Instruction, Stakeholder Engagement, High Priority Schools and Human Resources.
- Responsible for the implementation and measurements of all components connected to the district strategic plan.
- Support, supervise and evaluate all Curriculum Supervisors, Staff Development, Title One, Technology, ELL, Instructional Coaches and Social Development.
- Work with the Chief Operations Officer to focus all departments on student learning.
- Work with District leadership to plan and implement effective professional development for administrators
- Responsible to design and present district goals, accomplishments and data to the Board of Education, administrators, teachers, parent and community groups.
- Responsible for the planned development of curriculum documents to support 21st century learning needs.
- Work with the Director of Research and Assessment to determine the data needs and formats at the classroom, school and district levels.

Director of Curriculum and Instruction. New Haven 2005 to 2006
New Haven Board of Education New Haven, CT

- Develop, implement and measure the success of the curriculum and instruction component of the district strategic plan.
- Responsible to create a team focused on effective professional development for teachers and paraprofessionals.
- Design presentations of district curriculum and instruction goals, accomplishments and data to the Board of Education, administrators, teachers, parents and community groups.
- Support, supervise and evaluate all Curriculum Supervisors, Staff Development, Title One, Technology, ELL, Instructional Coaches and Social Development.
- Create a plan for the development, implementation and evaluation of district curriculum to meet the needs of 21st century learners.
- Work with the Director of Research and Assessment to determine and design the formats for classroom, school and district level data.

Principal, Harborside Middle School 2002 to 2005
Milford Board of Education Milford, CT

- Responsible for all staff support, supervision and evaluation
- Responsible to hire and retain quality teachers and paraprofessionals
- Responsible for implementation and evaluation of the school improvement plan.
- Responsible to develop a schedule focused on effective student learning.
- Responsible to collect, analyze and effectively share data to improve student achievement.
- Responsible to communicate effectively with teachers, parents, students and community members regarding all pertinent information about our school.
- Responsible for effective professional development for the Dean of Students, teachers and paraprofessionals
- Responsible to create a system for the measure and continuous improvement of our school climate
- Develop teacher leadership
- Communicate with teachers through evaluation, walkthroughs, weekly teacher newsletter, emails and visits.
- Development of the district math curriculum for grades 6-8

Dean of Students, Harborside Middle School
Milford Board of Education 2000 to 2002
Milford, CT

- Responsible to create a comprehensive system for effectively managing student behaviors in order to support optimum learning
- Responsible to support, supervise and evaluate 50% of the teaching staff
- Responsible for all building operations
- Responsible to attend and assist in developing and monitoring Special Education individual learning plans
- Responsible for the management of the school budget
- Assist in the development of the school schedule
- Designed and delivered parenting workshops
- Revision of the Student Assistance Team
- Development and full implementation of the school wide crisis plan and communication protocols

Principal, The Alternative High School
Milford Board of Education 1997 to 2000
Milford, CT

- Responsible for curriculum development in all core content areas
- Responsible for effective instructional design to meet the needs of struggling students
- Responsible for support, supervision and evaluation of staff
- Responsible for hiring and retaining staff
- Responsible to create a behavior management system to support student learning
- Responsible for grant and district budget development and management
- Responsible for grant writing
- Responsible for effective communication with staff, parents, students and community members regarding the goals and accomplishments of our school
- Part time science teacher

Teacher
Milford Board of Education 1996 to 1997
Milford, CT

- Taught honors and general level Chemistry
- Member of the Alternative Education Planning Team

Teacher
Darien Board of Education 1991 to 1996
Darien, CT

- Taught AP Chemistry, General Chemistry, Ecosystems, Alternative Science
- Committee to develop Chemistry curriculum
- Committee to develop the Alternative High School Science program
- Committee to develop Ecosystems curriculum

Medical Technologist
Waterbury Hospital 1981 to 1990
Waterbury, CT

- Laboratory Testing

Additional Experience

Adjunct Professor
Southern Connecticut State University August 2006
New Haven, CT

Teaching Assignment: Curriculum and Instruction for Educational Leaders

Adjunct Professor
Southern Connecticut State University January 2007
New Haven, CT

Teaching assignment: Leadership Development

Education

Sixth Year, Educational Leadership
Southern Connecticut State University 2000
New Haven, CT
GPA: 4.0, Major GPA: 4.0

M.A., Liberal Studies
Albertus Magnus College 1997
New Haven, CT
GPA: 4.0, Major GPA: 4.0

Certification, Teaching
Southern Connecticut State University 1989
New Haven, CT
GPA: 3.9, Major GPA: 3.9

B.S., Medical Technology
University of Connecticut 1981
Storrs, CT
GPA: 3.6, Major GPA: 3.6

Jose A. Ortiz, Ph.D.

(b)(6)

(b)(6)
203-646-4898 (Work)
(b)(6)

Experience 2004-Present New Haven Public Schools New Haven, CT
Supervisor, Bilingual/ESL Programs

2002-2004 New Britain Public Schools New Britain CT

Principal, DiLoreto Magnet School for Global Studies and Dual Language Immersion

- Instructional Leader for a 600-student K-5 Intra-district Dual Language Immersion Magnet School
- Organized and provided all logistics for "on-site" professional development given to teachers, paraprofessionals, and pupil services staff.
- Supervised and evaluated a certified and non-certified staff of eighty adults
- Fiscally responsible for all grant and general fund budgets (approximately \$450K)
- Improved leadership capacity at the building level by creating: DiLoreto's Lead Teachers Core Team, Parent Curriculum Forum, and Academic Reviews.
- Developed School Improvement Plan , NCLB
- Organized and delivered PD for teachers (dual language/bilingual, monolingual, special education, and pupil services) and/or administrators in the areas of Sheltered Instruction, CALP Development, Rigor and Relevance, Data Driven Decision Making & Data Teams (Doug Reeves), and Professional Learning Communities (DuFour and DuFour), Bilingualism and Biliteracy.
- Active member of the following District-wide committees: Standards Based Reporting and Assessing (Committee Co-chair), Least Restrictive Environment, Mathematics Curriculum Revision & Adoption, Dual Language Immersion Program Review and re-organization, Search Committee for Elementary School Principal, Teacher Accountability Program, Latino Eight Grade Transition Committee, and Principals' Learning Tree.
- Organized the First Annual Taste of DiLoreto with the purpose of promoting multicultural awareness via food and dance for the 18 countries represented in DiLoreto Magnet.

2000-2002 Windham Public Schools Willimantic, CT

Windham Middle School, Associate Principal

- Instructional Leader for 500 students and staff in grades 7 & 8
- Supervised and Evaluated all certified and non-certified 7-8 staff
- Participated in the development of the district-wide staff development for

bilingual and regular ed teachers in the topic of Sheltered Instruction and English Language Learners
1994-2000 Waterbury Public Schools Waterbury, CT

Bilingual Teacher

- Taught bilingual grade 3 students for five years at Chase Elementary School
- Mathematics Lead Teacher
- Taught bilingual/ESL grades 9-12 at John F. Kennedy High School for one year; the following content areas were taught: US History I & II, World History, and Earth Science in a Sheltered Instruction environment.
- Facilitated discussion and collaboration regarding a plan to accelerate academic achievement of bilingual/ESL students in content areas such as science.

Specialized Training

Academic Training at the Doctoral Level in the field of Bilingualism and Biliteracy, (UCONN)

Dual Language Immersion: Implementation of Enriched Educational Academic Programs for ELLs

Sheltered Instruction, (Echevarria, Vogt, & Short, 2000)

CALP Development

Basic and/or Certification Training Series for Data-Driven Decision Making, Data Teams, and Making Standards Work (Doug Reeves, Center for Performance Assessment)

Classroom Walkthroughs (Learning 24/7)

A Framework for Understanding Poverty (Ruby Payne)

Professional Learning Communities at Work (Richard and Becky DuFour & Robert Eaker)

Rigor and Relevance Framework

Strategies that Work (Robert Marzano)

Standards Based Reporting and Assessing (New England ASCD, Boston 2005, Deborah Pickering)

Culturally Responsive Classroom

Logical Thinking Models

Professional Development Experience

Created, organized, and delivered the following series of staff development and workshops (audience range from 20-350): (1) Enhancing English Language Learners Achievement via Sheltered Instruction Strategies (SERC's Annual Multicultural Conference, 2001, 2003, and 2004); (2) Project Based Learning via Sheltered Instruction: a tool for accelerating ELL's Cognitive Language and Achievement (NABE, 2004, San Antonio, TX), Academic Language transcriptions from English Language Learners: evidence from the field (presented to all Speech & Language Pathologists from Hartford Public Schools, 2005); (3) Data Driven Decision Making (presented at Principals' Learning Tree for all Elementary, Middle, and High School Principals and District Administrators, (on-going PD during SY 2004-2005);

- Education**
- 1995-2000 University of Connecticut Storrs, CT
- Ph.D. in Curriculum and Instruction with a concentration in Bilingual/Bicultural Education and minor in Educational Leadership
 - MA with a concentration on TESOL Education
- 1988-1992 Catholic University of Puerto Rico Ponce, PR
- B.BA with a concentration in accounting and finance

References Available upon request.

Patricia T. D'Amore

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CERTIFICATION

Administration and Supervision	Endorsement # 92
Reading Consultant K-8	Endorsement # 96
PreK-8 Elementary Teacher	Endorsement # 01

SUMMARY OF QUALIFICATIONS

- ***Demonstrates effective leadership qualities necessary to the duties of a Supervisor***
- ***Selected to be a member of 2005-6 Education Policy Fellowship Program for State of CT***
- ***Dedicated educator of 34 years with recognized expertise in effective instructional/assessment practices***
- ***Coordinator, Developer and Presenter of Professional Development***
- ***Extensive experience in Grant Writing and Evaluation***
- ***Strong background in No Child Left Behind legislation and scientifically based reading research practices***
- ***Trained in Professional Learning Communities, Data Teams, Effective Teaching Strategies and Classroom Walk-Through Practices***

ADMINISTRATIVE EXPERIENCES

January, 2006– Present: Literacy Supervisor – K–12, New Haven, CT

- Revised Literacy Curriculum with significant tasks
- Researched and developed a literacy walk-through protocol for administrators
- Member of Superintendent's Leadership Team
- Coordinated district assessments for grades 2–12
- Wrote and managed Reading First and Early Reading Success Grants
- Developed and Presented Professional Development to Administrators and Teachers
- Directly supervised 32 staff personnel

July 1, 2005– January, 2006: Director of Curriculum – Prek–12, Derby, CT

- Wrote Grants such as Bilingual, Early Reading Success and Consolidated Grant
- Planned and Organized Audit Review of k–12 Math Program
- Participated in 24/7 Classroom Walk Through Training and DuFours' Professional Learning Communities training
- Initiated Literacy Reform Model in Elementary Schools
- Presented to the Board of Education
- Created long-term Professional Development Plan
- Planned and Facilitated Administrative Council Meetings
- Critiqued present curriculum guides

September 2000 - June 30, 2005

Literacy Coordinator, Cooperative Educational Services, Trumbull, CT

- Planned, wrote, organized and assisted in implementation of the CT Reading First Grant to the Federal Government
 - Served as active contributing member of CSDE Management Team for 25 Reading First Schools
 - Researched assessments for screening, monitoring and outcome data
 - Trained in Accountability in Action, Standards and Data Teams by the Center for Performance Assessment
 - Wrote the Consolidated Grant and Goals 2000 Comprehensive School Reform Grant for Bridgeport
 - Researched and wrote Interdistrict grants
 - Observed and evaluated school improvement plans and curriculum
-
- Represented CSDE at National Reading First Meetings
 - Planned, wrote, organized and assisted in implementation the RESC Alliance Early Reading Success Institute Grant for Priority Schools
 - Facilitated District Report Card revisions
 - Assisted in writing and revising of the CT Frameworks and CMT
 - Researched, designed, co-developed and co-presented the Principal's Guide to Comprehensive Literacy, Phonological Awareness ,Explicit Small Group Instruction, Comprehension and Vocabulary Modules for the Connecticut State Department of Education
 - Planned statewide professional development
 - Assessed the impact of curriculum and instruction on student learning
 - Provided technical assistance in reading/language arts with an emphasis on establishing and strengthening a comprehensive literacy program based on best instructional practices
 - Identified, reviewed and purchased instructional materials to support the Connecticut's Blueprint for Reading Achievement components
 - Observed, Conferred and Evaluated Teachers
 - Served as consultant for the 2002 Steck Vaughn K-6 Linking Words to Meaning Spelling Program and 2003 Sadlier-Oxford Integrated Content Readers

PRINCIPAL OF INTERDISTRICT PROGRAM
COORDINATOR of SUMMER SCHOOL

June 2000– August 2000

June 1999–August 1999

- Implemented and supervised implementation of the Voyager SpaceCommand and Pre-Law theme
- Provided leadership to a comprehensive training program serving teachers, paraprofessionals and high school interns
- Supervised 255 grades 3-8 students from Bridgeport, Stratford, Monroe and Trumbull
- Supervised and evaluated teachers, assistants and interns
- Wrote a summative narrative and summary narrative for the Interdistrict Grant

- Interviewed and recommended teachers and staff for the summer program
- Researched, selected and supervised implementation of a comprehensive reading school

READING CONSULTANT EXPERIENCE

January, 1995-September 2000 District-wide Reading Consultant for Bridgeport Public Schools

- Served as interim Principal
- Served as liaison with the high school concerning the CAPT
- Selected as an Outstanding Teacher by the Bridgeport Public Education Fund
- and contributed to the Early Reading Success Grant
- Active writer of Bridgeport's Integrated Reading/Language Arts Curriculum, grades K-8, with emphasis on the Writing component
- Planned and delivered ongoing professional development in all components of literacy k-8
- Created quarterly district writing prompts for narrative, expository and persuasive essays
- Created quarterly district Response to Literature tutorials for students and teachers
- Recruited, interviewed, observed and recommended candidates for K-6 classroom teachers, 7/8 reading/language arts teachers, library media specialists and teaching assistants
- Researched, reviewed and purchased instructional materials to support literacy, K-8, for mainstream, bilingual and special education students and teachers
- Conferred with central office and principals regularly concerning literacy initiatives, action plans and *Connecticut Mastery Test initiatives*
- Planned, organized and scheduled professional development sessions for teachers and administrators
- Accomplished change by taking leadership role on school and district committees for report cards, curriculum development, textbook selection, and assessment selection
- Trained teachers in the implementation of "First Steps Reading Program"
- Served in leadership role in devising new report card for grades 1-8

READING SPECIALIST EXPERIENCE *August 1984-January, 1995*

- Evaluated, diagnosed and suggested intervention strategies for identified students
- Developed and implemented individual educational plans for students
- Interpreted and analyze assessment data
- Provided training in Junior Great Books shared inquiry parent-directed program
- Planned and implement portfolio based assessment in the district
- Nominated as Bridgeport Teacher of the Year
- Recipient of American Brands Education Grant and five Bridgeport Education Grants
- Planned and presented series of literacy parent training workshops

CLASSROOM TEACHER EXPERIENCE September 1973 - June 1984

- Selected to be on the Planning committee to write the philosophy, mission statement and curriculum for Bridgeport's first magnet school, High Horizons
- Taught grades two, three, four and five in integrated thematic approach

RELATED EXPERIENCES

- Adjunct Professor Sacred Heart University, Fairfield, CT
- President (1997 - 1999) and vice president (1995 - 1997) of Southern Fairfield County Council of the Connecticut Reading Association
- Member of Phi Delta Kappa Honor Society
- Officer of Alpha Delta Kappa Educational Society
- Contributing Editor for Steck Vaughn and Sadlier Oxford Publishing Company

EDUCATION

- ***Central Connecticut State University*** Bachelor of Science, Elementary Education, Cum Laude Graduate, *Minor*: Reading
- ***University of Bridgeport***: Master of Science Degree, Reading Consultant K-8
- ***Sacred Heart University*** Sixth Year Administration and Supervision

Richard Therrien

(b)(6)

K-12 Science Supervisor, New Haven Schools
54 Meadow Street, New Haven, CT 06519
(203)-946-7993, 946-8664 (fax)
richard.therrien@new-haven.k12.ct.us

Portfolio and info at: <http://www.richtherm.net/leadership.htm>

Objective: Educational Leadership

Highlights of Qualifications

- Proven success in designing and implementing quality science, technology and math instruction
- Experienced science methods instructor, BEST/Mentor, teacher trainer and science department leader
- Certified Professional Certificate 7-12 General Science, Math, Physics, Earth Science (to Spring 2008)
- Experience in administrative roles, Intermediate Administrator certification June 2006.
- Strong foundation in physics, chemistry, math, astronomy, interdisciplinary, technology and curriculum development.
- Excellent teaching skills, for adults AND students, as well as state science leader (CSTA, CSSA).

