

12-014-01	Diversity Dream Teams	Award: \$34,143
Applicant or Grantee	Branford Public Schools	
Participating School District	Branford, Cheshire, East Haven, Guilford, Hamden, Madison, Milford, New Haven, North Haven, Shelton, Wallingford, West Haven, Region #5	
Days of Week and Hours of Operation	Monday – Saturday, 7:00 a.m. – 10:00 p.m.	
Age Ranges of Students	Grades 9 - 10	
Summer/Academic Year	Summer/Academic Year	
Total Number of Students	120	
Contact Person	Dave Maloney	
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Fax	203-315-6750	
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<p>“Diversity <i>Dream Teams</i>” is an outstanding student academic and leadership program with two goals: reduce racial, ethnic and economic isolation and improve student achievement in reading and writing. Diversity Dream Teams is a program designed to bring face-to-face interactive learning experiences between high school students of different economic, ethnic and racial backgrounds. The program has offered students and accompanying faculty advisors opportunities to learn the importance of understanding diversity as a means of meeting the communication challenges in 21st century schools. 120 participants come from thirteen very different districts and are provided with innovative learning experiences that no single district could possibly create.</p> <p>“Diversity <i>Dream Teams</i>” improves student achievement by developing reading and writing skills. These reading and writing initiatives are directly linked to the Common Core State Standards, Connecticut State Standards, and national school climate standards. Participants are assigned a syllabus of reading—authentic, informative and persuasive reading—featuring many dimensions of diversity (race, gender, ethnicity, socioeconomic class, etc.). Students develop response journals that will stimulate discussions, interactive learning activities, and debates at face-to-face meetings. Writing prompts—personal, informative and persuasive—are administered in smaller tutorial sessions to assess participant’s ability to articulate initial understanding, interpret text, take a critical stance and connect the reading to the training/life experiences in high schools. The reading and writing activities are directly linked to and designed to prepare participants to take the CAPT examination.</p> <p>A second important outcome of the program is the implementation and publication of each school’s action plan to reduce racial, ethnic and economic isolation and enhance the acceptance of difference through an improved school climate. Each school’s action plan is aligned to the national school climate standards. The success of the project lies in the development of “Diversity <i>Dream Teams</i>,” that become diversity advocates who acquire the skills for understanding, managing and appreciating diversity in their respective schools. These are precisely the same skills participants will use in their future educational careers as well as in the global workforce! With the support of the high school principals from thirteen districts, English teachers, tutors and consultants build the program along the following learning continuum: awareness> knowledge>understanding>taking action>feedback> adjustment> improvement>improved performance.</p> <p>Activities commence in July with 120 students participating in a weekend retreat at Quinnipiac University. Incorporating cognitive, affective and behavioral exercises, student leaders take personal responsibility for combating prejudice and discrimination. Nine sessions take place during the school year as students read, write, and discuss the complexities of prejudice, stereotyping, bullying, and biases that inhibit inter-group understanding. Action plans are designed, shared, revised and implemented to improve the school climate at each high school. During four tutorial sessions, students produce writing—poetry, short stories, essays—that are aligned to CAPT Reading and Writing Across Disciplines. Along with their action plans, the writing is published and disseminated throughout each high school and presented at an “Author’s Showcase” in May. “Diversity <i>Dream Teams</i>” has received local, state and national recognition.</p>		

12-015-01	Horses: Trails to Learning	Award: \$21,380
Applicant or Grantee	Bridgeport Public Schools	
Participating School District	Bridgeport, Amity Region 5	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 3:00 p.m.	
Age Ranges of Students	11-13 years old, Students entering/leaving 7 th Grade	
Summer/Academic Year	Summer	
Total Number of Students	50	
Contact Person	Christine Patella	
Telephone	203-804-5343	
Fax		
E-mail Address	cpatella@bridgeportedu.net	
<p>The mission of “Horses: Trails to Learning” summer camp is to provide a unique, hands on, multifaceted learning experience for fifty very diverse students in 6th/7th grade from two districts, Bridgeport Public Schools and Amity Region 5. The carefully designed program brings together students from two very different racial, ethnic and economic communities bonded by a common interest and love...horses. Anticipated enrollment is (25) students from Bridgeport which will be primarily Hispanic and African American culture and (25) students from Amity which will be primarily Asian and White students.</p> <p>“Horses: Trails to Learning” promotes academic achievement in life science and literacy using the theme of the horse. At the same time, it fosters healthy youth life style and increases physical fitness through daily riding instruction and outdoor work on the farm. Racial and ethnic diversity are promoted through guided discussions and cooperative games under the supervision of a social worker.</p> <p>Social interaction is naturally encouraged throughout the day as students work together in small group settings on science/literacy projects, participate in cooperative games, receive horseback riding instruction and meet a variety of equine professionals while enjoying time on the farm located in Woodbridge, CT.</p> <p>Students rotate daily in small groups to four learning centers.</p> <ol style="list-style-type: none"> i. Science: Academic achievement in science is increased and directly correlated to the middle school life science curriculum. Using academic school year learning, students practice their science skills through research and experiments while studying the horse as a living species. ii. Literacy: Academic achievement in literacy is increased through guided study of the novel; “Chosen By A Horse” which is listed on the Connecticut State suggested reading list. Strategic reading, character analysis, and discussion of character conflicts culminate in a group project. Students maintain a daily writing journal documenting their daily thoughts and connecting the novel’s text to the program experience. Students are provided with a list of other horse related books at a variety of reading difficulty levels. It is hoped that students pursue a love of reading after the completion of the program. iii. Physical Fitness: Students receive daily riding instruction to increase physical fitness and practice basic horse care. iv. Social Work/Career Development: Students participate in cooperative games designed to encourage social interaction. Students meet a variety of professionals practicing equine careers. Students learn how, where and what educational/trade preparation is needed to pursue a variety of equine careers. <p>In addition, a social studies teacher spends three half days with students working on three projects. The first two projects explore the role of the horse in the settlement of the United States. The third project explores the post-Civil War “Black Cowboys” contribution to American History.</p> <p>This unique and thrilling experience provides a rich opportunity for fifty students from very diverse cultural, socioeconomic, and ethnic backgrounds to work together while increasing academic achievement in science, literacy, and physical education.</p>		

12-015-02	Sound Skills Summer Program	Award: \$35,315
Applicant or Grantee	Bridgeport Public Schools	
Participating School District	Bridgeport, Fairfield, Milford, Monroe, Shelton, Stratford, Trumbull	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 12:30 p.m.	
Age Ranges of Students	11 – 13	
Summer/Academic Year	Academic Year	
Total Number of Students	120	
Contact Person	John J. Curtis	
Telephone	203-576-7608	
Fax	203-337-0168	
E-mail Address	jcurtis@bridgeportedu.net	
<p>Sound Skills Summer Program is a career-based interdistrict science and technology program integrating sixth, seventh and eighth grade students from seven participating school districts; Bridgeport, Fairfield, Milford, Monroe, Shelton, Stratford and Trumbull. The program focuses on the Connecticut Career Pathways Initiatives (CCPI) for Science, Technology, Engineering and Math (STEM). Students will work cooperatively in racially and socioeconomically diverse groups to develop scientific literacy through inquiry-based/problem solving skills, public speaking and culturally responsive learning skills that will empower them to be successful in 21st century math and science careers. Students will work through four modules, with each module consisting of sixteen (16) hours of interdisciplinary instruction based on scientific theory and project-based activities.</p> <p>Module 1, “Fishing for Clues,” will introduce students to career skills used in forensics, genetics and pathology. Students will apply techniques from each of these fields to investigate a crime scene and process that crime scene using blood typing, chromatography, handwriting and chemical analysis. Student teams will generate a small group presentation to report their findings and communicate their conclusion.</p> <p>Module 2, “Rock the Boat,” introduces mathematical and nautical design skills to create and build model vessels. Students will develop math and engineering career skills through hands-on instruction and develop career awareness in the areas of marine engineering, propulsion and vessel construction by constructing a vessel model and testing that hull design. Students will highlight their designs through presentations and a hull design competition.</p> <p>Module 3, “Burn it,” has students investigating biofuels as an alternative energy. Students will develop a sample biofuel, explore its potential sources including algae and apply the chemistry required to refine it. Student teams will use inquiry-based strategies to develop a plan for a biofuel energy invention. This energy invention will be laboratory-evaluated based on energy content. Groups will conduct data analysis and a defense of their energy invention through group-based peer evaluations.</p> <p>Module 4, “Beneath the Waves,” will utilize the Aquaculture School’s fifty-seven foot research vessel, M/V Catherine Moore. An included activity will be the use of an underwater remotely operated vehicle (ROV) to video record the discovery of various invasive species and with the use of the ROV’s mechanical arm, collect samples for laboratory identification. Introduction to this technology will increase student’s awareness to developing careers in underwater robotics as a direct consequence of the Gulf oilrig disaster. Students will identify invasive species and determine how they impact endemic species. Student groups will research local community-based issues and public policy pertaining to invasive species. This research will provide the platform for group debates and role-playing activities. Students will employ these careers skills to draft action letters to address their concerns.</p> <p>Team building is incorporated into each of the modules and students will evaluate their ability to work as a team in daily journal entries. The programmatic culminating activity will be a student symposium whose target audience will be parents, community leaders, district-based stakeholders and industry leaders. Feedback from this activity, as well as, parent/student surveys will be reviewed for potential programmatic enhancements.</p>		