Professional Experience

New Haven Public Schools, New Haven, CT

2006-Present

K-12 Science Supervisor

Leader of science department of large urban school district of over fifty schools and 20,000 students. Responsible for curricular coordination, CAPT and CMT prep, instructional coaching, professional development, grant writing and implementation. Work with a variety of partners at CT State Dept of Ed, PIMMS, CT Academy. Serve on district wide committees and work with principals, leaders, directors and a variety of stakeholders to improve science learning for all students district wide.

Suffield High School, Suffield, CT

2000-2006

Science Chair, Physics, Earth, Science & Society, Physical Science Teacher

Led science department in curricular coordination, budget, peer coaching, and equipment management. Taught different levels subjects of science in all formats. Prepared and improved standardized testing prep (CAPT), organized safety security procedures. Chaired new high school move and Curriculum Council NEASC committees. Worked with new and experienced teachers at all levels throughout the district. Assisted in hiring 6 teachers. Offered professional development activities designed to improve science teaching and learning, including technology, science in society, performance based assessment, inquiry activities as well as instructional theory workshops for the entire staff.

Alternate Route to Certification, CT State Dept. of Higher Education

1999- 2000

Instructor, Physical Science Course

Led intensive 8 week summer program for prospective CT 7-12 science teachers. Taught CT Teaching Competencies, lesson planning, assessment, lab skills and safety and all aspects of a science methods course. Instructed in use of technology in science teaching, learning cycle, CAPT style labs, and lecture style. Supervised student teaching.

Project to Increase Mastery in Math and Science, Wesleyan University

1990-1998

Instructor, Middle School Science Fellows Program (1993-1998), Technology Leadership Institute (1990-1993), Physics, Math, Technology Institute (1995-1996)

Led intensive (1 to 4 week) PIMMS summer programs for K-12 CT teachers, emphasizing the use of technology in the classroom, especially in K-12 science and math. Taught teachers how to integrate the use of technology into lesson plans. Developed an integrated model of science math professional development, using all sciences, following a learning cycle model, along with elaborate performance based assessments.

East Granby High School, East Granby, CT

1997-2000

Physics, Earth Science (College Prep, Honors, & General), Pre-Algebra, Algebra (3 levels)

Taught an enriching program of math and science courses. Revised curriculum for ninth grade Earth Science. Coordinated science curriculum across the district. Completely revised curriculum and labs for Honors Physics. Developed meaningful projects for Algebra programs. Leader in serving on science, math curriculum, block scheduling, National Honor Society, CAPT and accreditation curriculum committees. Played an integral role in rewriting middle to high school math sequences.

John Read Middle School, Redding, CT

1988-1997

Physical Science, Computer Teacher, Educational Technology Specialist

Taught an enriching physical science curriculum to students of all ability levels. Developed many open ended CAPT type activities. Taught interdisciplinary courses and units on the CITY, immigration, WW II. Taught computer applications course for 6-8 students and teachers. Participated in a variety of student activities, a structured advisor advisee program, Student Assistance Team. Coordinated curriculum with teachers across the district. Variety of committees, including hiring, scheduling, peer coaching, science curriculum and technology plan development. BEST/Mentor trained.

Additional Professional Experiences and Qualifications (Richard Therrien)

- Officer, Board of Directors, Connecticut Science Teachers Association 1993-Present
- Past President (1999-Present), President (1997-99), Treasurer (1999-2002), Newsletter Editor, (1999-2000), Vice President and Conference Chair (1996-97), Membership Chair (1995-97), Middle Level Director (1993-95)
- Played important leadership role in serving the needs of Connecticut's science teachers. Worked with local, state and national officials and companies to conduct an annual CT Science Educators Conference. Represented CT Science Teachers Association at various meetings and conferences.
- NEASC Visiting Committee Member (2 Visits), selected as Assistant Chair Visiting Committee 2005-Present
- Active member, CT Science Teachers, CT Science Supervisors, NSTA, ASCD. 1986-Present
- Trainer, Presenter, Sales, Apple Computer 2001-2005
- National Science Teachers Association Key Leader, ENC Ambassador for CT 2001-Present
- Contributing Editor, CAPT Science Study Guide, Websterhouse Publishing 2005
- Task10 Science Technology Committee 2000-2001
- State Science Frameworks CAPT Writing Committee 1994-2000
- Presenter, variety of National and State Science conferences 1989-Present
- BEST Mentor Trained, BEST Program Science Portfolio Assessor (6-12) 1996-Present
- CT Academy for Mathematics, Science and Technology Leadership Council 1997-2000
- CT Academy Grade 8 Science Assessment Writing Project 1997-1999
- Support Programs To Increase Competency in Astronomy (SPICA) Agent, Harvard-Smithsonian Center for Astrophysics Summer 1991
- University of New Haven, K-12 Intern trainer (Science, Lesson Design, Technology) 1993-1995
- University of Bridgeport, K-12 Intern trainer, Course Instructor (Science, Technology) 1988-1993
- Administrative Assistant, Department of Education, University of Bridgeport 1986-1988
- Student Teaching, Physics, Fairfield High School Fall 1987
- Full time Science Intern Substitute, University of Bridgeport, Norwalk High School 1986-1987
- Participant in professional development on interdisciplinary curriculum, lesson design, misconceptions, performance based assessment, integrated science, technology, and teaming at state and national conferences and workshops with leaders such as Grant Wiggins, Heidi Jacobs, Michael Hibbard. 1988-present

Education

- Sixth Year Educational Leadership Central Connecticut State University, New Britain, CT 2004-2006
- Sixth Year (32 cr), Education (Science) University of Bridgeport, Bridgeport, CT 1987-1992
- Master of Science, Education University of Bridgeport, Bridgeport, CT 1986-1987
- Bachelor of Arts, Astronomy Case Western Reserve University, Cleveland, OH 1982-1986
Minors: History of Science, Physics, Music
- Granby Memorial High School, Granby, CT 1978-1982

References on request include:

Tom Jones, Principal, Suffield High School	(b)(6)	Dr. R Lindgren, Admin Intern Supervisor, CCSU	(b)(6)
Donna Wellins, A. Principal West Middle, Hartford		Steve Weinberg, CSDE Science Consultant	(b)(6)
Tom Menditto, Science, Tech.Coord, New Britain		Ralph Yulo, CREC Leader, PIMMS Instructor	
Dianne Ottuson, Principal, John Read Middle	(b)(6)	Daniel Michael, Principal, E.Granby High	(b)(6)

KENNETH MATHEWS

(b)(6)

Kenneth.mathews@new-haven.k12.ct.us

Educational Background

Ph.D.	Pending University of CT Educational Leadership, 2007
6 th Year	Southern Connecticut State University Educational Leadership, 1996
M.S.	Southern Connecticut State University Mathematics, 1993
B.A.	Wesleyan University Biology, 1987

Recent Work Experience

2005-Present	<i>PreK – 12 Mathematics Supervisor, New Haven, CT Public Schools</i> Responsible for the execution of quality mathematics education for 22,000 students in 53 schools.
1999-2005	<i>Math Coordinator, Region 16, Prospect and Beacon Falls, CT</i> Responsible for budgeting, supervision of teachers, dealing with parent concerns, hiring and mentoring new teachers, leading department meetings, analyzing test results, etc. Taught model m-s-t lessons at the K-12 level. Facilitated the alignment of the m-s-t curriculum K-12 to account for the newly released State Frameworks for Mathematics. Offered various workshops for teachers including using manipulatives and teaching in the block.
1993-1998	<i>Administrator for Math, Science and Technology, North Haven Public Schools, North Haven, CT</i> Responsible for budgeting, supervision of teachers, dealing with parent concerns, hiring and mentoring new teachers, leading department meetings, analyzing test results, etc. Taught model m-s-t lessons at the K-12 level. Facilitated the alignment of the m-s-t curriculum K-12 to account for the newly released State Frameworks for Mathematics. Offered various workshops for teachers including using manipulatives and teaching in the block.

Willie L. Freeman

(b)(6)

(b)(6)

CAREER DATA

- 1998 - Present -K-12 District Supervisor of Social Studies/History, New Haven Public Schools, CT.
 - Connecticut Council of Social Studies, Executive Board Member
 - United Way Executive Board Member, City of New Haven, CT.
 - New Haven City Empowerment Zone Education Committee Member
- 1996 - 1998 -Principal of Jackie Robinson Middle School, New Haven Public Schools, CT.
- 1985 - 1996 -Principal of Timothy Dwight Elementary School, New Haven Public Schools, CT.
 - New Haven’s Dwight/West River Neighborhood Corporation Member
- 1983 - 1985 -Curriculum/Staff Specialist, Central District, New Haven, CT. Duties included aiding principals, teachers and students in developing, implementing and using sound methods, practices and resources to increase and strengthen the effectiveness of the total school program.
- 1983 -1985 -Served on various Educational Multi-Task Committees:
 - NHPS Programmatic and Testing Committee. Duties: To develop comprehensive testing and instructional management programs to improve student achievement.
 - New Haven Public Schools Use of School Facilities Committee. Duties: To develop clear-cut guidelines and regulations for use of school facilities and grounds.
 - Timothy Dwight School In-service Committee. Duties: To assess needs and provide resources and training sessions with staff and students to enhance program efficiency.
 - Timothy Dwight School Computer Awareness Committee. Duties: To develop, organize and implement a computer awareness program for grades K-5.
 - New Haven Public Schools Computer Program Committee. Duties: To assess and recommending effective methods and procedures to implement an effective computer program.
 - City of New Haven “Save the Q-House” Committee representing New Haven Public Schools.
 - City of New Haven United Negro College Fund (UNCF) Steering Committee. Duties included organizing adult and youth participation in raising funds.

Continue...

- 1981-1983 -Jackie Robinson Middle School Director of Staff and Student Activities. Duties: To develop, schedule and implement school activities as well as disseminate city-wide information.
- Jackie Robinson Middle School City-Wide Security Committee. Duties: To review school security and make recommendations.
- Jackie Robinson Middle School United Negro College Fund (UNCF) representative and member of the New Haven UNCF Steering Committee.
- 1977-1983 -Teacher, Grade 6, Jackie Robinson Middle School, New Haven, CT. Duties: To teach reading, mathematics and science in an open-classroom and supervise student teachers.
- Chairperson of the Jackie Robinson Middle School Staff Advisory Committee. Duties: To facilitate meetings with staff and administration to increase program productivity.
- Chairperson of the Jackie Robinson Middle School Science Committee. Duties: To coordinate and order science materials and supplies for the school.
- 1976-1983 -Chairperson of the Jackie Robinson Middle School 5th / 6th Grade Washington, D.C. fieldtrip. Duties: To plan and implement the trip and serve as the trip administrator.
- 1981-1982 -New Haven Board of Education Academic Freedom Policy Committee. Duties: To plan and develop an Academic Freedom Policy for implementation by the district.
- 1979-1981 -Jackie Robinson Middle School Interdisciplinary Curriculum Team. Duties: To devise activities to teach social studies using other curriculum areas.
- Coordinator of the Jackie Robinson Middle School Chess Club.
- 1978-1979 -Chairperson of the Jackie Robinson Middle School Science Curriculum Committee. Duties: To plan and implement a unified science curriculum.
- 1977-1979 -New Haven Rockefeller Committee. Duties: To work with teachers, paraprofessionals and parents to plan and organize programs for Jackie Robinson Middle School.
- 1978-1979 -Chairperson of the Jackie Robinson Middle School Iowa Test Committee. Duties: To guide meetings of school staff to find ways of increasing proficiencies in students.
- 1972-1977 -Teacher, grade 6, Lincoln-Bassett Elementary School, New Haven, CT. Duties: To teach reading, mathematics, science, social studies and language arts. Grade 6 chairperson.
- 1972-1976 -Served a planning committee member and chaperon of annual Lincoln-Bassett School 6th grade Trip to Washington, D.C.

ADDITIONAL EXPERIENCE

- 2004-2006 -Academic Development Editor, OPB (Oregon Public Broadcasting) “Turning Points In American History Project”
- 2001 – 2003 -New Haven Crypt, Executive Board Member, Center Church on the Green.
- 2001 -Contributing Book Reader, New Haven’s Cultural Landscape: Its Changing People and Places

- 1977-1983 -Assistant Director at the Lincoln-Bassett Community Summer School. Duties included scheduling and management of the program, counseling and evaluation of all participants.
- 1981-1983 -Jackie Robinson Middle School Community Council Treasurer. Duties included keeping financial records and participating as an active member in decision making.
- 1973-1975 -Assistant Director of the Lincoln-Bassett Community School Evening Program
Duties included providing organized activities for youth ranging in ages from 8 to 23.