12-015-03	D.I.S.C.O.V.E.R. the Future with Robotics	Award: \$47,571
Applicant or Grantee	Bridgeport Public Schools	
Participating School District	Bridgeport, Region #16	
Days of Week and Hours of Operation	Alternating Mondays, Wednesdays, & Fridays, 9:30 a.m. – 1:00 p.m.	
Age Ranges of Students	10 - 12	
Summer/Academic Year	Academic Year	
Total Number of Students	180	
Contact Person	Kathleen H. Flynn	
Telephone	203-332-2815	
Fax	203-576-7398	
E-mail Address	kflynn@bridgeportedu.net	
<p>Through Project DISCOVER, students from urban and suburban schools meet 2-4 times per month in educational facilities that are recognized for their excellence in providing real-world experiences. The primary goal of this program is to build positive meaningful relationships among students as they acquire an understanding and awareness of the variety of ethnic, economic, and cultural traditions that they represent.</p> <p>Differentiated robotics-themed activities and authentic assessments support the Grade 4 through 6 core curriculum of each partnering school district. These activities not only promote Mathematics, Science, and Language Arts Literacy for all students but also provide personal and academic counseling by encouraging the pursuit of STEM-related careers (Science, Technology, Engineering, and Mathematics). Educational outcomes align with the Connecticut State Department of Education’s K-12 Science, Mathematics, and Language Arts Curriculum Frameworks, the Connecticut Common Core State Standards, the Connecticut Common Core of Learning, and the Connecticut Framework for English Language Learners. In cooperative partnerships, small groups of students design, build, and program their own functioning robots under the supervision of teacher consultants including Dr. Antoinette Bruciati (Sacred Heart University), who is internationally recognized for her research in the area of K-8 educational robotics. Planned activities include the use of robots for remote data collection and provide academic tutoring for the Connecticut Mastery Test. As part of a culminating activity, a robotics competition requires student to employ critical thinking skills as they test, evaluate, and redesign their robots.</p> <p>An online learning component increases home-school communication, parental involvement, and student collaboration. A variety of online lessons and activities target the field of robotics as it relates to STEM careers. Activities promote multi-racial multicultural understanding and facilitate social interaction among students during the time when they are not participating in face-to-face meetings. Through these and other activities, students receive a unique opportunity to work with real-world data while making discoveries about themselves, each other, and the world in which they live.</p>		

12-015-04	Sharing Our Oneness through Diversity in Bridgeport and Fairfield	Award: \$25,487
Applicant or Grantee	Bridgeport Public Schools	
Participating School District	Bridgeport, Fairfield	
Days of Week and Hours of Operation	Monday-Friday from 9:00 a.m. - 3:00 p.m. (varies throughout the year)	
Age Ranges of Students	8 - 9	
Summer/Academic Year	Academic Year	
Total Number of Students	100	
Contact Person	Ana Gonzalez Batista or Joan D. Hass	
Telephone	203-579-8500	
Fax	203-275-0196	
E-mail Address	abatista@bridgeportedu.net ; jhass@bridgeportedu.net	
<p>“Sharing Our Oneness in Diversity in Bridgeport and Fairfield” is an extension of a successful inter-district grant which aims to positively influence and shape students’ perceptions of the richly diverse ethnic groups that live within Bridgeport and Fairfield through direct linguistic and cultural exchange. Approximately 50 third grade students enrolled in Roger Sherman School in Fairfield and 50 third grade students from Cesar A. Batalla School in Bridgeport will meet for at least 42 hours throughout the academic year. Positive peer relationships will be encouraged as students work together on academically rigorous projects, which integrate two major goals of the State Department of Education: reducing racial, ethnic, and economic isolation and promoting high academic achievement for all students.</p> <p>Cesar A. Batalla School is a very diverse community. Many students are new arrivals to the United States from countries such as Mexico, Ecuador, Peru, El Salvador, Colombia, Pakistan, Afghanistan, Iraq, Haiti, several African nations, and other countries. Batalla is the only Bridgeport school that has a Dual Language enrichment program. Roger Sherman School, in Fairfield, CT does not have the diversity found at Batalla School. Roger Sherman School does offer Spanish as an extracurricular activity and uses the Responsive Classroom model to build community.</p> <p>In this program, students are paired between districts to engage in a yearlong program to positively influence and shape their perceptions of racial and ethnic groups. Students learn to function effectively in various cultural environments similar to those they will encounter in their adult life. In order to build positive meaningful relationships students participate in team-building activities including some advocated by the National Urban Alliance. Through these experiences, students will become more respectful of each other’s differences and conscious of shared similarities.</p> <p>This program focuses on increasing student achievement by emphasizing three units in the third grade science curriculum that highlight the Connecticut’s State Standards, and three areas of literacy– fluency, comprehension and writing. Fluency is developed through Readers’ Theater. By working together on team-building activities and academically rigorous projects, students learn that success is based on effort, persistence, and collaboration. Additionally, students develop mental work habits that further develop their intelligence through socialization.</p> <p>Students learn more about their respective communities as they alternate activities between schools and various locations. For example, the Discovery Museum will offer team-building activities designed to strengthen social and interpersonal relationships. Cooperative science projects that enhance classroom instruction will take place at the Museum and at Norwalk Maritime Museum. These workshops are aligned to Connecticut’s State Standards for Science.</p> <p>The writing component is aligned to the CMTs’ Direct Writing Assessment. Using the writer’s workshop format, students compose, conference edit, and revise personal narratives. Students meet in groups, read their narratives, and comment positively on the writing. Students participate in CT Storyteller’s workshop, and attend a production at The Downtown Cabaret Theatre. By listening to storytellers and observing the theatrical movement of performers, students become more adept at using expression and movement to convey meaning as they perform their own Readers’ Theater.</p>		

12-015-05	Neighborhood Studios	Award: \$65,209
Applicant	Bridgeport Public Schools	
Participating School District	Bridgeport, Fairfield, Stratford, Trumbull	
Days of Week and Hours of Operation	Summer: 9:30 a.m. – 3:30 p.m., Daily for 6 weeks, School Year, 5 evenings per week, 4:00 pm – 6:00 p.m., for 26 weeks	
Age Ranges of Students	13 - 18	
Summer/Academic Year	Summer/Academic Year	
Total Number of Students	150	
Contact Person	Frank DeRico	
Telephone	203-366-3300 x224	
Fax	203-368-2847	
E-mail Address	fderico@musicandartscenter.org	
<p>The Music and Arts Center for Humanity (MACH) will coordinate a program, Neighborhood Studios that draws students from the Bridgeport Board of Education and the neighboring school districts of Trumbull, Stratford, and Fairfield. Neighborhood Studios (N.S.) is a school to career arts, design, and media apprenticeship program that prepares youth ages 13-18 for post-secondary education and successful careers. The program will reduce ethnic and economic isolation while promoting academic achievement in reading, writing, and mathematics by encouraging students to pursue their talents and skills into higher education study and rewarding employment.</p> <p>The program will work with 150 youth over the course of a year. Neighborhood Studios consists of a 26 week (two semesters) school year session followed by a six week intensive summer initiative. During the school year classes will be offered in: digital photography, graphic design, anatomy and figure drawing, jazz ensemble, music production, figurative sculpture, dance ensemble, cartooning, acting, painting and computer animation. During the summer the program will operate daily from 9:30AM -3:30PM and will include six professional studios: fine arts (drawing/painting/cartooning), sculpture (works in clay, found objects, and recycled materials); jazz and contemporary music ensemble, dance ensemble (modern, jazz, ballet and contemporary styles); theater and script writing; and digital photography/graphic design. Qualified college professors, certified teachers, CT Commission on the Arts master artists, and professional artists will teach the studios.</p> <p>Additional workshops in job readiness, career exploration, financial literacy, portfolio preparation/audition training, team building, resume development, diversity, and leadership will bring together traditionally underserved, foster, and youth in alternative education settings of minority heritage who face multiple obstacles to success together with youth of privilege. They will earn a stipend that will enable instructors to simulate a working environment that promotes values of consistent attendance, collegial behavior and interpersonal communication while advancing CT Performance Standards and Common Core of Learning. The program will also provide additional workshops for families on preparation for the college application process: filling out financial aid forms, developing an application essay, meetings with admissions officers, and additional free and low cost resources available in the community to help students prepare for and adapt to college.</p>		

12-017-01	Adventures in Peacemaking and Diversity	Award: \$120,000
Applicant	Bristol Public Schools	
Participating School District	Bristol, Plymouth	
Days of Week and Hours of Operation	Monday – Friday; 9:00 a.m. – 2:00 p.m.	
Age Ranges of Students	8 – 12	
Summer/Academic Year	Summer/Academic Year	
Total Number of Students	310 Academic Year; 90 Summer & School Vacation	
Contact Person	Eileen M. McNulty	
Telephone	860-314-4690	
Fax	860-314-4689	
E-mail Address	eileenmcnulty@ci.bristol.ct.us	
<p><i>Adventures in Peacemaking & Diversity</i> (APD) is a multi-dimensional program engaging economically, racially and ethnically diverse elementary students from one urban district, Bristol, and one suburban/rural district, Plymouth, in collaborative experiential learning and cultural exploration.</p> <p>Throughout the school year and during school vacations, students in grades three through five will have multiple opportunities to engage in collaborative field learning linked to curriculum. Students will be curious and excited to meet new people from a different community culture. While learning to respectfully and cooperatively work with diverse peers, students will build critical interdisciplinary academic skills.</p> <p>At the beginning of the school year, each of the 18 participating APD classes are paired with a “sister class” from the other district, and individual students are partnered with a pen-pal from their sister class. Students learn a common language that emphasizes appreciation of differences and aspects of character attributable to “<i>peaceable people</i>.” These concepts are reinforced when each class creates a social contract that defines their commitment to “P.A.W.S.” (Play fair; Act kind; Work hard; Show respect), and when pen pals exchange a series of guided letters, inquiring about their new friend, and sharing perspectives about their culture, likes/dislikes, and experiences.</p> <p>Students’ learning will be accelerated by teachers and experiential educators facilitating hand-on, minds-on activities that enhance the content and performance standards of the curriculum and provide a common base of understanding in preparation for six inter-district field-learning days. Integrated learning is accomplished as students synthesize information from multiple perspectives using multiple learning strategies and making connections to real life. For example, the lesson on Animal Habitats that culminates with a field-learning day at Sessions Woods incorporates: a science element identifying animal habitats and their role in ecosystems; a language arts element, reading and discussing a related story or article; a social studies element, that explores how types of animal life in a geographic area influences local human society; and, a character education element, appreciating diversity within an ecosystem and understanding the interdependency of species.</p> <p>Students are encouraged and recruited to voluntarily participate in the APD Vacation Workshop Series (VW’s); 15 days spread over four vacation periods. Activity-based and FUN characters, such as ‘Magic Mike the Science Guy’ and ‘Mother Nature’, connect science, language arts, social studies, physical education and the arts to the VW theme. These VWs engage students across all learning styles and provide a forum to showcase what they learned. Family and community delight in the culminating events produced by the students and enthusiastic learners return to their classrooms poised to advance their performance.</p> <p>Collaborating artists with expertise in ethnic and local history, experiential science educators, and social workers, work in concert with VW facilitators and classroom teachers to connect academics to culture, community, and fun. Ten high school students from both districts work with staff to explore career goals and gain experience. Eighty students receive support services to enrich their academic instruction through small group work and family counseling. Small group tutoring is held during the summer.</p>		

12-034-01	STEM Experience Summer Camp & Beyond	Award: \$65,771
Applicant	Danbury Public Schools	
Participating School District	Bethel, Danbury, Redding	
Days of Week and Hours of Operation	Summer, Monday – Friday, 8:30 a.m. – 4:15 p.m. Academic Year 1 Saturday/month 5 hours each	
Age Ranges of Students	Middle School 6, 7, 8 Graders	
Summer/Academic Year	Summer/Academic Year	
Total Number of Students	60	
Contact Person	Anne E. Mead, M.ED. Admin. ECE/ELP	
Telephone	203-830-6508	
Fax	203-830-6594	
E-mail Address	meadan@danbury.k12.ct.us	
<p>Danbury is characterized by an increasing number of minority and non-English speaking parents and children. As these populations have grown, large academic disparities exist between minorities and non-minorities within our city. The disparity manifests in levels of income and academic achievement of students, particularly in the areas of literacy, math, science and technology. Our community neighbors-- Bethel, which represents some cultural diversity, and Redding that represents little diversity are our partners in this proposal. By integrating the students from these three communities, students will learn an appreciation of different cultures; work with others different than themselves, while focusing in on the fields of STEM which will advance student achievement.</p> <p>Using “Looking Back, Moving Forward” Positive Youth Development Curriculum, students will learn to link and overcome barriers around racial, ethnic and socioeconomic diversity as they work collaboratively in groups on STEM based fields of studies.</p> <p>Summer Program: 60 children, 7.75 hours day/5 days week/4 weeks 155 hours Academic Year Program: 60 children, 5 hours a month for 10 months. One Saturday a month</p> <p>Key points:</p> <ul style="list-style-type: none"> • Each day a key STEM question will be posed for the student to work in teams to discuss and solve. • In their teams, a video production will be completed as part of the youth development activities. • Students will visit two fields of STEM each week. • All fields will use a hands-on interactive approach towards learning while encouraging smaller learning communities. • Students will visit WALLOPS Island, The NASA Center, Chincoteague National Wildlife Refuge and Dover Delaware Air Force Base. • There will be four parent engagement activities and one shared learning lab. • Each student will be engaged in reading about a STEM field during the four weeks using Scholastic Summer Reading Challenge. • Groups of students will be expected to report their findings at the end of the four weeks. • A pre and post dispositions survey will be completed and students who participate will be followed for a 2 year period. • Students will also complete the College Board Readiness-a pre-college assessment. • Danbury, Bethel and Redding, Western CT State University, Naugatuck Valley Community College, UCONN 4-H are involved in this initiative. • A youth development program titled “Looking Back, Moving Forward” will be incorporated presented by the UCONN 4-H. • This model is an expansion of a “Student Opportunity For Learning Grant” from the State Dept. of Commerce, National Environmental Satellite Data and Information Service (NESDIS) and the National Oceanic and Atmospheric Administration (NOAA) which will continue to fund 20 slots during the next two years. • Three mentors from last year’s class will be involved in activities for the next two years. • Our proposal is based on the work of Richard Allington and Anne McGill-Franzen who stress the importance of summer reading and closing the achievement gaps between all students. • Danbury’s K-12 STEM Curriculum Administrator has been directly involved in writing this proposal and follows the Core scientific inquiry, literacy and numeracy standards. 		

12-052-01	Inter-district Student Mentoring Program	Award: \$107,250
Applicant	Farmington Public Schools	
Participating School District	Farmington, Hartford, New Britain, Plainville, Simsbury	
Days of Week and Hours of Operation	<p>Summer: 7/5 – 7/23/11 Monday – Friday & 1 Saturday, 8:30 am – 12:30 p.m. plus 7/25 – 29, 10:00 am – 12:30 pm = 20 days, 72 hours</p> <p>Academic Year: 10/11 – 5/12, 12 days (6 field trips & 6 extended days) = 48 hours</p>	
Age Ranges of Students	7 - 18	
Summer/Academic Year	Summer/Academic Year	
Total Number of Students	700	
Contact Person	Dr. Augustine Cofrancesco	
Telephone	860-965-9741 (cell)	
Fax	860-677-7915	
E-mail Address	drco@inbox.com	
<p>“Inter-district Student Mentoring Program”</p> <p>The arts departments of Farmington, Hartford, New Britain, Plainville and Simsbury with Hartford’s Camp Courant offer a collaborative student mentoring program focused on improving critical thinking and writing skills of pupils K-12. The University of Connecticut Center for The Arts & Latin American and Caribbean Studies will assist with training mentoring teams composed of high school students selected by the participating districts based on interest. They will join teachers, artists, writers and university scholars to provide large group, small group and individualized instruction across districts to achieve the following goals:</p> <ul style="list-style-type: none"> ▪ Reduce racial, ethnic and economic isolation affecting 700 urban & suburban pupils K-12. ▪ Promote high academic achievement in critical thinking and writing. <p>Performance objectives are aligned with the Connecticut Common Core of Learning and based on the “Arts PROPEL” and “Multiple Intelligence Theory” of teaching, learning, and assessment developed by Howard Gardner, Harvard University. They are:</p> <p><u>Production</u> – Students will synthesize thoughts, feelings and information to create port-folios of writing through the arts, reflecting growth in organization, support and elaboration; identified weaknesses in student performance on CMTS & CAPT.</p> <p><u>Perception</u> – Students will discern, understand and explain what is experienced through sensory and cognitive stimuli through writing.</p> <p><u>Reflection</u> – Students will analyze and evaluate their goals, values, work and the work of others through writing in accordance with stated criteria – a skill necessary for self-improvement.</p> <p>Diversity objectives are based on “<u>Intercultural Communication</u>” by Eckert i.e., understand, respect and work across differences, while acknowledging commonalities across race, culture, gender, age and class.</p> <p>Instructional activities are cooperatively planned and implemented between districts and the mentoring teams.</p> <ul style="list-style-type: none"> ▪ <u>Summer Session</u> – at Farmington High & Camp Courant July 5th – July 29, 2011, 20 days and 72 contact hours for 500 inter-district pupils Gr. 2-12 including student mentors. Instructional activities consist of narrative, expository, persuasive and journal writing about family history, map reading, geography and cultural arts representative of the country of origin of each student’s ancestors. The Hill-Stead, Wadsworth Atheneum, and New Britain Museum of American Art in conjunction with artists, writers, and performers will provide stimulus and instruction for dynamic writing. ▪ <u>School Year Session</u> – at West District School, Farmington and Hartford’s Breakthrough II Sch., October – May 2012, 12 days, 48 contact hours during extended school day inter-district visits, after school field trips, & Saturday sessions at UCONN for 175 primary grade pupils and 25 high school student mentors. Instructional activities consist of narrative and journal writing about family, friends, school subjects, and multicultural arts experiences i.e., field trips to museums and the theater. <p>Parents are an important component in planning and implementing student exhibitions of work and a multicultural arts festival. Assessment Instruments: CAPT & CMT Pre & Post Test, and the 6+1 Trait Writing Rubric for Portfolio Evaluation in Writing. This collaboration is a culmination of 15 years of similar programs promoting learning and diversity by the Farmington Public Schools and its regional partners.</p>		

12-052-02	Improving Thinking & Language Arts Skill through Multicultural Arts and Technology	Award: \$82,500
Applicant	Farmington Public Schools	
Participating School District	Farmington, Hartford, New Britain, Plainville	
Days of Week and Hours of Operation	Summer: 7/5 – 7/23/11 Monday – Friday, 8:30 am – 12:30 p.m. = 15 days, 60 hours Academic Year: 10/11 – 5/12, 12 days (6 field trips & 6 extended days) = 48 hours	
Age Ranges of Students	8 - 15	
Summer/Academic Year	Summer/Academic Year	
Total Number of Students	500	
Contact Person	Dr. Augustine Cofrancesco	
Telephone	860-965-9741 (cell)	
Fax	860-677-7915	
E-mail Address	drco@inbox.com	
<p>“Improving Thinking and Language Arts Skill Through Arts & Technology” The arts departments of Farmington, Hartford, New Britain and Plainville offer a collaborative interdisciplinary program focused on improving critical thinking and writing skills through multicultural arts and technology with the Hill-Stead Museum, the New Britain Museum of American Art, the Wadsworth Atheneum and Central Connecticut State University. Goals are to:</p> <ul style="list-style-type: none"> ▪ Reduce racial, ethnic and economic isolation through urban and suburban collaboration affecting 600 student participants, grades 3-9. ▪ Promote high academic achievement in critical thinking and writing. <p>Objectives and instructional activities are designed to improve student writing by focusing on organization and the support of main ideas through elaboration; two weaknesses identified in CAPT and CMT assessments. Instruction, learning and assessment are based on the “Arts PROPEL” and “Multiple Intelligence Theory” of Howard Gardner, Harvard University:</p> <p><u>Production</u> – Application of thinking and writing skills in authentic tasks i.e., storybooks, biographies, art & writing portfolios, performances.</p> <p><u>Perception</u> – Development of the ability to discern, understand and explain through writing what is experienced through sensory and cognitive stimuli i.e., multicultural works of art viewed in a museum setting, theater performances, peer discussions.</p> <p><u>Reflection</u> – Development of skills of analysis and evaluation of work, values and goals of self and others in accordance with stated criteria.</p> <p>Diversity objectives are designed to improve intercultural competence in the global workplace i.e., understand, respect and work across differences of race, culture, gender, age and class.</p> <p>Program implementation:</p> <ul style="list-style-type: none"> ▪ <u>Summer Session</u> – 15 days, 60 contact hours, July 5 – 23, 2011, 8:30 – 12:30 pm. 175 pupils, grades 3-9 from the four participating districts will visit museums, engage in integrated art, music, dance and writing assignments producing port-folios of work using electronic media. ▪ <u>School Year Session</u> – 12 days 48 contact hours, during after school field trips and school day inter-district meetings, October – May 2012; 325 pupils, grades 3 & 4 participating from elementary schools in each of the four districts. Summer program goals, objectives and learning activities are replicated during the school year. <p>Essential questions about the arts, culture and diversity are explored through integrated units of study developed around “big” ideas. Students respond through descriptive, narrative, expository and persuasive writing assignments. Assessment occurs through CAPT & CMT Pre & Post Tests, and assessments based on evidence of learning collected over time in process-folios, evaluated using the 6 + 1 Trait Writing Rubric.</p> <p>Tutoring is provided to insure high levels of achievement by all students.</p> <p>Parents participate in orientation, planning and a festival of arts & writing. Students have demonstrated high levels of interest and achievement during the past two years of this program.</p>		