EDUCATION

- 1978 - 1981 Southern Connecticut State College
Sixth Year Professional Diploma of Advanced Studies, May, 1981
Major: Administration and Supervision
Graduates of this program are awarded the Sixth Year Professional Diploma of Advanced Studies meet state requirements for certification as administrators or supervisors.
- 1975-1978 Southern Connecticut State College
Master of Science Degree: May, 1978
Major: Reading
- 1968-1972 Southern Connecticut State College
Bachelor of Science Degree: May, 1972
Major: Intermediate Upper Education
Minor: Physics and General Science
- 1968 Graduated from Wilbur Cross High School
High School Diploma
New Haven, CT

AWARDS AND HONORS

- 2002 Theta Alpha Sigma Chapter of Sigma Gamma Rho Sorority, Incorporated "Certificate of Merit and Recognition" Award for Service and Achievement in Education
- 2001 Historic Seventh-Day Adventist Theological Seminary "Honorary Degree of Doctor of Education"
- 1997 New Haven Public Schools Headstart "Service" Award.
- 1990 - 1995 New Haven Public Schools Chapter 1 "Principal of the Year" Awards (Six consecutive years).
- 1992 New Haven Ct Shoot-Out "Distinguished Service Award"
- 1991 New Haven Public Education Fund "Friends of Education" Award.
- 1990 Elm City Clubs of the National Association of Negro Business and Professional Women's Clubs' "Man of the Year" Award.
- 1983 New Haven Newhallville Neighborhood "Service" Award.
- 1982 New Haven Association of African Americans "Heroism" Award.

Curriculum Vitae

F. Catherine McCaslin, Ph.D.

**New Haven Public Schools
Department of Research, Assessment, and Student Information
54 Meadow Street – Gateway Center
New Haven, CT 06519
Office: 203-946-5771/[b](6) /Fax: 203-946-2987
catherine.mccaslin@new-haven.k12.ct.us**

Education

Ph.D. (Sociology)	University of California, Los Angeles Los Angeles, California
M.A. (Sociology)	Georgia State University Atlanta, Georgia
A.B. (Psychology)	Hollins College Roanoke, Virginia

Professional Experience

Director, Department of Research, Assessment, and Student Information, New Haven Public Schools, New Haven, Connecticut, 2005 to present.

Supervisor, Research, Program Evaluation and Assessment, Beaufort County School District, Beaufort, South Carolina, 2001 to 2005.

Evaluation and Assessment Specialist, Beaufort County School District, Beaufort, South Carolina, 1992 to 2001.

Adjunct Faculty, University of South Carolina, Beaufort, South Carolina, 1992 to 2005.

Partner, Schuhmacher & McCaslin Associates, Philadelphia, Pennsylvania and Beaufort, South Carolina, 1986 to present.

Research Faculty in Medicine, University of Pennsylvania School of Medicine, Philadelphia, Pennsylvania, 1984–1986.

Adjunct Faculty, Princeton University, Princeton, New Jersey, 1981–1982.

Program Officer, The Robert Wood Johnson Foundation, Princeton, New Jersey, 1980–1984.

Director, Survey Research and Analysis, Kaiser Foundation Health Plan, Los Angeles, California, 1978–1980.

Director, Division of Program Evaluation, Health Care Delivery Services, Inc., Los Angeles, California, 1976–1978.

Trainee, Center for Health Services Research, National Institutes of Health Graduate Training

Catherine McCaslin, Ph.D.

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Program, "Social Analyses and Evaluative Research in Health." School of Public Health, University of California, Los Angeles, California, 1973–1978.

Professional Experience (continued)

Project Director for Los Angeles County, "A Comparative Study of Heroin-Dependent Men and Women in Treatment." Contract for The University of Michigan, School of Social Work and Psychology, Los Angeles, California, 1977.

NIMH Fellow, First Annual Summer Institute in Evaluation Research, University of Massachusetts, Amherst, Massachusetts, 1975.

Senior Research Associate, UCLA Drug Treatment Program, Los Angeles, California, 1975–1976.

Postgraduate Researcher, Databank of Program Evaluations, School of Public Health, University of California, Los Angeles, California, 1973–1974.

Associate Director, Division of Program Evaluation, Drug Abuse Services, Department of Human Resources, State of Georgia, Atlanta, Georgia, 1973.

Research Associate, Division of Program Evaluation, Drug Abuse Services, Department of Human Resources, State of Georgia, Atlanta, Georgia, 1972–1973.

Lecturer, Department of Sociology, Georgia State University, Atlanta, Georgia, 1972–1973.

Special Research Assistant, Department of Sociology, Georgia State University, Atlanta, Georgia, 1971–1972.

Graduate Teaching Assistant, Department of Sociology, Georgia State University, Atlanta, Georgia, 1971–1972.

Group Therapist and Psychiatric Aide, Veteran's Administration Hospital, Salem, Virginia, 1969.

Research Assistant, Department of Psychology, Hollins College, Roanoke, Virginia, 1969.

Governess, Senator Robert F. Kennedy family, McLean, Virginia, 1966–1967.

Other Professional Activities

Member, Leadership Initiative Advisory Committee for the Data-driven Decision Making Initiative: *Vision to Know and Do*. Consortium for School Networking (CoSN), Washington, DC, 2005.

Evaluation Consultant, *Project Whirl* (using handhelds for assessment in project-based science classrooms), NSF 3-year grant, SRI International, Palo Alto, CA 2002–04.

Catherine McCaslin, Ph.D.

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Consultant and school site visit team leader, Primary Years International Baccalaureate Programme, Port Royal Elementary School, Port Royal, South Carolina, 2000–01. (Final approval as one of twelve authorized PYIBP schools in North America, February 2001.)

Chair/Member, Collaborative Management Council, Port Royal Elementary School, Port Royal, South Carolina, 1995 to present. (Selected as Most Effective School Improvement Council Award for 1999, South Carolina Department of Education.)

Member, South Carolina Department of Education Review Panel, National Blue Ribbon School Nomination Selections, Columbia, South Carolina, 2000 and 2001.

Evaluation Consultant, University of South Carolina, Graduate School of Education, "Three year evaluation of Beaufort County's middle school laptop program: Anytime–Anywhere Learning Evens the Playing Field for Low Income Learners." 1999–2000.

Consultant, Lowcountry Tech Prep Consortium, Walterboro, South Carolina, 1995.

Chair, Research and Evaluation Review Panel, "Head Start – University Partnerships." Head Start Bureau, Washington, D.C., 1992.

Chair, Evaluation Review Panel, "National Head Start – Public Schools Transition Demonstration Program." Head Start Bureau, Washington, D.C., 1991.

Member, Peer Review Panel, "Field Initiated Research." National Center on Child Abuse and Neglect, Washington, D.C., 1991.

Consultant, Untermeyer Mace Partners Ltd., New York, New York, 1989–1991.

Associate Editor, Journal of Health and Social Behavior, 1988–1990.

Member, National Council of the Medical Sociology Section, American Sociological Association, 1984 – 1989.

Editor, Medical Sociology Newsletter, 1984–1989

Chair, Professional Relations Committee, National Council of the Medical Sociology Section, American Sociological Association, 1986–1988.

Organizer and Session Chair, "Medical Sociology and Sociological Practice: A Small Group Discussion." Annual Meetings of the American Sociological Association, Atlanta, Georgia, 1988.

Reviewer, The Sociological Quarterly, 1984–1985.

Workshop Facilitator, "Consulting Practice Workshop." Mid-Year Meetings of Sociologists for Women in Society, Philadelphia, Pennsylvania, 1987.

Associate, Leonard Davis Institute of Health Economics, University of Pennsylvania, 1984–1986.

Edward Linehan

(b)(6)

Professional Focus:

To provide leadership, creative problem solving and administrative management skills to school districts developing policies and programs focusing on issues related to Educational Excellence, Equity and Public School Choice.

Highlights of Qualifications:

- Twelve years as member of Central Office Executive Staff
 - Director of Public Schools of Choice Program, PreK-12
 - Director of High Schools
 - Professional Development Office Staff
- Eight years as Principal of Performing Arts Magnet High School
- Developer of twenty-three Interdistrict Magnet Schools
- Developer/Director of eight Federal Grants
- Managed over 20 million dollars of state and federal grant funds during the 2006-2007 school year related to Public School Choice
- Advisor to various Connecticut school districts developing magnet school programs

Professional Associations/Recognitions:

- Magnet Schools of American
 - Presenter at various national and regional MSA Conferences
- Connecticut Association of Interdistrict Magnet Schools
 - Founding Member
 - Presenter at various state conferences
- National Association of Multicultural Education
 - 2006 CT K-12 Multicultural Educator of the Year
- Member of Legislative and CSDE magnet school advisory panels
- Invited Advisory Group member to U.S. Secretary of Education regarding expanding Public School Choice - 2003

Career History:

2005-2007 Supervisor of Public Schools of Choice Program, New Haven Public Schools

2003-2005 Executive Director of Magnet School Programs, Hartford Public Schools

1995-2003 Director of Public Schools of Choice Program, New Haven Public Schools

Developed New Haven Public Schools' first unified system of public school options including Interdistrict and Intradistrict Magnet Schools, Charter Schools, Lighthouse Schools, a Regional Vocational Agricultural School and select neighborhood schools. Established partnerships with twenty-four suburban school districts. Responsibilities included school development, student recruitment, lottery assignment, student registration, transportation, grants management, and supervision of an eight member office staff. Program involves twenty-seven schools and over eleven thousand urban and suburban students.

Career History:
(continued)

1995-2003 Director of Instruction, High Schools
New Haven Public Schools

Responsibilities included coordination of New Haven's nine high schools; program improvement; evaluation of principals; and grants management.

1987-1995 Principal, Cooperative Arts & Humanities High School

Developed "arts and humanities" magnet theme; Extended length of school day to eight hours and developed 32 credit schedule; Incorporated professional artists, writers and performers as teachers; Oversaw the relocation of school to new facility within New Haven's arts district; Established partnerships with Shawmut Bank, Long Wharf Theatre, and Yale University International Studies Center.

1986-1987 Staff Developer, Professional Development Office

Coordinated development of the District's first 5 Year Professional Development Plan. Developed training program to create a cadre of school-based curriculum and staff development specialists

1982-1986 Teacher, Talented and Gifted Program

Talented and Gifted Resource Room Teacher, Grades 4-7
East Rock Community School

1971-1981 Teacher / Facilitator, High School in the Community

Founding staff member of New Haven's first magnet high school. Taught history, acted as student advisor, developed and implemented grant program, disseminated information about the school as model program within U.S. Office of Education's National Diffusion Network. Served three years as Facilitator, staff selected head of school.

Education:

Administrator Certification - University of Connecticut, 1987
Masters in School Administration - Fairfield University, 1982
Bachelors of Science - Southern Connecticut State College, 1971

KATHY M. RUSSELL

(b)(6)

OBJECTIVE:

To secure an administrative position in an urban educational setting where my experience in both social work and administrative services will have valuable applications.

EXPERIENCE:

2006-2007 Principal, Beecher Elementary School, New Haven, CT

2005-2006 Special Assignment, Board of Education, Bridgeport, CT

- ❖ Established site-based program for pregnant and parenting students in the school district
- ❖ Consultant to entire staff regarding the academic and social needs of pregnant and parenting students
- ❖ Coordinates academic and social services
- ❖ Established a collaboration with community service providers
- ❖ Created a program for maintaining statistical data
- ❖ Submits Student Accommodation Plans (504) to address student needs

2004-2005 Administrative Internship Program, Bridgeport, CT

- ❖ Shadows and observes administrators
- ❖ Participates in leadership seminars and experiences focusing on critical attributes of an effective school leader

1999-2003 Social Worker, Bridgeport Board of Education, Bridgeport, CT

- ❖ Determined the social-emotional needs of regular and special education students
- ❖ Prepared and presented comprehensive assessments and evaluation to the Planning and Placement Teams in two elementary schools
- ❖ Introduced and organized activities to increase school morale
- ❖ Chaired and facilitated the operation of the Student Assistant Team

Summer 2002 Early Reading Success Summer School, Bridgeport, CT

- ❖ Classroom Teacher: Provided intensive accelerated assistance in reading and mathematics to fourth grade students.

Fall 2002 Teacher, Adult Education, Bridgeport, CT

1998-1999 Social Worker, Board of Education, Hamden, CT

1981-1998 Social Worker, Department of Children and Families, Bridgeport

1997-1998 Program Coordinator, Coordinating Council for Children in Crisis

1996-2001 Social Worker, Yale-New Haven Hospital

EDUCATION:

- 1986-1990 Southern Connecticut State University, New Haven, CT
 - ❖ B.A., English Literature

- 1996-1998 University of Connecticut, West Hartford, CT
 - ❖ Master of Social Work

- 2002-2004 Southern Connecticut State University, New Haven, CT
 - ❖ Certification, Educational Leadership

LICENSURES/CERTIFICATIONS:

- ❖ Connecticut State Department of Education, School Social Worker, (071)
- ❖ State of Connecticut, Department of Public Health, Licensed Clinical Social Worker, #005497
- ❖ Connecticut State Department of Education, Intermediate Administrator, (092) Pending

PROFESSIONAL ACTIVITIES:

- ❖ Administrative Internship Program
- ❖ Connecticut BEST Mentor
- ❖ School Improvement Committee, Hallen School
- ❖ Childcare Task Force, Bridgeport
- ❖ Bridgeport Education Association

ORGANIZATIONS:

- ❖ Board of Directors, Connecticut Association of School Social Workers
- ❖ Bridgeport Child Advocacy Coalition
- ❖ National Association of Social Workers
- ❖ Children In Placement
- ❖ Alpha Kappa Alpha Sorority, Inc.

AWARDS:

- ❖ 2004, "Teacher of the Year", BPEF
- ❖ 2004, "Outstanding School Social Worker", CASSW

(b)(6)

Gina A. Wells

EXPERIENCE

2006 – Present - John C. Daniels School New Haven, CT
Principal, Elementary School, Pre-k – 6

2001-2006 Welch Annex/Prince School New Haven, CT
Principal, Elementary School, Pre-k – 5

1992-2001 Welch Annex School New Haven, CT
Principal, Elementary School, Pre-k 2

1969 – 1981 Horace Day/Hill Central School New Haven, CT
Teacher, Grades 1 and 2

1982 – 2001 Barnard School/Welch Annex New Haven, CT
Title I Reading Specialist & Curriculum Staff Developer

EDUCATION

May 1969 - St. Johns University Queens, NY

- B.S., Early Childhood Education.