12-064-01	Science Explorers Summer Camp	Award: \$11,413
Applicant	Hartford Public Schools	
Participating School District	Avon, Hartford	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 3:00 p.m.	
Age Ranges of Students	4 and 5 year olds – Prekindergarten (students entering kindergarten for the Fall 2011)	
Summer/Academic Year	Summer	
Total Number of Students	80	
Contact Person	Melony M. Brady	
Telephone	860-695-6938	
Fax	860-722-8443	
E-mail Address	BradM002@hartfordschools.org	
<p>The Science Explorers Summer Camp program is designed to bring pre-kindergarten students from Annie Fisher STEM Magnet School and Avon School District together in an academic, STEM (Science, Technology, Engineering, and Mathematics) focused setting. Students will “explore” inquiry-based science concepts through the implementation of a hands-on program designed to tap students’ natural curiosity about science and learning. The Science Explorers Summer Camp will work in conjunction with the West Hartford Children’s Science Museum to foster a community experience.</p> <p>Students will participate in inquiry-based science explorations. Daily themes such as weather, animals, plants, dinosaurs will be investigated. Through the inquiry process students will explore the natural world by developing their own questions, designing investigations, and communicating finding. The end of each week will culminate with a community experience, such as a visit to the West Hartford Children’s Museum.</p> <p>Inquiry trained teachers from Annie Fisher STEM Magnet School will run the instructional program. The student to teacher ratio will be 1:20. Students will receive five hours of direct instruction daily with one hour of lunch/friendship development time per day.</p> <p>The two-week camp will end with a family event where students will share their favorite science exploration topic. On the last day of the camp, parents/guardians will take a community trip to the Dinosaur Park at Natures Art in Montville, CT.</p>		

12-064-02	Environmental Academies	Award: \$105,579
Applicant	Hartford Public Schools	
Participating School District	Hartford, Plymouth/Terryville	
Days of Week and Hours of Operation	Friday, Saturday, Sunday	
Age Ranges of Students	15 - 18	
Summer/Academic Year	Academic Year	
Total Number of Students	100	
Contact Person	Robin C. Gibboney	
Telephone	860-695-5980	
Fax	860-722-8529	
E-mail Address	gibbr001@hartfordschools.org	
<p>The Environmental Academy (EA) of Opportunity High School, in Hartford, Connecticut, will provide students with a learning experience to explore writing, computer literacy and be given the opportunity to learn and explore life, earth and physical sciences through various workshops and scientific/historical educational travel field trips. EA challenges our young students to find reasons to write and reflect in order to shape their ideas and experiences into meaningful written communication that is intended for a reading audience among youngsters from the various participating towns of Hartford, and Plymouth–Terryville. Students from Opportunity High School in Hartford and Terryville High School from Plymouth–Terryville students are from diverse cultural, socioeconomic and ethnic backgrounds. Students range from 15yrs. to 18yrs. of age. These students will come together face to face, to collaborate, share and discover the world around them. Students will work towards the completion of a Capstone Project under the supervision of teachers and consultants, including Opportunity High School, Terryville High School, and The Bushnell Center for the Performing Arts of Connecticut. This Capstone project will be a collection of artifacts, writing journals and reflections that demonstrates each students personal learning experiences during their participation in the academy.</p> <p>The mission of Opportunity High School is to provide an engaging and rigorous learning environment for Hartford’s overage and under credited youth that will culminate in graduation with a high school diploma. The school will ensure students are college ready and prepared to navigate towards a college experience and career success.</p> <p>Opportunity High School will inspire in each student the desire to learn and succeed. It will guide each student to become an independent adult who maximizes his or her potential. Students will participate, and be involved in several weekend-long experiences during the Fall, Winter and Spring within the academic school year. Each experience will be devoted to individual, small-group and large-group activities that will be held on weekends, school vacations, and holidays. There will not be any loss of academic school days to attend EA activities.</p> <p>The Fall and Spring sessions are held at Terryville High School in Plymouth-Terryville and the Bushnell Theater while the Winter and Spring sessions are hosted at Opportunity High School in Hartford: Nature’s Classroom in Charlton, Massachusetts, Mystic Aquarium, Pine Lake Challenge Course in Bristol, CT., Mt. Washington, NH., Cape Cod/Hyannis, Massachusetts, Washington D.C., New York City, Philadelphia, Block Island-Rhode Island and Boston, Massachusetts.</p> <p>The teachers and administration of both districts will provide opportunities for students to expand , challenge, and stimulate their creativity. Teachers will give students reasons to solve problems together as part of their daily learning experiences through educational travel experiences, and workshops to assist students in becoming an informed and productive Hartford and Plymouth-Terryville student for the 2011-2013 school year.</p>		

12-064-03	Words Alive in the Middle	Award: \$56,103
Applicant	Hartford Public Schools	
Participating School District	Derby, Glastonbury, Hartford	
Days of Week and Hours of Operation	weekdays, school year	
Age Ranges of Students	12 - 14	
Summer/Academic Year	Academic Year	
Total Number of Students	150	
Contact Person	Sally Biggs	
Telephone	860-695-7200	
Fax	860-695-6954	
E-mail Address	biggs001@hartfordschools.org	
<p><i>Words Alive in the Middle</i> is an interdistrict partnership between Hartford Magnet Trinity College Academy in Hartford, Smith Middle School in Glastonbury, and Derby Middle School with Hartford Stage as the common ground. In the continuation and expansion of this successful program, 150 urban, suburban, and rural students will unite to create performance pieces that identify their similarities and celebrate their differences.</p> <p><i>Words Alive in the Middle</i> centers on a carefully selected phrase that serves as an anchor throughout the program informing the students' reading, writing, and creativity. The phrase selected will connect to the themes of a main stage production at Hartford Stage, which students will see together during the course of this program. Working in eight different arts disciplines (dance, music, theatre, film/video, tech/design, visual/graphic art, improv, and creative writing) students will meet for six arts sessions over the course of the school year, developing work that brings the phrase to life. Students will explore all the possible meanings of the phrase through textual analysis, a study of literary devices, and physical, visual, and audio exploration. In addition to these arts sessions, students will have an ensemble building and diversity workshop, receive our <i>Connections</i> in-school literacy programming, and go on a trip together to New York City. This process of artistic and community growth will culminate in a final presentation where students will showcase their work, uniting all the elements of performing and visual arts they have created together during the year.</p> <p>In addition to fostering academic growth in the field of the arts, <i>Words Alive in the Middle</i> satisfies Connecticut education standards in the areas of Language Arts and Social Studies. For Language Arts, students will analyze what they read, view, and hear by generating questions and drawing conclusions, and will develop a critical stance by generating independent, interpretative, and evaluative questions. In accord with the Social Studies Standards, students will demonstrate an understanding of the concept of identity and cultural perspectives.</p> <p>Over the past six years, the <i>Words Alive in the Middle</i> program has united six hundred students from four schools across the greater Hartford region to create works of art that inspire empathy, promote diversity, and challenge preconceptions. Furthermore, the program includes a tutoring component after school hours that takes place at each individual school. The tutoring component helps to ensure that the highest academic standards are met by all students participating in <i>Words Alive</i>.</p> <p>Periodically over the course of the <i>Words Alive in the Middle</i> program, students will be assessed to determine their academic growth in observable and measurable ways. This will be done by conducting surveys, analyzing test scores and grades, and assessing the artistic integrity of the final performance. The various components of the <i>Words Alive in the Middle</i> program make cross-disciplinary connections—all skills necessary for future academic and social achievement.</p>		

12-069-01	Multicultural Mentoring – Bridge to the Future	Award: \$29,732
Applicant	Killingly Public Schools	
Participating School District	Killingly, Windham	
Days of Week and Hours of Operation	Saturdays, 12- 4 p.m.	
Age Ranges of Students	9 – 13 (middle school students, grades 5-8)	
Summer/Academic Year	Academic Year	
Total Number of Students	120	
Contact Person	Christine Johnson	
Telephone	860-779-6703	
Fax	860-779-9639	
E-mail Address	cjohnson@killinglyschools.org	

Our mission: Help young students reach their full potential by pairing them with UCONN undergraduates who serve as caring friends and mature young adult role models. This mentoring program is unique in its structure and in its use of a curriculum that broadens geographic, cultural, and intellectual horizons, building knowledge, skills, and experience to succeed in a multicultural world.

This *Multicultural Mentoring* model will serve students in grades 5-8 from Killingly Intermediate (KIS) and Windham Middle Schools (WMS) with a unique structured program. Collaborating with UCONN’s Asian American and African American Cultural Centers, this opportunity brings a group/busload of students from each district to the University’s campus in Storrs. The Mentors are UCONN undergraduates, recruited and trained by the Cultural Centers. Middle school teachers refer “students who can benefit from a mature young adult role model and who are not otherwise scheduled for Saturday sports programs, music lessons, etc.” Mentors and Mentees meet monthly, generally 11:30AM-4PM on a Saturday. Most Mentors commit to the program for the duration of their undergraduate enrollment and Mentees are encouraged to continue through their middle school years.

Multicultural Mentoring bridges several gaps in public school capacity in the communities. Despite the best efforts of teachers and counselors, there are limited role models to advocate for higher education, able to impart first-hand current knowledge about the planning that necessarily begins well before high school. Both schools have Free/Reduced lunch eligibility well above the State average. Furthermore, because Killingly’s racial diversity is relatively low (12%), all students in this community have limited opportunity for constructive cross-cultural experiences. With funding from a series of now-extinct competitive grants, this program was originally created as a means of building multi-cultural skills among all students while reducing the cultural isolation of our community's Laotian children, and has always enrolled >35% non-Euro-American children. The current proposal launches a long-held dream: to bring this powerful mentoring model to other Cultural Centers and Towns, thereby extending that bridge – across miles and generations – that will enable our students to succeed in a multicultural world.

Schedule: On site, we divide into teams of 6-8 Mentor-Mentee pairs. Upper class Leaders with several years’ experience as Mentors plan the day’s activities. Typically, these include attending campus programs (e.g., Multicultural Fair), academic department demonstrations (e.g., chemistry, physics), talent shows by UCONN undergraduate groups, arts and crafts, team-building activities, one field trip (e.g., Pequot Museum, CT Science Museum), and a *Meet the Mentor* event for parents. Every meeting includes buffet lunch and journaling. Teachers and paraprofessionals from the partner districts serve as chaperones for each Saturday trip to campus, collaborate with Mentor Leaders to plan activities, prepare the journal prompts, and host the *Meet the Mentor* event for parents.

UCONN undergraduate Mentors, in turn, get an extraordinary experience in community service. Feedback consistently documents Mentors’ commitment to continuing beyond graduation as volunteers, working with young children. Moreover, in sharing traditions from the many cultures represented on campus, Mentors expand their own multicultural understanding.

12-083-01	Youth Mathematics and Technology Academy	Award: \$51,567
Applicant	Middletown Public Schools	
Participating School District	Cromwell, East Hampton, Meriden, Middletown, Portland, Regional District 13	
Days of Week and Hours of Operation	Saturdays, 9 a.m. - 12:30 p.m.	
Age Ranges of Students	10 - 12	
Summer/Academic Year	Academic Year	
Total Number of Students	100	
Contact Person	Elizabeth K. Nocera, Director of Grant Services	
Telephone	860-638-1414	
Fax	860-638-1425	
E-mail Address	noceraek@mpsct.org	

The Youth Mathematics and Technology Academy was successfully piloted in January 2001 and since that time, the Academy has graduated over 600 students.

The goals and objectives of the Youth Mathematics and Technology Academy program are directly linked with the State of Connecticut Mathematics and Technology Education Curriculum Framework. The intention of the academy is to provide a comprehensive, action-based, hands-on mathematics and technology program to one hundred (100) students in Grade 6 from Cromwell, East Hampton, Meriden, Middletown, Portland, and Regional District #13. Through this urban/suburban partnership, the Youth Mathematics and Technology Academy provides students with an opportunity to experience an enriching and diverse academic program. The staff is composed of teachers from each school district to parallel the diversity of the students.

Students in the Youth Mathematics and Technology Academy participate in an orientation program in October, prior to the start of the Saturday school-year program. Students experience a challenge course and participate in games and diversity-awareness activities. The orientation program is designed to address the social, emotional, and physical needs of middle schools students who are beginning to experience adolescent growth and development. Team building activities have a mathematics and problem-solving focus.

The design of the academy provides students with an opportunity to take part in program activities throughout the school year at Middlesex Community College to encourage positive academic choices. Activities focus on Connecticut state standards, NCTM-based performance tasks, and collaborative problem solving. Educational technology is embedded into the Youth Mathematics and Technology Academy curriculum and promotes multicultural understanding by:

- reinforcing and promoting basic mathematics, technology, and computational skill development;
- assisting in developing individual talents, creative abilities, and understanding of diversity through collaborative problem-solving activities;
- increasing awareness of career opportunities and requirements in a multicultural setting;
- introduction to diverse professional and higher education role models;
- incorporating diverse performance learning objectives; and
- providing authentic assessment.

The college faculty and staff serve as affirming academic role models in the supportive and comfortable setting of a small college campus. The curriculum design develops leadership and academic skills in students to enable them to become role models as advocates of academic excellence and cultural diversity.

12-089-01	Nature's Scientists	Award: \$12,469
Applicant	Consolidated School District of New Britain	
Participating School District	Berlin, New Britain, Southington	
Days of Week and Hours of Operation	Orientation: June 20, 2011, June 25, 2011 Summer: August 8-19, 2011 & August 6-17, 2011 Monday – Friday, 9:00 am to 2:00 pm	
Age Ranges of Students	Students entering Grade 5	
Summer/Academic Year	Summer	
Total Number of Students	25	
Contact Person	Thomas M. Menditto	
Telephone	860-827-2275	
Fax	860-612-1527	
E-mail Address	menditto@csdnb.org	
<p>The Metacomet Ridge is a unique geological feature of Connecticut that extends from Long Island Sound too far above the Massachusetts/Connecticut border. A significant segment of Connecticut's population resides on or near the Metacomet Ridge. Historically, this geological feature has played a significant role in the economic, social, political and historical development of this state.</p> <p>The Nature's Scientists interdistrict summer program brings together 25 incoming grade 5 students from five different school districts to collaborate on a study of the Metacomet Ridge. Nature's Scientists is a partnership program involving Berlin, New Britain, Newington, Rocky Hill and Southington school districts; the New Britain Youth Museum at Hungerford Park, Kensington; and the Talcott Mountain Science Center, Avon. Each of the towns associated with this program are located on geological terrane associated with the Metacomet Ridge. The program involves multi-disciplinary field studies, inquiry-based science activities, and collection and presentation of information using technology. The students are instructed by partnering scientists from the Talcott Mountain Science Center and Hungerford Park. The participating students work in interdistrict teams to gather, organize and analyze data and to produce reports that will be entered into the Global Learning and Observations to Benefit the Environment (GLOBE) database. This data will be shared through the Internet with students and teachers around the world, and will also assist scientists in their global studies. The program enables students from a wide variety of racial, ethnic, and socioeconomic backgrounds to acquire and use many specific scientific skills that are technical in nature. The students use Global Positioning System (GPS) technology for determining location as well as scientific equipment in the field to collect information on the Ridge's unique geology, plant life and animal habitats. Computers are incorporated to study the Ridge remotely using Landsat satellite images and Google Earth databases. All teams participate in a culminating activity where the students' research findings are presented and shared with family and friends through PowerPoint presentations.</p> <p>The Nature's Scientists interdistrict summer program is expected to have a significant impact on both the academic and social learning of the participating students. The program provides the students with a rich array of learning experiences that may presently be unavailable to them in their home school districts.</p>		

12-093-01	A Sound Summer Exploring Aquaculture (SSEA)	Award: \$200,000
Applicant	New Haven Public Schools	
Participating School District	Cheshire, East Haven, Guilford, Hamden, New Haven, North Branford, North Haven, West Haven	
Days of Week and Hours of Operation	4 weeks in July, 20 days, 4 hours per day	
Age Ranges of Students	11 - 14	
Summer/Academic Year	Summer	
Total Number of Students	200	
Contact Person	Jeffrey Alpert/Evelyn DeLeon	
Telephone	203-946-6103; Cell 203-415-4468	
Fax	203-946-6874	
E-mail Address	evelyn.deleon@new-haven.k12.ct.us	
<p>“A Sound Summer Exploring Aquaculture” (SSEA) is a summer school program designed to develop students’ science, math, and technology skills, to increase diverse educational opportunities, and to lessen racial isolation in the public schools. SSEA started in the summer of 1995, enrolling middle school students from the greater New Haven area. The middle and high school students who make up SSEA.’s current enrollment move through a challenging sequential curriculum addressing well over 100 specific measurable skills over the three years of the program.</p> <p>SSEA has been funded by a grant from the state of Connecticut, with contributions from districts, and administered by the New Haven Public Schools. Program policies are determined by the Interdistrict Grant Advisory Committee, which represent staff and parents from SSEA’s cooperative districts.</p> <p>The purpose of SSEA in Three Fold:</p> <ol style="list-style-type: none"> 1. To challenge young people early in their educational careers to become interested in math, science, and technology through a rigorous curriculum teaching measurable skills. Integrated lessons, laboratories, and careers awareness activities complement field trips, research projects, and vocational applications. 2. To foster greater appreciation of different cultures and ethnic backgrounds by providing opportunities for friendships, mutual understanding, and the reduction of racial isolation among students. 3. To create unique educational and experience-based programs unavailable in cooperating districts. Curricula are designed to accelerate learning by combining academic and vocational teaching practices and principles. <p>The purpose of applying for this grant is to expand and lengthen the very successful program entitled “A Sound Summer Experiencing Aquaculture” at The Sound School facilities located on Long Island Sound.</p> <p>This grant will enable this summer program to expand to four weeks and serve over 200 students from nine urban and suburban communities.</p> <p>Participating students are awarded half credit for each year in interdisciplinary sciences for high school credit upon completion of the summer SSEA program.</p> <p>This summer experience serves as an excellent bridge for learning between June and September and is offered on a first come first serve basis and usually results in a waiting list.</p> <p>The program also gives students an opportunity to experience different aspects of marine science, which may contribute to pursuing this field of study in higher education or as a career occupation.</p> <p>The Sound School is a Regional Vocational Aquaculture Center with a population of 330 students. One half of the students are from New Haven and the remaining are from nineteen cooperating districts. The students come from diverse and ethnic backgrounds with approximately a 35% minority population.</p> <p>The Sound School is a Regional Vocational Aquaculture Center with a population of 330 students and half of the students are from New Haven and the remaining are from nineteen cooperating districts. The students come from diverse and ethnic backgrounds with approximately a 35% minority population.</p>		

12-093-02	Interdistrict Marine Education Program (IMEP)	Award: \$131,000
Applicant	New Haven Public Schools	
Participating School District	Bridgeport, New Haven, Wallingford	
Days of Week and Hours of Operation	1-4 hrs. day per week from 1/27/12 to 5/25/12 4-5 hour training days on 4/9,10, 23, 24/2012	
Age Ranges of Students	12 - 18	
Summer/Academic Year	Academic Year	
Total Number of Students	200	
Contact Person	Jeffrey Alpert/Alexandra Disla	
Telephone	203-946-7106 Cell 203-415-4468	
Fax	203-946-6156	
E-mail Address	alex.disla@new-haven.k12.ct.us	
<p>The “Interdistrict Marine Education Program“ (IMEP) is an integrated program for urban and suburban middle school and high school students to explore opportunities to help reduce racial ethnic and economic isolation.</p> <p>The Interdistrict Marine Education Program Instructional Shellfish Hatchery (IMEP/ISH) project is designed for selected high schools to provide an opportunity for the enhancement of knowledge in Aquaculture and Marine Sciences through the development of curriculum materials and methods dedicated to assisting students in applying lessons in “hands-on” situations.</p> <p>The ISH program incorporates the Vocational Agriculture attitude of "learning through doing" as the method of education that best enables young researchers to conceptualize the abstract points in their investigations as well as providing them with the techniques necessary to achieve the definable outcomes being sought. The ISH program will provide the visiting science teachers and their classes and opportunity to learn together by exploring the science of Shellfish Husbandry. The ISH program will further provide the students who attend with a sense of understanding and a realization of the extreme importance of protecting Long Island Sound as a natural resource and that any use of the Sound, either commercial or recreational, should be done responsibly by the people of Connecticut. This program offers opportunities for cooperative learning to occur when students collaborate while working in laboratory and problem solve while engaged in-group work. This project operated during the months of October 2010 to May 2011 in the Aquaculture Center at The Sound School in New Haven and Ella Grasso Tech in Groton.</p> <p>The middle school program is designed to increase sixth to eighth grade students’ awareness of Long Island Sound and to begin to expose them to the biological, chemical and physical properties that combine to make this watershed an important natural resource. Students from The Sound School, Nathan Hale and Fair Haven middle schools (New Haven) Ansonia Middle School participated in this program. Students from the Ansonia Middle School were scheduled to participate in mid-March 2010.</p> <p>The Sound School instructors and twelve students (mentors) interfaced with middle school students to set up classroom aquariums, study marine ecosystems and in small integrated groups, learn how to test water quality with their student mentors.</p> <p>Middle school students also experienced field trips to The Sound School fish lab.</p>		