May 1976 - Southern Connecticut State University New

- M.S. Reading
Reading Consultant, K-12

May 1992 - Sacred Heart University Fairfield, CT

- 6th Year Degree Educational Leadership

CURRICULUM DEVELOPMENT

1976 – Language Arts Reading Committee
Chose Reading Series for City of New Haven

1994 – Present – Early Intervention Program, Prince/Welch Annex/John Daniels Schools for At Risk Students both academically and socially

1998 – 2002 – Dual Language Committee Member

1998 Bridge Reform Chairperson, Initiated Dual Language Program

2002 – REA Grant co-writer

2003 – NEASC – Committee Member Accreditation Chair
Accreditation Received

2005 – 2006 – Data Workshop Committee Chairperson

**GRANTS
& AWARDS**

1985, 1986, 1987, 1988 – Grants for Excellence

1988 – T.A.P.S Award

1994 – Elementary Principal Award

2006 - Nominated Blue Ribbon Award,
United States Department of Education

2006 – Selected as one of six schools in Connecticut to be
most improved despite odds against. Information
released December 2006 by State Dept. of Ed.

**PROFESSIONAL
COMMITTEES**

1969 – Present A.S.C.D. Member

1997 – Present Bridge to the Future Grant Committee Member

2001 – Present N.A.B.E. Member

1997 – Present International Reading Association Member

1997 – 2006 SBBAC Prince/Welch Annex School Committee Member

**PROFESSIONAL
PRESENTATIONS**

2000 - Presented at Bilingual Conference, Washington, DC

2000 - Presented ASCD Conference, New Orleans, LA

2001 - Presented N.A.B.E. Conference, Phoenix, AZ

2002 - Presented N.A.B.E. Conference, San Antonio, TX

2003 - Presented ASCD Conference, San Francisco, CA

2006 - Presented at CT State Data Fair with Data Board
accepted and presented at National Fair, Denver 7/06

INTERESTES

(b)(6)

New Haven MSAP Other Attachments Form

File 6: Response to the Invitational Priority for Rigorous Evaluation

Rigorous Evaluation Design Plan

New Haven Public Schools

2007-2010 MSAP Grant Application

1. Introduction

Evaluations of the impact of magnet schools on student achievement have been limited for a variety of reasons. This is largely due to the methodological challenges presented by parental and student choice as a factor of magnet school impact. As a result, development of effective research designs and subsequent estimation of program effects that account for the unique nature of choice have more recently focused on the use of lotteries to simulate experimental design or value-added quasi-experimental methodologies to isolate the impact of these programs (Ballou, Goldring, Liu, 2006; Hoxby & Rockoff, 2004; Betts & Loveless, 2005). This evaluation plan will pursue the same approaches to implement a rigorous assessment of the proposed magnet school program of the New Haven Public Schools.

Specifically, the Education Alliance will evaluate the impact of the Magnet Schools Assistance Program (MSAP) on student academic achievement in the New Haven Public Schools. To accomplish this, evaluators will identify, obtain, analyze, and interpret state specific student achievement data in light of magnet program implementation at each proposed location. Based on district characteristics, magnet program variables, and data resources, Alliance evaluators will explore the feasibility of using the New Haven Public School's lottery system to implement an experimental evaluation design using lotteried-in students as treatment participants and lotteried-out students as control group members. Absent the ability to field an experimental design using the district lottery system, the Alliance will implement a rigorous quasi-experimental evaluation design incorporating carefully matched treatment and comparison groups, as well as employ value added analysis methods to measure the impact of magnet schools on student achievement.

2. Research Approach and Questions

The New Haven Public Schools will establish the following four interdistrict magnet schools (with corresponding themes) through the MSAP:

- Beecher (Museum, Padaíea)
- John Daniels (Dual Language/International Studies)
- Ross-Woodward (Classical Studies/Padaíea)
- Science & Engineering University High School

Students from both New Haven and the surrounding communities may apply for admission to the district's magnet schools. The New Haven Public Schools will allocate 65% of available seats for in-district students, with the remaining 35% to be allocated to

out-of-district students. In addition, Beecher, John Daniels, and Ross-Woodward are neighborhood-zoned schools that give admission priority to neighborhood students, but will also allocate a portion of seats for students who apply from outside the schools' zones. The New Haven Public Schools will use lotteries to assign applicants to any open seats. Students will be recruited to enhance diversity with regard to race, ethnicity, socioeconomic level, geography, and gender.

Based on discussions with the current magnet director, combined with lottery policies regarding neighborhood and intra/inter-district priorities, it appears that student magnet applications in the New Haven Public Schools are not expected to afford the level of randomization required to establish viable treatment (lotteried-in) and control groups (lotteried-out) for this evaluation. As a result, a quasi-experimental design will be used to address the following evaluation questions:

- Do students attending magnet schools make greater achievement gains than similar students attending conventional schools?
- If any differences are found, what is the magnitude of the difference in achievement gains between magnet and non-magnet students?
- Do magnet schools produce greater achievement benefits for NCLB defined subpopulations of students?

3. Quasi-experimental Evaluation Design

Interrupted Time Series Analysis

The goal of this evaluation is to understand whether the introduction of magnet school programs will affect the academic outcomes of students in MSAP schools as compared to what their achievement would have been in the absence of MSAP. As a result, an interrupted time series (ITS) analysis will be used to assess the impact (i.e., value added) of magnet schools using grade cohorts' academic outcomes before and after implementation of MSAP, and in comparison to identified control schools in the participating school districts within the New Haven Public Schools.

Interrupted time series (ITS) is an alternative method of evaluation that can provide reliable estimates of magnet school effects. Bloom (2003) and others have used interrupted time series to estimate the effects of whole school reforms on student academic performance. The ITS will assess the extent to which measures of academic achievement of students in magnet schools differ from the historical trend prior to the implementation of the whole school magnet school program (baseline). This baseline model will provide a benchmark to assess whether the participating magnet schools experience a deviation (intervention impact) from the historical academic achievement trend that coincides with the implementation of the program. The projection of students' achievement based on the historical achievement trend prior to the introduction of magnet program in participating schools and the corresponding baseline trend and projected

achievement evidenced in comparison schools act as the counterfactual – or, the performance levels that would have occurred in the absence of the magnet school program.

Magnet school students may improve their academic achievement for reasons other than or in addition to magnet schools' program effect. Therefore, comparison schools from the same district and with similar characteristics to the participating magnet schools will be introduced into the analysis to account for other factors (e.g. other contemporaneous school or district policies) that may influence student achievement. Moreover, the ITS will introduce individual student characteristics, such as race/ethnicity, socio-economic status, prior test scores, aggregated at the cohort level into the analysis in order to account for systematic changes in the characteristics of cohorts of students over time that may confound magnet school effect.

The goal of the interrupted time series analysis is to make valid causal inferences that conversion magnet schools produced the observed change, if any, in students' academic achievement. However, in order to increase the validity of the inferences some analytic assumptions must hold. First, the projection of student achievement, based on the baseline model, must be a valid projection of future student achievement in the absence of the magnet school program. Second, comparison schools with characteristics similar to the conversion magnet schools should provide good measures as to how student achievement would change due to factors other than magnet school effect during the magnet school implementation period. Third, the background characteristics of students must be statistically controlled to account for the differential influence of student characteristics on academic performance. To address these assumptions, the Alliance will conduct interviews with district data managers and employ data verification and documentation activities to inform any necessary adjustments to be made during the planning and analysis phases of this evaluation.

Identifying comparison schools

The best predictor of a school's future performance is its past performance. Therefore, as indicated earlier, the past performance of grade cohorts within magnet schools acts as the first counterfactual. In addition, grade cohorts of comparison schools that are similar in past performance to the proposed MSAP schools will be selected and compared to the academic performance of magnet school students in the post-implementation of MSAP. This will be the second counterfactual. Moreover, it is also important to note that schools with comparable past performance, but which serve different populations, might respond differently to whole school reforms, such as the proposed magnet programs. Consequently, in addition to past performance, schools that serve similar populations of students will be selected as comparisons, using key demographic characteristics such as race/ethnicity, percentage of free/reduced lunch, English language learner status, and special education. With careful matching, it is reasonable to expect that in the absence of MSAP, the treatment and comparison schools might demonstrate similar amounts of progress in student academic achievement.

The unique context of the New Haven Public Schools is particularly amenable to a quasi-experimental design that employs the use of comparison schools. The district has a large number of non-magnet or choice schools that are similar across a range of demographic variables to the proposed MSAP schools.

Power and Sample Size

There are three elementary schools and one high school in the proposed 2007-2010 New Haven Public Schools' Magnet School Assistance Program. The current estimated sample sizes by grade cohort for elementary schools are: 140 students in fourth grade and 27 students in sixth grade. The estimated sample size for grade 10 in the Science & Engineering University High School is currently not available because it will be a new school starting in Year Two. Based on the fact that the number of conversion magnet schools in the New Haven Public Schools is fixed (4) and after estimating the projected number of students for the three-year period after implementation of MSAP, the Alliance will estimate the power of the statistical analysis to detect an MDES (minimum detectable effect size) of .20 standard deviations for each selected grade level. The potential total sample size, including magnet and comparison schools' students, is twice the numbers indicated above.

4. Outcome Measures and Data Sources

Outcome measures

The Connecticut Mastery Test (CMT) will be our primary data collection instrument for grades 4 and 6, and the Connecticut Academic Performance Test (CAPT) will be our data collection instrument for grade 10. The CMT3 was administered to grades 4, 6 and 8 and the CMT4 is administered to grades 3-8. The CMT Reading and Mathematics test scores are reported in three ways: as a scale score on a scale of 100 to 400 for a given subject area within the same grade; as performance levels (below basic to advanced) which are based on scale scores; and as a raw score. Scale scores are especially suitable for comparing the performance of different groups of students within the same grade from year to year and for maintaining the same performance standard across the years. CMT data are available from the Connecticut Department of Education, Division of Teaching, Learning, and Assessment.

Students in grade 10 take the Connecticut Academic Performance Test. The CAPT consists of a mathematics test, a science test, reading across the discipline tests (response to literature, reading for information), and writing across the disciplines tests (writing I, writing II, editing & revising). CAPT test scores are reported in performance standards, raw and scale scores (100-400). Scale scores are reported in mathematics, science, reading across the disciplines, and writing across the disciplines. CAPT data are available from the Connecticut Department of Education, Division of Teaching, Learning, and Assessment.

The 2005 CAPT administration reported reliabilities and standard errors of measurement (SEM) as follows: mathematics ($\alpha = 0.939$; SEM = 8); science ($\alpha = 0.920$; SEM = 13); reading across the disciplines (SEM = 18); reading for information ($\alpha = 0.834$). Reliability coefficients were high for all CMT3 tests, ranging from 0.86 in reading comprehension grade 4 to 0.97 in mathematics and total reading in grade 8. Moreover, according to the Division of Teaching, Learning, and Assessment of the Connecticut Department of Education, the CMT4 used the same CMT3 passing rates, trend line and, therefore, should be very close to the latter. The CMT3 and CMT4 as well as the older and current Connecticut Academic Performance Tests will be used in this study.

Data Sources

The Connecticut Mastery Test and the Connecticut Academic Performance Test assessment data will be obtained from the Connecticut Department of Education in collaboration with the New Haven Public School district's data director and staff. Additional student level data required for disaggregation will be obtained from the New Haven Public Schools and will include demographic data such as ethnicity, gender, free/reduced lunch status, English language proficiency, and socio-economic status. Where data linking students and their primary teachers are available, these data will be requested by Alliance staff as well. Education Alliance evaluators will work in conjunction with district data director to specify the data needed.

As available, teacher level data will be obtained and include teacher tenure, level of certification, and related teacher quality/experience variables as available. School-level data would include principal tenure, previous school-level performance on state achievement tests; school-level racial/ethnic makeup and free/reduced lunch or Title 1 status, and teacher quality indicators (given the lack/accessibility of individual level teacher data).

Alliance evaluators will routinely correspond and, as necessary and appropriate, meet face-to-face with the director of magnet programs for New Haven Public Schools. The goal of these meetings will be to clarify the types of statistical analyses being conducted as well as the benefits and limitations of each approach. Evaluators will also continue to learn about the districts' context for each magnet program, which will inform evaluator interpretation of statistical output. Regular communication with the district's data director will also be important to understanding the structures, intricacies, and limitations of the district's data systems. Collaboration with the district data director assures timely and efficient access to student-level assessment data as well as a variety of other descriptive data on students, teachers, and schools included in the evaluation sites.

School level variables will be collected from NCES Common Core of Data (CCD), Connecticut Department of Education and New Haven Public Schools web sites, and direct communication with MSAP grantees. CCD contains most data required for three years of pre-conversion school level comparisons. Data are usually available for school type, enrollment size and composition, student/teacher ratio, and grade span.

Once received by the Education Alliance, all data will be extensively reviewed in consultation with district personnel and verified for accuracy. After initial processing, Alliance data analysts will merge data files and prepare them for use in various data analysis programs (e.g., SPSS). This extensive process will be conducted concurrently with a secure data management process, including documentation of all data received and careful organization of district files on a secure server housed at the Alliance.

5. Statistical Analysis

To answer the evaluation questions stated above, the analysis will rely on individual student records obtained from New Haven Public Schools, including CMT and CAPT data in Reading and Math from three years prior to implementation of MSAP and three years after implementation. To address the first evaluation question, a MSAP indicator (*W*) will be included in the analysis model. The estimation of the magnet school effect size will respond to the second evaluation question. Finally, inclusion of student background characteristics and their interaction with the MSAP effect will be examined to respond to the third evaluation question. Specific steps in approaching the analysis include:

- Use of ITS to estimate the deviation from the baseline trend in the treatment schools (MSAP schools);
- Use of ITS to estimate the deviation from the baseline trend for comparison schools selected from within New Haven Public Schools;
- Estimation of the difference between the deviations from the baseline trends for MSAP schools versus the comparison schools.

The interrupted time series analysis can be transformed into a multi-level model – in this case, a three level model: students, nested within cohorts, nested within schools. However, Bloom (2003) stated that a random effects model implies that the sample of schools such as the ones included from New Haven Public Schools is sufficient to generalize to a larger population of schools. Nevertheless, participating schools in the proposed program self-selected to convert to magnet schools. Therefore, a “fixed effects” model at the school level is more appropriate.

Since the school-level error term of the three-level model is fixed, the system of equations can be reduced to a two-level model (students nested within “school-by-year” cohorts).

Level-1 model (students within school-by-year cohorts)

$$Y_{ijk} = \beta_{0jk} + e_{ijk}$$

β_{0jk} = average achievement in cohort *j* at school *k*,

e_{ijk} = the difference between average achievement at cohort *j* in school *k*, and the achievement of student *i* in cohort *j* at school *k*

Level-2 model (school-by-year-cohorts)

The level 2 analysis is carried out at the "cohort" level, with each cohort referring to a school by year combination (average achievement as a function of time and membership in the program or comparison groups)

$$\beta_{0jk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \epsilon_{0jk}$$

k = the total number of schools in the sample;

X_{1jk} = current academic year minus the year prior to the first year of the program (this number is equal to zero ("0") during the last baseline year (2006-2007), it is negative prior to the baseline period, and increases by one (1) in every follow-up year);

X_{2jk} = A dichotomous variable (1 if cohort j at school k occurs in the 1st year of MSAP; "0" otherwise);

X_{3jk} = 1 if cohort j at school k occurs in the 2nd year of MSAP; "0" otherwise;

X_{4jk} = 1 if cohort j at school k occurs in the 3rd year of MSAP; "0" otherwise.

W_k = 1 if school k is an MSAP school, "0" otherwise.

γ_{00k} = the intercept for school k (average achievement in school k in the year prior to the magnet school program);

γ_{01k} = time trend for school k (the relationship between a unit change in time and average achievement at school k);

γ_{02} = the average 1st year deviation from trend in comparison schools;

γ_{03} = the average 2nd year deviation from trend in comparison schools;

γ_{04} = the average 3rd year deviation from trend in comparison schools;

γ_{05} = the average difference between 1st year deviation from trend in the comparison schools and the 1st year deviation from trend in the magnet schools;

γ_{06} = the average difference between 2nd year deviation from trend in the comparison schools and the 2nd year deviation from trend in the magnet schools;

γ_{07} = the average difference between 3rd year deviation from trend in the comparison schools and the 3rd year deviation from trend in the magnet schools;

Γ_{0jk} = residual variance.

Controlling for Shifts in Student Composition (covariates) Among Cohorts

Level-1: Students within Cohorts

$$Y_{ijk} = \beta_{0jk} + \beta_{1jk} X_{ijk}^* + e_{ijk}$$

X_{ijk}^* = background characteristics (i.e. prior achievement) of student i , in cohort j , at school k (grand-mean centered). Additionally and in a separate model, student characteristics will be included in the level-1 model – uncentered – to measure any differential effects of magnet schools on student subgroups and estimate the relative impact of magnet school attendance on these subgroups;

β_{0jk} = average achievement in cohort j at school k , for students with average characteristics;

β_{1jk} = the relationship between prior achievement and student achievement in cohort j at school k ;

Level-2: Schools-by-Year Cohorts

$$\beta_{0jk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk}^* W_k + \gamma_{06} X_{3jk}^* W_k + \gamma_{07} X_{4jk}^* W_k + \Gamma_{0jk}$$

$$\beta_{1jk} = \sum_{k=1}^k \gamma_{10k} D_k$$

Mixed Model:

$$Y_{ijk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \sum_{k=1}^k \gamma_{10k} D_k X_{ijk}^* + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk}^* W_k + \gamma_{06} X_{3jk}^* W_k + \gamma_{07} X_{4jk}^* W_k + \Gamma_{0jk} + e_{ijk}$$

X_{ijk}^* = student background characteristics (i.e. prior achievement, race/ethnicity, ELL status, Sped, gender) of student i , in cohort j , at school k (grand-mean centered).

Effect Size

In addition to providing the results on the statistical significance of magnet school effects the Alliance will also provide an index of the practical importance or *effect size* of the study results. The Alliance will utilize the most appropriate estimate of effect size to answer the study's research questions.

6. Treatment and Treatment Fidelity

MSAP schools will evolve throughout the three-year MSAP cycle because their programs are implemented in stages. Measuring program treatment fidelity helps identify variability within program structure and content across the MSAP years. The Alliance also understands that examining pre-conversion data, local educational policies, and other initiatives, will help explain the counterfactual—how schools would have evolved if they had not been converted to magnet—which will provide insight into the factors responsible for the evolution of magnet conversion schools, contextualize and interpret the impact of magnet schools on student achievement. The Alliance is also cognizant that many MSAP schools do not have formal structures in place to monitor treatment fidelity; therefore, this will be addressed in the regular evaluation plan as described in the district MSAP application.

Program fidelity (the degree to which the program is implemented as intended) will be determined in the areas of dosage (number of minutes per week/year and proportion of instructional time the magnet theme is presented to students), quality of lessons presented to students, and adherence (degree to which project goals, objectives and activities described in this proposal are implemented). See proposal sections 3.1, 3.2, 3.3.

7. Progress Reports and Communications

The Education Alliance will develop annual progress reports based on guidance from the U.S. Department of Education that will help inform and document implementation of the most rigorous methodology and analysis possible given the district's composition and the data available. Information included in these reports will include at a minimum any changes in the evaluation design, treatment and treatment fidelity measures, progress on data collection, copies of data collection/assessment instruments, progress on database development, updates on data analysis plan, progress in statistical analyses, and preliminary statistical results as available. A final report inclusive of findings and statistical results will be submitted in year three

The Alliance will maintain ongoing communication with magnet program directors to clarify magnet program implementation and comparison school configurations. Evaluators will also communicate regularly with data directors and meet with them as necessary to learn the structures, intricacies, and limitations of their district's data systems. Such communication is critical to maintaining the close working relationship necessary to support and assure successful implementation of the rigorous evaluations. Evaluators will rely on the district data directors to secure student-level assessment data

as well as a variety of other descriptive data on students, teachers, and schools included in the evaluation sites.

8. Organizational Capacity

The Education Alliance, a department at Brown University, serving the education community since 1975, provides applied research, evaluation, development, technical assistance, and consulting services to public and private educational organizations nationwide. Initially formed through a federally funded program designed to assist second language educators in New England, the work of the Alliance has evolved to focus on state, district and school improvement, with special attention to underperforming districts and schools and issues of equity and diversity. The mission of the Education Alliance is to promote educational change that provides all students with equitable opportunities to succeed and to advocate for populations whose access to excellent education has been limited or denied.

The Education Alliance fulfills this mission by jointly engaging with practitioners and policy makers in planning, implementing, and evaluating the policies, programs, strategies, and practices that lead to sustainable improvements in teaching and learning. Currently, the Education Alliance is engaged in over 40 separate grants and contracts, ranging from short-term, targeted professional services to schools and districts to multi-year rigorous evaluation of instructional programs and high quality technical assistance services to states on issues of equity, comprehensive school reform, and No Child Left Behind implementation.

The Education Alliance's Research and Evaluation Division currently fields up to twenty projects annually. These projects range from federally funded randomized trials investigating adolescent literacy interventions and another assessing the effects of early childcare education to multi-year program evaluations of comprehensive school reform, smaller learning communities, bilingual education, and math and science partnerships. With respect to experience with the Magnet School Assistance Program, the Alliance has collaborated with American Education Solutions to provide comprehensive evaluation services annually for the past three cycles of funding for the Magnet School Assistance Program (MSAP). Working with geographically diverse school districts across multiple states, Alliance evaluators have interacted with MSAP directors and data managers to coordinate data collection activities and assess program implementation and impact over each three-year grant cycle. Throughout each cycle of MSAP awards, Education Alliance staff maintained the use of comparison sites to afford longitudinal assessment of the differential impact of magnet school programs on reducing the achievement gap between minority and non-minority students.

The Education Alliance continues to increase the methodological sophistication of its MSAP evaluations by the use of propensity scoring to develop statistically similar matched samples across schools. In addition, the use of documented inventories of non-magnet school offerings was introduced to assure the absence of former magnet or

similar program features among the comparison pool members. Other examples of the Education Alliance's experience with MSAP evaluations include:

- *Site recruitment, data gathering, and analysis of student records.* For each of the last three MSAP funding cycles, approximately 3,000 teacher surveys and 10,000 student surveys were administered each year. These efforts included the identification and recruitment of comparison sites for survey administration and collection of student test data.
- *Use of quasi-experimental methods, including cross-sectional and growth modeling.* The Education Alliance used quasi-experimental designs throughout each cycle of MSAP evaluation. Working either with matched comparison schools or matched comparison student cohorts, evaluators incorporated increasingly sophisticated methods to define and construct statistically equivalent comparison cohorts. Data were disaggregated and analyzed separately by demographic variables such as student's race and socio-economic status, as required by the MSAP grant. Longitudinal analyses were conducted on successive measurement of students' academic performance to estimate change over time. Results were presented in tables that presented both district-wide performance and magnet-comparison school pairs, yearly and over time. Statistical analyses included both pre-post tests of significance, repeated measures analysis of covariance and growth modeling.
- *Experience in conducting experimental evaluations where programs are over-subscribed.* Education Alliance staff is currently engaged in six rigorous evaluations where the uses of lotteries or application pools were proposed to approximate experimental designs. The lottery provides evaluators with an equivalent treatment group (student applicants who are randomly selected for magnet school 'seats') and a control group (student applicants who are not selected); therefore, any post-treatment outcome difference between treatment and control groups can be assigned to treatment effect. Several issues prevented the use of student lotteries for conducting experimental evaluations, including low applicant pools, the use of inconsistently applied weighting protocols, preferential selection policies, and inconsistent test data over time. Such factors were carefully considered within the unique context of each district, and quasi-experimental designs proved to be the most rigorous methodology to employ for these evaluations.

References

- Ballou, D., Goldring, E., and Liu, K. (March, 2006). Magnet schools and student achievement. Research report for the National Center for the Study of Privatization in Education. Retrieved April 2, 2007, from <http://www.ecs.org/html/IssueSection.asp?issueid=80&s=Selected+Research+%26+Readings>
- Betts, J., and Loveless, T. (Eds). (2005). *Getting choice right: Ensuring equity and efficiency in education policy*. Washington, D.C.: Brookings Institution Press.
- Bloom, H. (2003). Using short interrupted time-series analysis to measure the impact of whole school reforms. *Evaluation Review*. 27(1), 3-49.
- Hoxby, C. M. & Rockoff, J.E. (2004). The impact of charter schools on student achievement. Retrieved July 25, 2006 from <http://www.economics.harvard.edu/faculty/hoxby/papers.html>

C. BUDGET									
MISAP Rigorous Evaluation 2007									
Cost Items	YEAR 1		YEAR 2		YEAR 3		TOTAL		(b)(4)
	Days	% Effort	Days	% Effort	Days	% Effort	Days	% Effort	
Salaries									
Director									
R&E Specialist									
R&E Sr. Associate									
Data Analyst									
R&E Associate									
R&E Assistant									
Other TBN									
Program Support									
Operational (Admin/IT Staff)									
Salary Subtotals:									
Benefits (32.4%)									
Miscellaneous Staff									
Misc. Benefits (9%)									
Professional Services									
Statistical consultant									
Staff Travel									
Site/National (incl. MSA fees)									
Program Specific Materials/Supplies									
Supplies									
Books									
Equipment (under \$3,000)									
Equipment (over \$3,000)									
Infrastructure (\$1,200 per FTE)									
Total Direct Costs									
Total F & A Costs (23%)*									
*23% unless officially capped									
Grand Total									

New Haven MSAP Other Attachments Form

File 7: Magnet Schools Assistance Program Assurances

MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES

In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(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 decisionmaking 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.


Signature of Authorized Representative

4/26/2007
Date

New Haven MSAP Other Attachments Form

File 8: Table of Contents for Project Narrative

NEW HAVEN PUBLIC SCHOOLS MSAP: Table of Contents

Part III: Program Narrative Addressing Need for Assistance, Expanding Capacity to Provide Choice and the MSAP Selection Criteria

Competitive Priority 280.32(b) Need for assistance..... 1
 The Secretary evaluates the applicant’s need for assistance under this part, by considering

- (a) The costs of fully implementing the magnet school project as proposed.....25
- (b) The resources available to the applicant to carry out the project if funds under the program were not provided.....28
- (c) The extent to which the costs of the project exceed the applicant’s resources.....30
- (d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the project design of the magnet schools project -e.g., the type of program proposed, the location of the magnet school within the LEA impacts on the applicant’s ability to successfully carry out the approved plan.....31

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Selection Criteria 280.31

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 - (1) The Secretary reviews each application to determine the quality of the plan of operation for the project.41
 - (2) The Secretary determines the extent to which the applicant demonstrates:
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 - (ii) The effectiveness of its plan to attain specific outcomes that--53
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 - (B) Are attainable within the project period;53
 - (C) Are measurable and quantifiable;53
 - (D) For multi-year projects, can be used to determine the project’s progress in meeting its intended outcomes;53
 - (iii) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;62
 - (iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in mathematics, science or technology courses, and disabled students;75
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(2)	The Secretary determines the extent to which--	
(i)	The project director is qualified to manage the project;	89
(ii)	Other key personnel are qualified to manage the project;	92
(iii)	Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools;	105
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(ii)	Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;	126
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(1)	The adequacy of the facilities that the applicant plans to use;	210

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(3)	Includes methods that are objective and that will produce data that are quantifiable.	219
(f)	<u>Commitment and capacity</u>	231
(1)	The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under the regulations is no longer available;	231
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New Haven MSAP Other Attachments Form

File 1A: Desegregation Plan Supplemental Information



STATE OF CONNECTICUT

STATE DEPARTMENT OF EDUCATION



April 26, 2007

The Honorable Margaret Spellings
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Spellings:

We are pleased to write in support of the New Haven Public School District's proposal for a grant award under the Magnet Schools Assistance Program.

The State of Connecticut is under court order to reduce racial isolation in public school districts. The *Sheff vs. O'Neill* case which led to this order has resulted in legislation requiring every school district in the state to provide educational opportunities to interact with students and teachers from other racial, ethnic and economic backgrounds. New Haven has led the State in this effort; their new magnet school proposal would continue to support the district's efforts to meet the requirements of this legislation.

Connecticut recognizes the need for immediate action to reduce racial isolation while providing magnet school programs capable of attracting a diverse student body. The schools affected by this proposal will meet this need. The three Pre-K-8 and one 6-12 schools in New Haven's application are also about to be approved by the State as interdistrict schools. These are in addition to the fourteen New Haven's schools that are already successful interdistrict magnet schools. These schools are serving as beacons in Connecticut to attract suburban students to urban schools for the purpose of school desegregation. We strongly support New Haven's continued effort.

We are sure that your review of these schools will be positive and that these schools will receive every consideration for funding in the competition.

Sincerely,

Mark Linabury
Program Manager Interdistrict Magnet Schools
Bureau of Educational Equity

cc: Reginald R. Mayo
Ed Linehan

Box 2219 • Hartford, Connecticut 06145

An Equal Opportunity Employer

New Haven Public Schools

Reginald Mayo, Ph.D
Superintendent

April 26, 2007



Administrative Offices
Gateway Center
54 Meadow St.
New Haven, CT 06519
Tel. (203) 946-8888
Fax. (203) 946-7300

The Honorable Dr. Margaret Spellings
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Spellings,

On behalf of the New Haven Public Schools and the New Haven Board of Education it is with great pleasure that we submit this Magnet School Assistance Program grant application. We have proposed the establishment of four new "Interdistrict Magnet Schools" which, when fully implemented, will serve approximately 2,500 students. The schools are:

- Beecher Museum School of Arts and Sciences PK-8
- John Daniels School of International Communication PK-8
- Ross/Woodward Classical Studies Magnet School PK-8
- University Magnet School for Science and Engineering 6-12

New Haven has a long standing commitment to public school choice and reducing minority group isolation. This proposal will make it possible to expand these efforts and to comply with the state statutory requirements established in response to the 1996 *Sheff v. O'Neill* Connecticut Supreme Court decision. As interdistrict magnet schools, thirty-five percent of the students enrolled will be from suburban school districts, thus providing a more racially and economically diverse student population than would otherwise be possible.