12-095-01	Leaders & Innovators for Tomorrow (LIFT) Academy	Award: \$77,312
Applicant	New London Public Schools	
Participating School District	East Lyme, Groton, Hartford, Ledyard, Lisbon, New London, Norwich, Preston, Sprague, Stonington, Waterford	
Days of Week and Hours of Operation	Mondays: 9:00 a.m. – 10:00 p.m.; Tuesdays – Thursdays 7:00 a.m. – 10:00 p.m.; Friday: 7:00 a.m. – 1:00 p.m.	
Age Ranges of Students	12 – 14	
Summer/Academic Year	Summer Residential	
Total Number of Students	140	
Contact Person	Louis E. Allen, Jr.	
Telephone	860-437-6496	
Fax	860-439-7774	
E-mail Address	allenl@newlondon.org	
<p>The Leaders and Innovators for Tomorrow (LIFT) Residential Academy is fully dedicated to the development of students’ interests, knowledge, enthusiasm and academic skills in the field of Science, Technology, Engineering and Mathematics. The LIFT Academy fully embraces the value of working in diverse and effective teams whose members develop meaningful relationships. The LIFT Academy will strive to reduce racial, ethnic and economic isolation by training participants to be leaders that have a better understanding of multiracial and multicultural issues. The LIFT Academy provides high level experiences for students entering eighth grade in the following areas:</p> <ul style="list-style-type: none"> ➤ Diversity, leadership, and team building ➤ Science, Technology, Engineering, and Math (STEM) projects ➤ Family environment during residential experience that nurtures students’ development of positive relationships between students and adults from a variety of socio-economic and racial backgrounds ➤ Professional career pathways exposure and exploration <p>In preparation for the program and to ensure that the elements of State Goal 1 (reduce racial, ethnic and economic isolation) are thoroughly infused throughout each session, all 140 students will be required to attend a full-day orientation that will provide training in team building, diversity and cultural awareness.</p> <p>Students from diverse backgrounds will experience one of four comprehensive residential weeklong summer sessions. Each session will have thirty-five students of diverse backgrounds and varied socio-economic levels representing eleven districts.</p> <p>Students will be involved in hands-on, skills-based integrated projects and instruction. They will have three instructional sessions a day focusing on at least two of the following areas: STEM projects, diversity, leadership, and team building activities. Students will also have numerous opportunities for social and recreational activities.</p> <p>Students will deliver a culminating PowerPoint presentation to families, LIFT staff, and community members. Students will explain their new learning and describe their student-focused projects designed to introduce diversity issues to elementary students in their home district. All 140 participants will also attend two follow-up sessions hosted fall 2011. The sessions will cover the following:</p> <ul style="list-style-type: none"> ➤ Report back to the group on the implementation of their elementary project. ➤ Refine their team-building and leadership skills. ➤ Receive additional diversity and cultural awareness training. ➤ Receive additional information concerning STEM career opportunities. <p>STEM projects will utilize the technology and building resources of the Science and Technology Magnet High School and regional partners such as: Mitchell College, Coast Guard Academy, University of Connecticut (Avery Point) and Connecticut College. STEM projects will require students to follow and report on the scientific method, inquiry skills and the engineering design process. Students’ academic skills will be heightened, as science, engineering, math and Language Arts are integrated into all facets of their LIFT Academy day.</p> <p>The LIFT Academy will be hosted at Mitchell College, Coast Guard Academy, Connecticut College, and the Science and Technology Magnet School of Southeastern Connecticut. Follow-up sessions will be hosted by one or more of the participating districts: East Lyme, Groton, Hartford, Ledyard, Lisbon, New London, Norwich, Preston, Sprague, Stonington, Waterford.</p>		

12-104-01	Thames River Connections	Award: \$103,186
Applicant	Norwich Public Schools	
Participating School District	Bozrah, Montville, Norwich	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. to 4:00 p.m.	
Age Ranges of Students	11 - 13	
Summer/Academic Year	Academic-Year	
Total Number of Students	375	
Contact Person	Patricia A. Grondin	
Telephone	860-859-5015 ext. 5	
Fax	860-823-4215	
E-mail Address	pagrondin@norwichpublicschools.org	
<p><i>Thames River Connections</i> (TRC) is a successful interdistrict cooperative grant program that began in fall 2003 and includes 375 middle school students from three neighboring districts (Bozrah, Montville, Norwich). TRC is a sustained, year-long program which uses science as a vehicle to increase achievement and engagement among minority and disadvantaged students. The program strives to promote positive interactions and understanding among diverse groups of students. Connections to and a respect for one another remain the focus throughout the program. Engaging academic activities and challenging integrated curricula emphasize the inter-relatedness and interdependence of <i>all</i> peoples and the environment. Throughout the project, students are led to understand the importance of diversity, both in the natural world and in their own communities.</p> <p>Partnerships are created among the four middle schools where students are paired for cooperative activities throughout the year to further promote the development of long-term relationships. These partner interactions include:</p> <ul style="list-style-type: none"> • An introduction to oceanography aboard the Project Oceanology research vessel, a fully equipped, 55-foot research and classroom vessel for hands-on, on-the-water educational programming • Program kick-off event, an adventure-based experiential learning activity that promotes communication and cooperative problem-solving skill development • Two partner visits to each other's schools where students participate in class meetings, reflect on their learning, and create collaborative projects related to their TRC experiences. Team-building and cultural awareness activities are infused in these partner visits • Marine science lab research where students engage in the study of marine environments and perform inquiry-based laboratory activities • Geological field studies of beach/rocky intertidal zones at Bluff Point • Field studies of local estuarine ecosystems and near-shore fish populations • Site visits to community facilities such as: water treatment facility, wastewater treatment facility, fish lift, hydroelectric plant, and/or various mill sites related to the LIS watershed • Culminating Family Day event featuring displays of student writings and projects shared with families and communities <p>In addition to the partner interactions, students will:</p> <ul style="list-style-type: none"> • Research and participate in activities throughout the school year addressing the essential questions: How does human use of local land and water impact water quality and the ecosystems of Long Island Sound? What measurements are taken in monitoring the local watershed? What plan can we develop to resolve issues/problems regarding the conservation, protection or restoration of natural resources in our communities? How is the impact of diversity in the natural world directly related to diversity in our communities? • Participate in technology instruction at school sites where students generate further questions, form hypotheses and use student-collected data along with extensive Project O databases to create electronic graphs, analyze the data and communicate results. • Compose expository and persuasive writings, such as letters to their local and state legislators advocating better support of issues impacting Long Island Sound and its marine life and/or prompting their legislators to take action against the factors that are adversely affecting LIS. 		

12-111-01	Adventures in Peacemaking and Diversity	Award: \$30,000
Applicant	Plymouth Public Schools	
Participating School District	Bristol, Plymouth	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 2:00 p.m. (avg.)	
Age Ranges of Students	8 – 12	
Summer/Academic Year	Summer/Academic Year	
Total Number of Students	310 Academic Year; 90 Summer & School Vacation	
Contact Person	Eileen M. McNulty	
Telephone	860-314-4690	
Fax	860-314-4689	
E-mail Address	eileenmcnulty@ci.bristol.ct.us	
<p><i>Adventures in Peacemaking & Diversity</i> (APD) is a multi-dimensional program engaging economically, racially and ethnically diverse elementary students from one urban district, Bristol, and one suburban/rural district, Plymouth, in collaborative experiential learning and cultural exploration.</p> <p>Throughout the school year and during school vacations, students in grades three through five will have multiple opportunities to engage in collaborative field learning linked to curriculum. Students will be curious and excited to meet new people from a different community culture. While learning to respectfully and cooperatively work with diverse peers, students will build critical interdisciplinary academic skills.</p> <p>At the beginning of the school year, each of the 18 participating APD classes are paired with a “sister class” from the other district, and individual students are partnered with a pen pal from their sister class. Students learn a common language that emphasizes appreciation of differences and aspects of character attributable to “<i>peaceable people</i>.” These concepts are reinforced when each class creates a social contract that defines their commitment to “P.A.W.S.” (Play fair; Act kind; Work hard; Show respect), and when pen pals exchange a series of guided letters, inquiring about their new friend, and sharing perspectives about their culture, likes/dislikes, and experiences.</p> <p>Students’ learning will be accelerated by teachers and experiential educators facilitating hand-on, minds-on activities that enhance the content and performance standards of the curriculum and provide a common base of understanding in preparation for six inter-district field-learning days. Integrated learning is accomplished as students synthesize information from multiple perspectives using multiple learning strategies and making connections to real life. For example, the lesson on Animal Habitats that culminates with a field-learning day at Sessions Woods incorporates: a science element identifying animal habitats and their role in ecosystems; a language arts element, reading and discussing a related story or article; a social studies element, that explores how types of animal life in a geographic area influences local human society; and, a character education element, appreciating diversity within an ecosystem and understanding the interdependency of species.</p> <p>Students are encouraged and recruited to voluntarily participate in the APD Vacation Workshop Series (VW’s); 15 days spread over four vacation periods. Activity-based and FUN characters, such as ‘Magic Mike the Science Guy’ and ‘Mother Nature’, connect science, language arts, social studies, physical education and the arts to the VW theme. These VWs engage students across all learning styles and provide a forum to showcase what they learned. Family and community delight in the culminating events produced by the students and enthusiastic learners return to their classrooms poised to advance their performance.</p> <p>Collaborating artists with expertise in ethnic and local history, experiential science educators, and social workers, work in concert with VW facilitators and classroom teachers to connect academics to culture, community, and fun. Ten high school students from both districts work with staff to explore career goals and gain experience. Eighty students receive support services to enrich their academic instruction through small group work and family counseling. Small group tutoring is held during the summer.</p>		