The Court, the Connecticut Legislature and the Connecticut State Education Department have consistently viewed the reduction of racial, ethnic and economic isolation in Connecticut schools to be mandatory. For the last three cycles, our MSAP proposals have been funded by the U.S. Department of Education as required plans.

As stated in Circular Letter C-25 of 2003-2004, there is a statutory requirement (Connecticut General Statutes Section 10-4a) to reduce racial, ethnic and economic isolation in our schools. Circular C-25 quotes the law stating that "each school district shall provide educational opportunities for"



Honorable M. Spelling

April 26, 2007

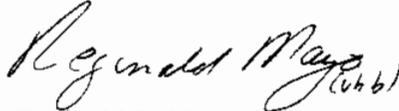
Page Two

its students to interact with students and teachers from other racial, ethnic, and economic backgrounds and may provide such opportunities with students from other communities.

The Magnet Schools Assistance Program grant in operation within the New Haven Public Schools continues to conform with the requirements of the *Sheff v. O'Neill* Connecticut Supreme Court ruling. The project proposed in this application will also conform with the *Sheff* ruling. The Interdistrict Magnet School Program and Open Choice (Project Choice) was established by the Connecticut Legislature as one part of its overall response to the court's decision. These programs are managed directly by the Connecticut State Department of Education. We participate in both.

New Haven already manages fourteen interdistrict magnet schools serving over six thousand students. It is a proven practice with respect to increasing the diversity of our schools and in closing the achievement gap of our students. I am sure that as you review the details of our application you will share our enthusiasm and optimism for its success in the competition.

Sincerely,

A handwritten signature in cursive script that reads "Reginald Mayo" with a small "(v h b)" written below the name.

Reginald R. Mayo, Ph.D
Superintendent of Schools

Series 2003-04
Circular Letter: C- 25

TO: Chairpersons of Local and Regional School Boards in the *Sheff v. O'Neill* Region
Superintendents of Schools in the *Sheff v. O'Neill* Region
Superintendents Participating in the Open Choice Program

FROM: Dr. Betty J. Sternberg, Commissioner of Education

CC: RESC Directors

DATE: June 4, 2004

SUBJECT: Reducing Racial, Ethnic and Economic Isolation for Connecticut Students
in the Greater Hartford Region and Expanding Open Choice Program Participation

One of my chief commitments as Commissioner is meeting our mutual obligation to reduce racial, ethnic and economic isolation. This is defined as one of the paramount educational interests of the state in Connecticut General Statutes Section 10-4a(3):

“... in order to reduce racial, ethnic and economic isolation, **each school district** shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic, and economic backgrounds and may provide such opportunities with students from other communities...”
(emphasis added)

We must meet both the letter and the spirit of the law. The Connecticut State Department of Education's Open Choice Program and the Interdistrict Magnet School Program are two of the main vehicles intended to provide school districts with opportunities to meet the ambitious goals of this legislation. The recent agreement reached between the *Sheff* plaintiffs and the State Department of Education adds to the urgency of improving these programs and aggressively increasing participation in them. Your district's contributions to these endeavors have truly supported the state goal to reduce racial, ethnic and economic isolation. **Your continuing and increasing support are critical at this time.**

According to the agreement, by June 30, 2007, at least 30 percent of minority students living in Hartford will be involved in educational experiences with reduced isolation through participation in a variety of programs. A large number of these students are expected to be enrolled in the Open Choice Program or in an Interdistrict Magnet School. Thanks to your efforts, especially through opening new seats midyear, we are close to the goal of having 1000 Hartford minority students participating in the Open Choice program in 2003-04. As of April 28, 2004, 906 Hartford minority students were enrolled.

Hartford students and their families continue to show an interest in the Open Choice program. In 2003-04, 40 or more students in each grade from Grades 4 through 9 were waiting for placement. **Our challenge now is to reach a target of 1200 Hartford minority students participating in Open Choice in 2004-05. As of April 28, 2004, CSDE and CREC projected that a minimum of 366 new seats will need to be opened and filled to achieve the Open Choice goal – an equivalent of approximately 14 new seats in each of the current 27 districts participating in the program. Securing 15 new seats in each district (405 total) will ensure that enough**

seats will be offered in the event that parents may decline placements in outlying districts. We must reach the 1200 student goal in the coming weeks to adequately prepare for the start of the new academic year.

Bruce Douglas and the Open Choice program staff members at CREC have been in contact with you to find the additional seats we need. I know that you will do everything you can to help. Remember that districts qualify for an additional CSDE disbursement in schools that enroll 10 or more out-of-district Open Choice students.

I have created a new Office of Educational Equity that reports directly to me. It has primary responsibility for the State Department of Education's efforts to reduce racial, ethnic and economic isolation across the state, but with a particular focus now on meeting and exceeding the stipulations in our agreement with the *Sheff* plaintiffs. Jack Hasegawa serves as chief of the new office. He and the staff have been working especially hard, in partnership with the Hartford Public Schools, the City of Hartford and CREC, to address the needs of Open Choice and the developing magnet schools. They will be in contact with you to enlist your continuing assistance, especially with regard to enrollment commitments for these programs.

I am aware of the challenges that many Connecticut districts are facing as they finalize their 2004-05 operating budgets. Current state funding formulas will continue to support districts that participate in these programs. There is, however, a financial commitment needed from participating districts. The Hartford school district, for example, must pay or provide special education services for Hartford students in Open Choice (for expenditures above the \$2000 per pupil allocation that suburban districts receive). Also, there is a magnet tuition commitment for the Hartford Public Schools and its neighboring districts in the *Sheff v. O'Neill* region. We will continue to review with the leadership of the General Assembly legislative proposals that enhance the effectiveness and cost-effectiveness of these initiatives.

You can help by extending and increasing your current commitment to the Open Choice program and by funding magnet tuition costs. In this year, as we celebrate the 50th Anniversary of *Brown v. Board of Education*, we can continue the spirit of that seminal civil rights legislation by doing our best to meet our moral and legal commitments to school desegregation and educational excellence.

Please contact Jack Hasegawa, Chief, Office of Educational Equity, at 860.713.6545, if you have any questions. Thank you again for your ongoing support.

BJS/mr

New Haven MSAP Other Attachments Form

File 2: Tables 1-4, Enrollment Data

Magnet School: Beecher Museum Magnet School																	
Table #3 Enrollment Data - Magnet School																	
Actual Enrollment as of 10/1/06 (Current School Year)				Projected Enrollment as of 10/1/07 (Year 1 of Project)				Projected Enrollment as of 10/1/08 (Year 2 of Project)				Projected Enrollment as of 10/1/09 (Year 3 of Project)					
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K	0	0.0%	0	0.0%	0	Pre-K	0	0.0%	0	0.0%	0	Pre-K	18	50.0%	18	50.0%	36
K	40	93.0%	3	7.0%	43	K	30	62.5%	18	37.5%	48	K	30	62.5%	18	37.5%	48
1	60	100.0%	0	0.0%	60	1	40	83.3%	8	16.7%	48	1	30	62.5%	18	37.5%	48
2	43	95.6%	2	4.4%	45	2	54	100.0%	0	0.0%	54	2	40	83.3%	8	16.7%	48
3	52	100.0%	0	0.0%	52	3	43	89.6%	5	10.4%	48	3	48	100.0%	0	0.0%	48
4	50	96.2%	2	3.8%	52	4	48	100.0%	0	0.0%	48	4	43	89.6%	5	10.4%	48
5	34	100.0%	0	0.0%	34	5	46	95.8%	2	4.2%	48	5	46	95.8%	2	4.2%	48
6	38	100.0%	0	0.0%	38	6	44	91.7%	4	8.3%	48	6	46	95.8%	2	4.2%	48
7	0	0.0%	0	0.0%	0	7	38	0.0%	4	9.5%	42	7	44	91.7%	4	8.3%	48
8	0	0.0%	0	0.0%	0	8	0	0.0%	0	0.0%	0	8	38	90.5%	4	9.5%	42
Total	317	97.8%	7	2.2%	324	Total	343	89.3%	41	10.7%	384	Total	383	82.9%	79	17.1%	462
												Total	373	79.7%	95	20.3%	468

Magnet School: Ross/Woodard Classical Studies Magnet																							
Table #3 Enrollment Data - Magnet School																							
Actual Enrollment as of 10/1/06 (Current School Year)					Projected Enrollment as of 10/1/07 (Year 1 of Project)					Projected Enrollment as of 10/1/08 (Year 2 of Project)					Projected Enrollment as of 10/1/09 (Year 3 of Project)								
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K	37	94.9%	2	5.1%	39	Pre-K	30	78.9%	8	21.1%	38	Pre-K	27	50.0%	27	50.0%	54	Pre-K	27	50.0%	27	50.0%	54
K	43	82.7%	9	17.3%	52	K	50	64.1%	28	35.9%	78	K	50	64.1%	28	35.9%	78	K	50	64.1%	28	35.9%	78
1	67	88.2%	9	11.8%	76	1	43	81.1%	10	18.9%	53	1	50	64.1%	28	35.9%	78	1	50	64.1%	28	35.9%	78
2	62	87.3%	9	12.7%	71	2	67	87.0%	10	13.0%	77	2	50	83.3%	10	16.7%	60	2	50	64.1%	28	35.9%	78
3	88	88.0%	12	12.0%	100	3	62	86.1%	10	13.9%	72	3	67	87.0%	10	13.0%	77	3	50	64.1%	28	35.9%	78
4	85	89.5%	10	10.5%	95	4	88	87.1%	13	12.9%	101	4	68	87.2%	10	12.8%	78	4	68	87.2%	10	12.8%	78
5	54	88.5%	7	11.5%	61	5	66	86.8%	10	13.2%	76	5	66	86.8%	10	13.2%	76	5	68	87.2%	10	12.8%	78
6	76	85.4%	13	14.6%	89	6	54	88.5%	7	11.5%	61	6	66	86.8%	10	13.2%	76	6	66	86.8%	10	13.2%	76
7	68	85.0%	12	15.0%	80	7	76	85.4%	13	14.6%	89	7	71	91.0%	7	9.0%	78	7	66	86.8%	10	13.2%	76
8	21	80.8%	5	19.2%	26	8	68	85.0%	12	15.0%	80	8	76	88.4%	10	11.6%	86	8	71	92.2%	6	7.8%	77
Total	601	87.2%	88	12.8%	689	Total	604	83.3%	121	16.7%	725	Total	591	79.8%	150	20.2%	741	Total	566	75.4%	185	24.6%	751

Table #3 Enrollment Data - Magnet School

Magnet School: University Magnet School for Science and Engineering																	
Actual Enrollment as of 10/1/06 (Current School Year)				Projected Enrollment as of 10/1/07 (Year 1 of Project)				Projected Enrollment as of 10/1/08 (Year 2 of Project)				Projected Enrollment as of 10/1/09 (Year 3 of Project)					
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
6	0	0.0%	0	0.0%	0	6	78	88.6%	10	11.4%	88	6	62	70.5%	26	29.5%	88
7	0	0.0%	0	0.0%	0	7	78	88.6%	10	11.4%	88	7	0	0.0%	0	0.0%	88
8	0	0.0%	0	0.0%	0	8	0	0.0%	0	0.0%	0	8	0	0.0%	0	0.0%	0
9	0	0.0%	0	0.0%	0	9	0	0.0%	0	0.0%	0	9	0	0.0%	0	0.0%	0
10	0	0.0%	0	0.0%	0	10	0	0.0%	0	0.0%	0	10	0	0.0%	0	0.0%	0
11	0	0.0%	0	0.0%	0	11	0	0.0%	0	0.0%	0	11	0	0.0%	0	0.0%	0
12	0	0.0%	0	0.0%	0	12	0	0.0%	0	0.0%	0	12	0	0.0%	0	0.0%	0
Total	0	0.0%	0	0.0%	0	Total	156	88.6%	20	11.4%	176	Total	62	70.5%	26	29.5%	88

The first year of the project will be a planning year for this school. As such, year 1 is the baseline year.
 The student enrollment for year 1(2007-2008) is a projection. This is a district-wide school without an attendance zone.
 If it did not open as a magnet school, it would have an enrollment of about 89%, the district-wide average of minority students for the middle school grades that this school will serve.

Table 4: Enrollment Data – Feeder Schools

Feeder	Magnet(s)	Actual Enrollment as of 10/1/06 (Current School Year)				Projected Enrollment as of 10/1/07 (Year 1 of Project)				Projected Enrollment as of 10/1/08 (Year 2 of Project)				Projected Enrollment as of 10/1/09 (Year 3 of Project)							
		#	%	Min	% Non-min	Total	#	%	Min	% Non-min	Total	#	%	Min	% Non-min	Total	#	%	Min	% Non-min	Total
Clemente	Beecher	551	96.2%	22	3.8%	573	552	95.7%	25	4.3%	577	553	95.3%	27	4.7%	580	554	95.0%	29	5.0%	583
Fair Haven	Daniels	693	97.9%	15	2.1%	707	693	97.5%	18	2.5%	711	694	97.2%	20	2.8%	714	695	96.9%	22	3.1%	717
Betsy Ross	Ross-Woodward	377	77.7%	108	22.3%	485	378	77.3%	111	22.7%	489	379	77.0%	113	23.0%	492	380	76.8%	115	23.2%	495
Sheridan	University Magnet	336	83.1%	46	16.9%	382	227	82.2%	49	17.8%	276	228	81.7%	51	18.3%	279	229	81.2%	53	18.8%	282
Troup		354	97.8%	8	2.2%	362	355	97.0%	11	3.0%	366	356	96.5%	13	3.5%	369	357	96.0%	15	4.0%	372
Barnard		306	91.1%	30	8.9%	336	307	90.3%	31	9.7%	340	308	89.8%	35	10.2%	343	309	89.3%	37	10.7%	346
Bishop Woods		258	88.1%	35	11.9%	293	259	87.2%	38	12.8%	297	260	86.7%	40	13.3%	300	261	86.1%	42	13.9%	303
Brennan		280	94.6%	16	5.4%	296	281	93.7%	19	6.3%	300	282	93.1%	21	6.9%	303	283	92.5%	23	7.5%	306
Clinton		487	94.0%	31	6.0%	518	488	93.5%	34	6.5%	522	489	93.1%	36	6.9%	525	490	92.8%	38	7.2%	528
Columbus		254	100.0%	0	0.0%	254	255	98.8%	3	1.2%	258	256	98.1%	5	1.9%	261	257	97.3%	7	2.7%	264
Davis		308	84.6%	56	15.4%	364	309	84.0%	59	16.0%	368	310	83.6%	61	16.4%	371	311	83.2%	63	16.8%	374
Dwight		360	99.4%	2	0.6%	362	361	98.6%	5	1.4%	366	362	98.1%	7	1.9%	369	363	97.6%	9	2.4%	372
East Rock		618	91.8%	55	8.2%	673	619	91.4%	58	8.6%	677	620	91.2%	60	8.8%	680	621	90.9%	62	9.1%	683
Edgewood		330	73.9%	119	27.1%	449	321	72.5%	133	27.5%	443	322	72.2%	134	27.8%	446	323	71.9%	136	28.1%	449
Hale		312	51.8%	290	48.2%	602	313	51.7%	293	48.3%	606	314	51.6%	295	48.4%	609	315	51.5%	297	48.5%	612
Hill Central		520	99.2%	4	0.8%	524	521	98.7%	7	1.3%	528	522	98.3%	9	1.7%	531	523	97.9%	11	2.1%	534
Hooker		216	55.1%	176	44.9%	392	217	54.8%	179	45.2%	396	218	54.6%	181	45.4%	399	219	54.5%	183	45.5%	402
Jepson		259	79.0%	69	21.0%	328	260	78.3%	73	21.7%	332	261	77.9%	74	22.1%	335	262	77.5%	76	22.5%	338
King-Robinson		299	92.6%	24	7.4%	323	300	91.7%	27	8.3%	327	301	91.2%	29	8.8%	330	302	90.7%	31	9.3%	333
Linc-Bassett		549	99.5%	3	0.5%	552	550	98.9%	6	1.1%	556	551	98.6%	8	1.4%	559	552	98.2%	10	1.8%	562
Mauro		372	91.2%	32	8.8%	404	373	90.5%	35	9.5%	408	374	90.0%	37	10.0%	411	375	89.6%	39	10.4%	414
Prince		69	97.3%	2	2.8%	71	70	93.3%	5	6.7%	75	71	91.0%	7	9.0%	78	72	88.9%	9	11.1%	81
Truman		614	97.8%	14	2.2%	628	615	97.3%	17	2.7%	632	616	97.0%	19	3.0%	635	617	96.7%	21	3.3%	638
West Hills		547	88.2%	73	11.8%	620	548	87.8%	76	12.2%	624	549	87.6%	78	12.4%	627	550	87.3%	80	12.7%	630
Wexler		491	99.0%	5	1.0%	496	492	98.4%	8	1.6%	500	493	98.0%	10	2.0%	503	494	97.6%	12	2.4%	506
Microsociety		191	91.0%	19	9.0%	210	192	89.7%	23	10.3%	214	193	88.9%	24	11.1%	217	194	88.2%	26	11.8%	220
Clarence Rogers		175	95.2%	7	3.8%	182	176	94.6%	10	5.4%	186	177	93.7%	13	6.3%	189	178	92.7%	14	7.3%	192
Martinez		565	97.1%	17	3.0%	582	566	96.6%	20	3.4%	586	567	96.3%	23	3.7%	589	568	95.9%	24	4.1%	592
Celentano		395	91.2%	38	8.8%	433	396	90.6%	41	9.4%	437	397	90.2%	43	9.8%	440	398	89.8%	45	10.2%	443

These schools will be the New Haven feeder schools for Beecher, Ross-Woodward, and Daniels for all three project year. They will be the New Haven feeder schools for University Magnet for years 2 and 3 since that school opens for project year two.

Suburban Feeder Schools For New Haven Magnet Schools

Racial Diversity Data 2006-2007

1. There are 27 suburban sending districts with 108,895 enrolled students
2. 79.43% of those student are WHITE (86,490).
3. There are 197 public schools in the 27 districts.
 - o 14 of these schools have minority enrollments that are more than 50%
 - o 19 of these schools have minority enrollment between 40-50%
 - o New Haven will draw suburban students from the remaining 164 schools with minority enrollments of less than 40%
 - o 140 schools have less than 25% minority enrollment

Racial Composition and Minority Group Isolation Status of Potential Suburban Sending Schools

District Name	School Name	Asian	Black	Hispanic	Indian	White	Total	Minority	%Minority
1	Ansonia School District	13	130	130	1	426	700	274	39.14%
2	Ansonia School District	12	120	136	4	399	671	272	40.54%
3	Ansonia School District	7	126	116	2	363	614	251	40.88%
4	Ansonia School District	15	140	159	3	412	729	317	43.48%
5	Bethany School District	33	18	6	2	498	557	59	10.59%
6	Branford School District	16	11	8	2	329	366	37	10.11%
7	Branford School District	67	32	27	3	1,054	1,183	129	10.90%
8	Branford School District	28	12	16	1	405	462	57	12.34%
9	Branford School District	62	35	42	1	977	1,117	140	12.53%
10	Branford School District	4	1	7	1	50	63	13	20.63%
11	Branford School District	50	29	25	1	316	421	105	24.94%
12	Cheshire School District	100	27	28	2	1,474	1,631	157	9.63%
13	Cheshire School District	19	8	9	0	327	363	36	9.92%
14	Cheshire School District	32	10	8	0	432	482	50	10.37%
15	Cheshire School District	62	20	24	0	826	932	106	11.37%
16	Cheshire School District	46	22	29	0	721	818	97	11.86%
17	Cheshire School District	2	1	0	0	22	25	3	12.00%
18	Cheshire School District	48	5	11	2	479	545	66	12.11%
19	Cheshire School District	33	6	12	0	319	370	51	13.78%
20	Clinton School District	11	6	38	2	609	666	57	8.56%
21	Clinton School District	12	4	17	0	298	331	33	9.97%
22	Clinton School District	23	3	41	0	604	671	67	9.99%
23	Clinton School District	14	7	29	0	423	473	50	10.57%
24	Derby School District	10	29	32	15	297	383	86	22.45%
25	Derby School District	5	86	101	4	489	685	196	28.61%
26	Derby School District	7	58	138	3	210	416	206	49.52%
27	East Haven School District	0	0	1	0	36	37	1	2.70%
28	East Haven School District	10	3	13	0	196	222	26	11.71%
29	East Haven School District	7	4	13	0	163	187	24	12.83%
30	East Haven School District	31	22	101	2	971	1,127	156	13.84%
31	East Haven School District	20	5	25	1	288	339	51	15.04%
32	East Haven School District	5	8	22	1	191	227	36	15.86%
33	East Haven School District	21	17	51	3	469	561	92	16.40%
34	East Haven School District	5	9	24	0	186	224	38	16.96%
35	East Haven School District	3	2	35	0	192	232	40	17.24%
36	East Haven School District	24	10	27	2	281	344	63	18.31%
37	East Haven School District	6	2	26	1	142	177	35	19.77%
38	East Haven School District	6	3	22	3	134	168	34	20.24%
39	Guilford School District	13	4	18	0	561	596	35	5.87%
40	Guilford School District	30	18	27	2	1,082	1,159	77	6.64%
41	Guilford School District	14	1	20	0	334	369	35	9.49%
42	Guilford School District	17	5	33	2	536	593	57	9.61%

Racial Composition and Minority Group Isolation Status of Potential Suburban Sending Schools

District Name	School Name	Asian	Black	Hispanic	Indian	White	Total	Minority	%Minority
43	Guilford School District	16	8	9	0	310	343	33	9.62%
44	Guilford School District	30	4	12	0	424	470	46	9.79%
45	Guilford School District	9	1	23	1	275	309	34	11.00%
46	Hamden School District	0	3	0	0	9	12	3	25.00%
47	Hamden School District	24	86	21	0	357	488	131	26.84%
48	Hamden School District	54	57	34	0	349	494	145	29.35%
49	Hamden School District	12	101	25	0	195	333	138	41.44%
50	Hamden School District	78	622	205	4	1,248	2,157	909	42.14%
51	Hamden School District	4	13	7	0	32	56	24	42.86%
52	Hamden School District	39	324	114	1	498	976	478	48.98%
53	Hamden School District	17	137	41	1	175	371	196	52.83%
54	Hamden School District	29	131	67	1	118	346	228	65.90%
55	Hamden School District	5	154	72	0	112	343	231	67.35%
56	Hamden School District	58	110	47	0	99	314	215	68.47%
57	Hamden School District	8	185	74	0	112	379	267	70.45%
58	Madison School District	32	12	6	0	1,128	1,178	50	4.24%
59	Madison School District	7	2	3	3	306	321	15	4.67%
60	Madison School District	17	5	6	2	607	637	30	4.71%
61	Madison School District	22	1	13	1	636	673	37	5.50%
62	Madison School District	18	1	3	0	343	365	22	6.03%
63	Madison School District	24	7	9	2	584	626	42	6.71%
64	Middletown School District	14	76	46	0	253	389	136	34.96%
65	Middletown School District	16	45	49	1	198	309	111	35.92%
66	Middletown School District	10	92	23	0	219	344	125	36.34%
67	Middletown School District	24	73	39	3	211	350	139	39.71%
68	Middletown School District	27	184	67	4	427	709	282	39.77%
69	Middletown School District	53	376	111	6	814	1,360	546	40.15%
70	Middletown School District	21	90	36	1	201	349	148	42.41%
71	Middletown School District	19	110	44	2	191	366	175	47.81%
72	Middletown School District	17	120	47	3	203	390	187	47.95%
73	Middletown School District	45	86	44	2	169	346	177	51.16%
74	Middletown School District	2	103	49	0	82	236	154	65.25%
75	Milford School District	17	6	5	3	337	368	31	8.42%
76	Milford School District	20	9	17	0	452	498	46	9.24%
77	Milford School District	0	3	4	0	68	75	7	9.33%
78	Milford School District	35	21	42	2	926	1,026	100	9.75%
79	Milford School District	20	22	22	3	545	612	67	10.95%
80	Milford School District	14	15	18	0	364	411	47	11.44%
81	Milford School District	36	19	6	0	472	533	61	11.44%
82	Milford School District	32	22	29	2	539	624	85	13.62%
83	Milford School District	29	8	15	1	305	358	53	14.80%
84	Milford School District	49	55	63	1	901	1,069	168	15.72%

Racial Composition and Minority Group Isolation Status of Potential Suburban Sending Schools

District Name	School Name	Asian	Black	Hispanic	Indian	White	Total	Minority	%Minority
85	Milford School District	19	16	27	2	332	396	64	16.16%
86	Milford School District	13	29	38	1	383	464	81	17.46%
87	Milford School District	21	26	27	0	255	329	74	22.49%
88	Milford School District	16	21	28	0	216	281	65	23.13%
89	Milford School District	75	18	25	1	302	421	119	28.27%
90	Monroe School District	9	11	10	0	356	386	30	7.77%
91	Monroe School District	18	10	21	2	597	648	51	7.87%
92	Monroe School District	35	21	67	0	1,352	1,475	123	8.34%
93	Monroe School District	29	10	24	2	618	683	65	9.52%
94	Monroe School District	20	6	27	1	510	564	54	9.57%
95	Monroe School District	24	24	25	4	599	676	77	11.39%
96	Naugatuck School District	7	12	29	1	262	311	49	15.76%
97	Naugatuck School District	9	30	28	0	345	412	67	16.26%
98	Naugatuck School District	26	98	129	2	1,266	1,521	255	16.77%
99	Naugatuck School District	4	24	35	0	288	351	63	17.95%
100	Naugatuck School District	11	33	51	1	436	532	96	18.05%
101	Naugatuck School District	11	23	21	1	253	309	56	18.12%
102	Naugatuck School District	18	55	36	3	391	503	112	22.27%
103	Naugatuck School District	19	30	39	0	306	394	88	22.34%
104	Naugatuck School District	20	25	26	5	253	329	76	23.10%
105	Naugatuck School District	20	9	34	0	174	237	63	26.58%
106	Naugatuck School District	10	27	57	0	176	270	94	34.81%
107	North Branford School District	4	1	4	0	394	403	9	2.23%
108	North Branford School District	1	3	3	0	293	300	7	2.33%
109	North Branford School District	9	5	10	0	576	600	24	4.00%
110	North Branford School District	7	10	15	0	671	703	32	4.55%
111	North Branford School District	7	10	22	2	465	506	41	8.10%
112	North Haven School District	23	14	7	0	446	490	44	8.98%
113	North Haven School District	30	10	14	0	340	394	54	13.71%
114	North Haven School District	68	60	40	5	1,002	1,175	173	14.72%
115	North Haven School District	34	14	15	0	363	426	63	14.79%
116	North Haven School District	75	38	35	1	818	967	149	15.41%
117	North Haven School District	42	23	20	0	391	476	85	17.86%
118	Orange School District	12	2	2	0	173	189	16	8.47%
119	Orange School District	31	11	12	0	348	402	54	13.43%
120	Orange School District	38	7	15	1	378	439	61	13.90%
121	Orange School District	37	10	4	0	294	345	51	14.78%
122	Oxford School District	10	3	12	9	529	563	34	6.04%
123	Oxford School District	6	3	25	1	453	488	35	7.17%
124	Oxford School District	10	6	16	3	449	484	35	7.23%
125	Regional School District 05	123	24	35	2	1,428	1,612	184	11.41%
126	Regional School District 05	31	10	6	0	336	383	47	12.27%

Racial Composition and Minority Group Isolation Status of Potential Suburban Sending Schools