12-113-01	Broadway Bound: A Literacy Look at a Modern Musical	Award: \$33,540
Applicant	Middlesex Consortium – Portland Public Schools	
Participating School District	Cromwell, East Hampton, Hartford, Middletown, Portland, Regional School District #13 (Durham/Middlefield)	
Days of Week and Hours of Operation	August 1–9, 9:00 a.m. – 2:30 p.m.; August 10, 9:00 a.m. – 9:00 p.m.	
Age Ranges of Students	11 - 14	
Summer/Academic Year	Summer	
Total Number of Students	150	
Contact Person	Donna Finkelstein, Middlesex Consortium Coordinator	
Telephone	860-342-5291	
Fax	860-342-4108	
E-mail Address	dfinkelstein@theportlandct.us	
<p>This highly successful program, looking forward to beginning its thirteenth year, will bring together 150 middle school students, ranging in age from 11 to 14, from urban, suburban, and rural communities, for eight days of engaging language arts and diversity activities using the power of current musical theater as its dramatic context.</p> <p>The central concepts underlying these activities are an appreciation of diversity in all of its forms and an understanding of the power of the written and spoken word. The culminating activity in the program is a trip to New York City to attend a Broadway play. This year the highly acclaimed musical <u>Wicked</u> will be the focus play because through its music and story lines, it is able to offer students a dramatic backdrop against which the themes of diversity and tolerance can be explored, as well as a framework within which students’ writing and reading skills can be developed and enhanced.</p> <p>Middle school students from six school districts will participate in the program: Hartford, Cromwell, Middletown, Portland, East Hampton, and Regional School District 13. Students in the program will get the opportunity to meet and work together in more than 35 separate “rotations,” over the course of eight days in the summer. On the first day students will gather at the YMCA Camp Ingersoll in Portland, Connecticut, where they will engage in diversity training and trust-building activities conducted by the camp’s professional staff. For the next six days, students will meet at Classical Magnet High School in Hartford, where they will participate in four separate classroom rotations a day—language arts, including reading and writing components; multi-media expression; the language of lyrics and song; and dance as communication. Each of the rotations is designed to relate to the themes of diversity as well as to the specific literary aspects of the Broadway play that students will attend. All students will combine their talents to prepare, produce, and perform their own musical production of highlights from <u>Wicked</u>, to which family and friends will be invited. This year, as in years past, a professional choreographer from New York City will work directly with the students on their performance. Then, as a culminating experience, students, staff, and parent chaperones will travel together to New York City to experience firsthand the wonder and magic of an actual Broadway musical production.</p> <p>In an atmosphere of mutual respect and acceptance, students from different cultural and ethnic backgrounds will come together in a lively and engaging program, where they discover through their experiences that they have much more in common with one another than they have differences.</p>		

12-128-01	Using Ballroom Dance to Improve Achievement in Science and Writing	Award: \$38,500
Applicant	Simsbury Public Schools	
Participating School District	East Hartford, Glastonbury, Hartford, New Britain, Simsbury	
Days of Week and Hours of Operation	8:30 a.m. - 4:00 p.m.	
Age Ranges of Students	12 - 18	
Summer/Academic Year	Academic Year	
Total Number of Students	90	
Contact Person	Richard Wells	
Telephone	860-485-5563	
Fax	(860) 658-3620	
E-mail Address	rwells@simsbury.k12.ct.us	
<p>Over the past four years, the Interdistrict Ballroom Dance program has effectively brought students from diverse school districts together to establish meaningful relationships among students of dissimilar racial, ethnic, and economic backgrounds. Students have collaboratively worked in pairs during the 42 hours of face-to-face contact, understanding the importance of verbal as well as nonverbal communication. By attending interdistrict and college workshops and competitions, students have learned valuable social skills and to understand and appreciate the rich cultural diversity represented in social dance. This will serve them well as they enter college or the workforce and become productive adults.</p> <p>Dance provides a significant opportunity for students to apply scientific understandings and to express themselves effectively through writing. Through this program students will apply science to dance as part of dance instruction. To accomplish this they will learn scientific concepts such as structure and function, energy and transfer, motion and forces, conservation of energy and motion, and physiology. Students will be required to express their understanding through both dance and writing.</p> <p>The National Council of Teachers of English recognizes the value and interconnectedness of <i>multimodal literacies</i>. A recent position statement reads, “All modes of communication are codependent. Each affects the nature of the content of the other and the overall rhetorical impact of the communication event itself.”</p> <p>At each of the contact 25 sessions (50 hours), students will be asked to respond in writing to a prompt. The prompts will be either related to the reduction of racial, ethnic or economic isolation; science; or dance. Through these prompts student will be asked to form an initial understanding, develop an interpretation, make connections, and take a critical stance. They also will be asked to take clear and persuasive positions on issues and use information from a variety of sources to support their position. Students will be required to revise their work and effectively use standard conventions. Guest artists, teacher advisors, and assigned English teachers will be part of this process, providing valuable role models and allowing the program to meet the individual needs of students. In addition, a website (districtdance.org) will be used to support student learning.</p> <p>Writing has been shown to be an effective tool in solidifying understanding across disciplines. Howard Gardner talks about applying multiple intelligences to learn a discipline (<i>Frames of Mind</i>). Grant Wiggins and Jay McTighe talk about using knowledge and skills in the pursuit of a greater enduring understanding (<i>Understanding By Design Handbook</i>). By linking science, writing, and dance, we provide a valuable connection for student learning.</p> <p>One of the fundamental keys to student learning is engagement (<i>Robert Medina–Brain Rules</i>). When students have the desire to learn, their achievement is increased. This is evidenced in our development of language. We all learn to speak regardless of our aptitude in language because there is a compelling need to communicate with others. By meaningfully integrating science and writing into the popular activity of dance, we can provide a powerful vehicle for engagement and foster increases in student achievement.</p>		

12-128-02	Steel Pan: Improving Writing through Caribbean Culture	Award: \$33,000
Applicant	Simsbury Public Schools	
Participating School District	Bloomfield, East Hartford, Farmington, Hartford, New Britain, Simsbury	
Days of Week and Hours of Operation	8:30 a.m. - 4:00 p.m.	
Age Ranges of Students	11 - 18	
Summer/Academic Year	Academic Year	
Total Number of Students	50	
Contact Person	Richard Wells	
Telephone	860-485-5563	
Fax	860-658-3620	
E-mail Address	rwells@simsbury.k12.ct.us	
<p>Over the past six years, the Interdistrict Steel Pan program has allowed students from diverse school districts to establish meaningful relationships with students of dissimilar race, ethnicity, and economic backgrounds. This program meets one hour a week in the evening at the Wilson Gray YMCA in Hartford and is taught by members of the Hartford Steel Pan Symphony. Students who participate in this program learn to collaboratively work in groups during 50 hours of face-to-face contact. They appreciate the importance of verbal as well as nonverbal communication and learn valuable social skills as they interact with audiences in a variety of performance venues. These skills will serve them well as they enter college or the workforce, becoming productive adults.</p> <p>The National Council of Teachers of English recognizes the value and interconnectedness of <i>multimodel literacies</i>. A recent position statement reads, “All modes of communication are codependent. Each affects the nature of the content of the other and the overall rhetorical impact of the communication event itself.”</p> <p>Steel Pan performance provides a wonderful opportunity for students to study culture and its relationship to the music. They will use this connection to develop their literacy skills in writing. A variety of reading material will be used including the textbook, <i>The Trinidad and Tobago Steel Pan: It’s History and Evolution</i> by Dr. Felix I. R. Blake.</p> <p>As part of this program, students will be asked to respond in writing to prompts. These prompts will be either related to the reduction of racial, ethnic or economic isolation; history and culture; or music. Through these prompts student will be asked to form an initial understanding, develop an interpretation, make connections, and take a critical stance. They also will be asked to take clear and persuasive positions on issues and use information from a variety of sources to support their position. Students will be required to revise their work and effectively use standard conventions. Guest artists, teacher advisors, and assigned English teachers will be part of this process, providing valuable role models and allowing the program to meet the individual needs of students.</p> <p>Writing has been shown to be an effective tool in solidifying understanding across disciplines. Howard Gardner talks about applying multiple intelligences to learn a discipline (<i>Frames of Mind</i>). Grant Wiggins and Jay McTighe talk about using knowledge and skills in the pursuit of a greater enduring understanding (<i>Understanding By Design Handbook</i>). By linking writing, social studies, and music, we provide a valuable connection for student learning.</p> <p>One of the fundamental keys to student learning is engagement (Robert Medina–<i>Brain Rules</i>). When students have the desire to learn, their achievement is increased. This is evidenced in our development of language. We all learn to speak regardless of our aptitude in language because there is a compelling need to communicate with others. By meaningfully integrating music, history and culture, and writing, we provide a powerful vehicle for engagement that will foster increases in student achievement.</p>		

12-135-01	AITE Summer Academy – Explorations in Engineering, Technology, Robotics, and Beyond	Award: \$59,157
Applicant	Stamford Public Schools	
Participating School District	Darien, Greenwich, New Canaan, Norwalk, Ridgefield, Stamford	
Days of Week and Hours of Operation	July 2011 & July 2012, 24 hours/week, 96 hours/summer.	
Age Ranges of Students	13 - 15	
Summer/Academic Year	Summer	
Total Number of Students	100 plus an additional 50 students during the school year	
Contact Person	Paul Gross	
Telephone	203-977-6173	
Fax	203-977-6638	
E-mail Address	pgross@ci.stamford.ct.us	
<p>The AITE Summer Academy – Explorations in Engineering, Technology, Robotics and Beyond seeks to introduce 100 students entering 9th grade in Stamford and the surrounding suburban communities to hands-on, project oriented study in the fields of humanities and technology. The students will immerse themselves in the study of culture throughout Connecticut, New York City and the Digital Era.</p> <p>This four-week interdisciplinary summer academic enrichment and support program has four major goals:</p> <ol style="list-style-type: none"> 1. To increase academic achievement of participating students in language arts, social studies, math, science, and technology; 2. To increase students’ knowledge and awareness of the relationships between culture, community, technology, and globalization; 3. To develop students’ proficiency in researching and applying information and multimedia technology; and 4. To develop students’ “soft” skills, including leadership, personal and professional ethics, collaboration, the appreciation of people from diverse backgrounds, and their presentation skills. <p>Through hands-on, project-oriented activities and field trips to sites that bring the classroom instruction alive, students will explore a curriculum that centers on the study of world cultures that will eventually result in students being able to enter the workforce with 21st Century skills addressing an economy where globalization is dominant.</p> <p>The coursework is broken down into four units, focusing on different aspects of culture, past, present, and future. Unit one will define culture and how it is and has been shaped through examination and analysis of cultural history and practices in order to understand the idea of culture. The second unit will consider how cultures define themselves to others using story. The third unit will look at examples of how cultures interact to form and inform communities. The final unit will focus on how cultures and community will sustain in the 21st century with a focus on green technology. For each unit students will complete substantial multimedia and interdisciplinary projects.</p>		