District Name	School Name	Asian	Black	Hispanic	Indian	White	Total	Minority	%Minority
127	Regional School District 05	29	10	18	2	364	423	59	13.95%
128	Seymour School District	3	12	8	1	259	283	24	8.48%
129	Seymour School District	15	18	21	1	465	520	55	10.58%
130	Seymour School District	22	25	60	2	839	948	109	11.50%
131	Seymour School District	21	11	41	6	543	622	79	12.70%
132	Seymour School District	15	18	21	1	259	314	55	17.52%
133	Shelton School District	13	6	17	0	571	607	36	5.93%
134	Shelton School District	19	2	7	4	441	473	32	6.77%
135	Shelton School District	22	8	13	3	565	611	46	7.53%
136	Shelton School District	57	50	97	4	1,557	1,765	208	11.78%
137	Shelton School District	36	29	63	2	798	928	130	14.01%
138	Shelton School District	33	13	39	2	487	574	87	15.16%
139	Shelton School District	21	12	26	1	330	390	60	15.38%
140	Shelton School District	14	41	66	5	290	416	126	30.29%
141	Southington School District	0	0	0	2	206	208	2	0.96%
142	Southington School District	19	8	21	1	723	772	49	6.35%
143	Southington School District	40	40	75	2	2,000	2,157	157	7.28%
144	Southington School District	10	9	14	1	397	431	34	7.89%
145	Southington School District	3	7	9	1	206	226	20	8.85%
146	Southington School District	29	6	9	0	413	457	44	9.63%
147	Southington School District	14	7	7	3	288	319	31	9.72%
148	Southington School District	18	16	35	4	614	687	73	10.63%
149	Southington School District	26	24	36	1	708	795	87	10.94%
150	Southington School District	10	15	27	2	403	457	54	11.82%
151	Southington School District	15	12	28	2	276	333	57	17.12%
152	Stratford School District	12	106	52	3	375	548	173	31.57%
153	Stratford School District	40	253	166	4	998	1,461	463	31.69%
154	Stratford School District	10	76	65	0	272	423	151	35.70%
155	Stratford School District	16	112	64	1	300	493	193	39.15%
156	Stratford School District	24	107	137	4	412	684	272	39.77%
157	Stratford School District	19	202	88	5	447	761	314	41.26%
158	Stratford School District	19	137	112	3	385	656	271	41.31%
159	Stratford School District	3	62	38	1	146	250	104	41.60%
160	Stratford School District	11	132	77	2	265	487	222	45.59%
161	Stratford School District	18	105	80	1	224	428	204	47.66%
162	Stratford School District	27	262	139	0	453	881	428	48.58%
163	Stratford School District	5	105	107	6	184	407	223	54.79%
164	Wallingford School District	0	0	0	0	24	26	2	7.69%
165	Wallingford School District	16	6	10	1	335	368	33	8.97%
166	Wallingford School District	31	5	18	0	493	547	54	9.87%
167	Wallingford School District	17	9	20	0	383	429	46	10.72%
168	Wallingford School District	13	7	18	0	283	321	38	11.84%

Racial Composition and Minority Group Isolation Status of Potential Suburban Sending Schools

District Name	School Name	Asian	Black	Hisp	Indian	White	Total	Minority	%Minority
169	Wallingford School District	8	9	25	2	316	360	44	12.22%
170	Wallingford School District	31	22	56	0	762	871	109	12.51%
171	Wallingford School District	43	27	52	7	860	989	129	13.04%
172	Wallingford School District	24	38	110	6	1,049	1,227	178	14.51%
173	Wallingford School District	23	19	76	0	676	794	118	14.86%
174	Wallingford School District	19	15	59	2	289	384	95	24.74%
175	Wallingford School District	11	5	90	0	260	366	106	28.96%
176	Wallingford School District	20	15	81	0	238	354	116	32.77%
177	West Haven School District	10	99	66	10	344	529	185	34.97%
178	West Haven School District	17	74	44	1	220	356	136	38.20%
179	West Haven School District	19	72	63	3	250	407	157	38.57%
180	West Haven School District	41	171	109	9	503	833	330	39.62%
181	West Haven School District	65	457	290	9	1,083	1,904	821	43.12%
182	West Haven School District	12	87	98	0	195	392	197	50.26%
183	West Haven School District	12	108	103	0	218	441	223	50.57%
184	West Haven School District	19	300	189	3	347	858	511	59.56%
185	West Haven School District	25	103	108	1	119	356	237	66.57%
186	West Haven School District	25	191	143	0	171	530	359	67.74%
187	West Haven School District	36	90	73	0	77	276	199	72.10%
188	Westbrook School District	4	3	7	1	311	326	15	4.60%
189	Westbrook School District	5	8	10	0	356	379	23	6.07%
190	Westbrook School District	4	2	14	0	280	300	20	6.67%
191	Wolcott School District	5	7	9	0	418	439	21	4.78%
192	Wolcott School District	9	13	27	1	841	891	50	5.61%
193	Wolcott School District	5	4	18	0	360	387	27	6.98%
194	Wolcott School District	10	17	25	2	713	767	54	7.04%
195	Wolcott School District	14	11	14	0	443	482	39	8.09%
196	Woodbridge School District	57	15	13	3	416	504	88	17.46%
197	Woodbridge School District	42	5	11	1	262	321	59	18.38%

Potential Sending School Totals									
Asian	Black	Hisp	Indian	White	Total	Minority	%Minority		
4,378	9,452	8,266	309	86,490	108,895	22,405	20.57%		

State Totals									
Asian	Black	Hisp	Indian	White	Total	Minority	%Minority		
20,308	78,978	88,406	2,058	383,552	573,302	189,750	33.10%		

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 7814-Mandatory_Budget_Narrative.pdf

New Haven Public Schools
Magnet Schools Assistance Program
Three Year Budget Overview
September 2007 - August 2010

Four Year New Havem MSAP Budget Overview
2007 - 2010

Category	#	2007-2008	2008-2009	2009-2010	3 Year Total
Personnel:		905,000.00	1,071,975.00	1,099,779.38	3,076,754.38
Fringe Benefits:		333,468.00	376,059.35	387,409.13	1,096,936.48
Travel:		98,000.00	105,000.00	105,000.00	308,000.00
Equipment:		190,000.00	282,500.00	182,500.00	655,000.00
Supplies:		165,000.00	215,000.00	215,000.00	595,000.00
Contractual:		435,000.00	455,000.00	460,000.00	1,350,000.00
Construction:		-	-	-	-
Other:		98,000.00	105,000.00	105,000.00	308,000.00
Total Direct Costs:		2,224,468.00	2,610,534.35	2,554,688.51	7,389,690.86
Indirect Costs: 5.92% Indirect Cost Rate		131,688.51	154,543.63	151,237.56	437,469.70
Training Stipends:		24,000.00	24,000.00	24,000.00	72,000.00
Total Costs:		\$ 2,380,156.51	\$ 2,789,077.98	\$ 2,729,926.07	\$ 7,899,160.56

New Haven Public Schools
Magnet Schools Assistance Program
Three Year Budget Overview
September 2007 - August 2010

**Program Administration
Student Recruitment, Assignment & Evaluation**

Category	#	2007-2008	2008-2009	2009-2010
Personnel:				
Director, full time 12 months	1	\$ 115,000	\$ 119,025	\$ 123,191
Student Recruitment Coordinator (certified)	1	\$ 75,000	\$ 77,250	\$ 79,568
Student Recruitment Specialists (non-cert)	2	\$ 90,000	\$ 92,700	\$ 95,481
Part-time hourly student recruitment		\$ 25,000	\$ 25,000	\$ 25,000
Fringe Benefits:				
Health (FTonly)		\$ 106,400	\$ 109,811	\$ 113,331
FICA (Non-Cert)		\$ 8,798	\$ 9,004	\$ 9,217
Medicare (3/86 no Fica)		\$ 2,755	\$ 2,846	\$ 2,940
Work. Comp. (ALL)		\$ 2,288	\$ 2,355	\$ 2,424
Equipment:				
General Office		\$ 10,000	\$ 2,500	\$ 2,500
Supplies:				
General Office		\$ 15,000	\$ 15,000	\$ 15,000
Contractual:				
Evaluation		\$ 100,000	\$ 100,000	\$ 100,000
(b)(4)				
Program Development		\$ 30,000	\$ 30,000	\$ 30,000
Student Recruitment/Assignment Publications, Media, Internet, Assignment, Events, etc.		\$ 150,000	\$ 155,000	\$ 160,000
Other:				
ProfessionalTravel		\$ 15,000	\$ 15,000	\$ 15,000
Postage		\$ 30,000	\$ 30,000	\$ 30,000
Indirect Costs:				
5.92%		\$ 131,689	\$ 154,544	\$ 151,238
TOTAL		(b)(4)		

Note: New Haven is responding to the rigorous evaluation invitational priority. The narrative and itemized budget for that rigorous evaluation is attached to the Other Attachments Form. The rigorous evaluation budget amount identified here is not included in the budget totals on this sheet or the Budget Summary ED Form No. 524.

New Haven Public Schools
Magnet Schools Assistance Program
Three Year Budget Overview
September 2007 - August 2010

University Magnet School for Science and Engineering
Grades 6-12 - Interdistrict Magnet - New School

Category	#	Planning Year		
		2007-2008	2008-2009	2009-2010
Personnel:				
Magnet Resource Specialists (1 during planning)	2	\$ 75,000	\$ 154,500	\$ 159,135
Stipends for planning/professional development		\$ 6,000	\$ 6,000	\$ 6,000
Tutors - To Provide Supplemental Support including extened day		\$ -	\$ 35,000	\$ 35,000
Fringe Benefits:				
Health (FTonly)		\$ 28,500	\$ 58,710	\$ 60,471
FICA (Non-Cert)		\$ -	\$ -	\$ -
Medicare (3/86 no Fica)		\$ 1,175	\$ 2,835	\$ 2,902
Work. Comp. (ALL)		\$ 608	\$ 1,466	\$ 1,501
Equipment:				
- computers, printers, smartboards, projectors, robotics, science equipment		\$ 20,000	\$ 150,000	\$ 50,000
Supplies:				
Instructional materials & supplies to support magnet theme, literacy, numeracy, enrichment, including print, A-V media, computer programs,etc.		\$ 10,000	\$ 60,000	\$ 60,000
Contractual:				
Professional Development Consultants I.e., Project Lead The Way, Literacy		\$ 20,000	\$ 35,000	\$ 35,000
Other:				
Professional Travel		\$ 8,000	\$ 15,000	\$ 15,000
Student Recruitment		\$ 10,000	\$ 10,000	\$ 10,000
Student Activities: admissions, clubs, projects		\$ -	\$ 10,000	\$ 10,000
TOTAL		\$ 179,282	\$ 538,511	\$ 445,009

New Haven Public Schools
Magnet Schools Assistance Program
Three Year Budget Overview
September 2007 - August 2010

Beecher Museum School of Arts and Sciences
Grades PreK - 8 - Interdistrict Magnet

Category	#	2007-2008	2008-2009	2009-2010
Personnel:				
Magnet Resource Specialists	2	\$ 150,000	\$ 154,500	\$ 159,135
Stipends for planning/professional development		\$ 6,000	\$ 6,000	\$ 6,000
Tutors - To Provide Supplemental Support including extened day		\$ 25,000	\$ 35,000	\$ 35,000
Fringe Benefits:				
Health (FTonly)		\$ 57,000	\$ 58,710	\$ 60,471
FICA (Non-Cert)		\$ -	\$ -	\$ -
Medicare (3/86 no Fica)		\$ 2,625	\$ 2,835	\$ 2,902
Work. Comp. (ALL)		\$ 1,358	\$ 1,466	\$ 1,501
Equipment:				
- computers, printers, smartboards, projectors,		\$ 30,000	\$ 30,000	\$ 30,000
- "Museum Shop" equipment to support construction and presentation of student projects		\$ 30,000	\$ 20,000	\$ 20,000
Supplies:				
Instructional materials & supplies to support magnet theme, literacy, numeracy, enrichment, including print, A-V media, computer programs,etc.		\$ 40,000	\$ 40,000	\$ 40,000
Contractual:				
Professional Development Consultants magnet theme, literacy, numeracy, enrichment, Paideia training - U. North Carolina		\$ 45,000	\$ 45,000	\$ 45,000
Other:				
Professional Travel		\$ 25,000	\$ 25,000	\$ 25,000
Student Recruitment		\$ 10,000	\$ 10,000	\$ 10,000
Student Activities: admissions, clubs, projects		\$ 10,000	\$ 10,000	\$ 10,000
TOTAL		\$ 431,982	\$ 438,511	\$ 445,009

New Haven Public Schools
Magnet Schools Assistance Program
Three Year Budget Overview
September 2007 - August 2010

John Daniels School of International Communication
Grades PreK - 8 - Interdistrict Magnet

Category	#	2007-2008	2008-2009	2009-2010
Personnel:				
Magnet Resource Specialists	2	\$ 150,000	\$ 154,500	\$ 159,135
Stipends for planning/professional development		\$ 6,000	\$ 6,000	\$ 6,000
Tutors - To Provide Supplemental Support including extened day		\$ 25,000	\$ 35,000	\$ 35,000
Fringe Benefits:				
Health (FTonly)		\$ 57,000	\$ 58,710	\$ 60,471
FICA (Non-Cert)		\$ -	\$ -	\$ -
Medicare (3/86 no Fica)		\$ 2,625	\$ 2,835	\$ 2,902
Work. Comp. (ALL)		\$ 1,358	\$ 1,466	\$ 1,501
Equipment:				
- computers, printers, smartboards, projectors,		\$ 50,000	\$ 40,000	\$ 40,000
Supplies:				
Instructional materials & supplies to support magnet theme, literacy, numeracy, enrichment, including print, A-V media, computer programs,etc.		\$ 50,000	\$ 50,000	\$ 50,000
Contractual:				
Professional Development Consultants magnet theme, literacy, numeracy, enrichment,		\$ 45,000	\$ 45,000	\$ 45,000
Other:				
Professional Travel		\$ 25,000	\$ 25,000	\$ 25,000
Student Recruitment		\$ 10,000	\$ 10,000	\$ 10,000
Student Activities: admissions, clubs, projects		\$ 10,000	\$ 10,000	\$ 10,000
TOTAL		\$ 431,982	\$ 438,511	\$ 445,009

New Haven Public Schools
Magnet Schools Assistance Program
Three Year Budget Overview
September 2007 - August 2010

Ross/Woodward Classical Studies Magnet School
Grades PreK - 8 - Interdistrict Magnet

Category	#	2007-2008	2008-2009	2009-2010
Personnel:				
Magnet Resource Specialists	2	\$ 150,000	\$ 154,500	\$ 159,135
Stipends for planning/professional development		\$ 6,000	\$ 6,000	\$ 6,000
Tutors - To Provide Supplemental Support including extened day		\$ 25,000	\$ 35,000	\$ 35,000
Fringe Benefits:				
Health (FTonly)		\$ 57,000	\$ 58,710	\$ 60,471
FICA (Non-Cert)		\$ -	\$ -	\$ -
Medicare (3/86 no Fica)		\$ 2,625	\$ 2,835	\$ 2,902
Work. Comp. (ALL)		\$ 1,358	\$ 1,466	\$ 1,501
Equipment:				
- computers, printers, smartboards, projectors,		\$ 50,000	\$ 40,000	\$ 40,000
Supplies:				
Instructional materials & supplies to support magnet theme, literacy, numeracy, enrichment, including print, A-V media, computer programs,etc.		\$ 50,000	\$ 50,000	\$ 50,000
Contractual:				
Professional Development Consultants magnet theme, literacy, numeracy, enrichment, Paideia training - U. North Carolina		\$ 45,000	\$ 45,000	\$ 45,000
Other:				
Professional Travel		\$ 25,000	\$ 25,000	\$ 25,000
Student Recruitment		\$ 10,000	\$ 10,000	\$ 10,000
Student Activities: admissions, clubs, projects		\$ 10,000	\$ 10,000	\$ 10,000
TOTAL		\$ 431,982	\$ 438,511	\$ 445,009