12-144-01	Integrating the Arts in Torrington	Award: \$65,181
Applicant	Torrington Public Schools	
Participating School District	Barkhamsted, New Hartford, Torrington, Winchester	
Days of Week and Hours of Operation	Saturday School & during April vacation	
Age Ranges of Students	Grade 5	
Summer/Academic Year	Academic Year	
Total Number of Students	75	
Contact Person	Cheryl F. Kloczko	
Telephone	860-489-2327 x323	
Fax	860-489-0726	
E-mail Address	ckloczko@torrington.org	
<p>Torrington Public schools, in collaboration with the Winchester, Barkhamsted and New Hartford Public Schools, and in partnership with Nutmeg Conservatory for the Arts, Warner Theatre Centre for Arts Education, and Artwell Gallery, is hoping to offer an Integrated Arts Summer Program for students entering grades 4 and 5 through funding available from the Interdistrict Grant Program. Two three-week sessions will provide integrated arts learning experiences for 150 students, with the content focus being the development of reading comprehension skills and strategies. <i>Becoming Naomi Leon</i> by Jan Munoz Ryan, is the book selected for the program with a main theme on the challenges of living in an environment of cultural, racial, and socioeconomic isolation.</p> <p>An integrated learning approach was selected because it uses the knowledge and methods of several disciplines in combination to explore a central concept or issue as a framework for building student competence. The arts enrich and deepen student understanding in this educational framework. Knowledge and study of the arts develop the abstract thinking skills necessary for complex and imaginative problem solving. Curriculum integration is a way of organizing studies around real-life issues that are significant to young people while applying content and skills from many subject areas at the same time.</p> <p>For this project public school teachers and visiting artists will work collaboratively, incorporating journaling, poetry, music, dance, drama and visual arts in the understanding of literature. In addition to working with independent professionals, the program will employ teaching artists from the Warner Theatre Centre for Arts Education, Nutmeg Conservatory for the Arts, and Artwell Gallery.</p> <p>Drawing from urban, suburban and rural communities students enrolled in the program will represent the racial, ethnic and economic diversity of the representative towns.</p> <p>The diversity of the entire group will be maintained in the assignment of students to smaller interactive groups that focus in the various arts disciplines. Students will be encouraged to bring their unique cultural experiences to the creative process, sharing a broader view of the world with their peers.</p> <p>With the infusion of expressive arts into the academic environment, teaching will combine teacher and student-directed approaches to learning. Both convergent and divergent thinking will be employed, as students read a book and learn the technical skills of creative disciplines. Then, through dynamic direction and support from teaching artists, students will be invited and encouraged to take creative risks that result in synthesis of academic, artistic and personal truths, that is, the creation of art that is the direct experience and personal expression of verbal and non-verbal understanding of both subject and artist.</p> <p>Each session will culminate in performances by the student groups. Following final performances, students will learn artistic and academic self-assessment skills that will aid them in future learning. As the ensuing academic year progresses, students will be evaluated using the district, common formative assessments. Comparison of the previous end-of-year scores with the results of the Fall testing, the public schools will demonstrate that arts-integrated education provides an effective vehicle for high achievement in student reading and writing skills.</p>		

12-144-02	Discovering Diversity at the Discovery Center	Award: \$68,750
Applicant	Torrington Public Schools	
Participating School District	Litchfield, Torrington	
Days of Week and Hours of Operation	During the school day 3 days during the course of the school year for students in Grades 4 & 5 and 1 day of teacher professional development	
Age Ranges of Students	8 - 11	
Summer/Academic Year	Academic Year	
Total Number of Students	800	
Contact Person	Cheryl F. Kloczko	
Telephone	860-489-2327 x323	
Fax	860-489-07263	
E-mail Address	ckloczko@torrington.org	
<p style="text-align: center;">Discovering Diversity at The Discovery Center <i>A Classroom Without Walls for a Future Without Prejudice</i></p> <p>The Discovery Center’s award winning program emphasizes positive attitudinal change and academic achievement. It focuses on developing critical thinking skills, improving math, science, and language arts skills, shaping positive attitudes about race and differences, and reducing racial, cultural, and socio-economic isolation. The Discovery Center curriculum supports the curriculum objectives of the newly adopted Connecticut Common Core State Standards (CCSS).</p> <p>The Discovery Center’s experiential approach to learning models the material reflected in Howard Gardner’s “<i>Multiple Intelligences for the 21st Century</i>”, C. Bennett’s “<i>Comprehensive Multicultural Education</i>”, and “<i>Creating Culturally Responsive Classrooms</i>” by Shade, Kelly, and Oberg. These approaches are designed to nurture and develop student understanding and appreciation for diversity, equity, and cultural backgrounds.</p> <p>Over a three year, period students from the urban center and rural/suburban schools build relationships and gain understanding of different racial, cultural, and socio-economic backgrounds while improving their academic performance.</p> <p>The three year program for students begins in the 4th grade when students from urban centered schools are paired with students from a rural/suburban school. Following teacher and principal planning sessions, the fourth grade students attend an all day visit to The Discovery Center where students build relationships with students from the partner school. The one-day experience is followed by diversity and team building exercises conducted at each school.</p> <p>As fifth graders, students continue building relationships through pen pal communications and through a residential experience for five days and four nights. Prior to the residential experience, planning meetings are held at each school to coordinate math, science, and language arts curriculum with the teachers and the principal. During the residential experience, students participate in intense diversity/teambuilding exercises and attend math, science, and language arts classes.</p> <p>Sixth grade students participate in joint educational projects, attend presentations at their partner schools, and participate in special educational trips prior to a three-day and two-night residential experience. During the residential experience students, complete challenging teambuilding tasks and academic projects.</p> <p>In the fall of 2008, The Discovery Center developed a Parent Committee designed to cultivate relationships between parents from schools representing different cultural, racial, and socio-economic backgrounds. Parents come together to witness their students’ performances at various social gatherings.</p> <p>The Discovery Center’s diverse staff represents different racial and cultural groups. The program staff includes licensed teachers, experienced and educated counselors, an RN as medical supervisor, and a Medical Administrator. Program quality is enhanced by a 70% staff retention rate. Throughout the year The Discovery Center staff conducts Leadership Workshops at schools to teach inclusion and respect for others regardless of racial or cultural background.</p> <p>In October of 2010, The Discovery Center received the <i>Hartford Business Journal’s 2010 Diversity Organization Innovation Award</i>. This award represents the strong foundation of The Discovery Center in providing effective diversity/teambuilding exercises and academics that achieve the objectives of The CT Interdistrict Program Grant to prepare students for a diverse world and global economy.</p>		

12-155-01	Bloomfield, Hartford, West Hartford Collaborative Summer High School	Award: \$82,500
Applicant	West Hartford Public Schools	
Participating School District	Bloomfield, Hartford, West Hartford	
Days of Week and Hours of Operation	July 2 – August 9, Monday – Friday, 7:30 a.m. – 12:20 p.m. (July 4 off)	
Age Ranges of Students	13 - 19	
Summer/Academic Year	Summer	
Total Number of Students	168	
Contact Person	David Downes	
Telephone	860-561-6900	
Fax	860-561-6907	
E-mail Address	David_Downes@whps.org	
<p>The Bloomfield, Hartford, West Hartford Collaborative Summer High School is the largest public school-based program of its kind in the state, and one of the few programs able to award “get ahead” academic credit because of the 120 hours of class time required to earn a Carnegie unit of full course credit. The program attracts over 900 students from 29 towns in the Greater Hartford area, providing a diverse (40% minority) student body experience for many students whose school systems lack the enriching experience that racial and cultural diversity brings. In fact, this program meets the requirements of Phase II of the 2008 stipulated Sheff agreement to diversify the school experience of Hartford students.</p> <p>For the past twenty years, the interdistrict academic program described here has been successfully meeting the two main goals of this grant: reducing racial, ethnic and economic isolation and promoting high academic achievement of all students in reading, writing, mathematics and science. The program brings between 160-170 students from Bloomfield, Hartford and West Hartford into a challenging course curriculum with a supportive academic environment, and these students are joined by approximately 450 other students from West Hartford and another 320 students from 26 other towns.</p> <p>The courses, to be held this year at Hall High School from July 2 to August 9, run for four hours 20 minutes per day (with additional break times), for two semesters of 14 days each. The curricula for academic offerings follow the West Hartford Public Schools curricula for regular year courses in math, English, science, social studies, and world languages, insuring rigorous and comprehensive subject matter. Close to eighty percent of our students, attend the program for “get ahead” credit, which means that the atmosphere in the school, and especially in the classrooms, is a positive, serious one that promotes concentration and achievement.</p> <p>Beyond the significant instructional benefits of the program, the activities both inside and outside of the classroom are structured to promote the interaction and understanding among the varying racial and ethnic members of the student body. Instruction is differentiated to promote participation by all students, and teaching styles are varied within each course to insure opportunities for extensive collaboration and interchange of ideas among the students. Social events and structured discussion opportunities complement the interaction in the classroom by allowing students to get to know one another in a less formal atmosphere.</p> <p>This grant will: 1) increase financial aid to students in the three collaborating districts so that no student is turned away because of need; 2) assure that transportation to the program exists in the collaborating districts for eligible students; 3) provide the necessary in-school and after school support for students to develop academic skills and to complete required course work; 4) improve the in-service training for staff in racial, ethnic and cultural diversity; and 5) increase the planned student activities that allow for, and ensure, purposeful interaction among all the students, both inside and outside of the classroom.</p>		

12-205-01	Greater New Haven Cooperative International Studies Program	Award: \$76,049
Applicant	Amity Regional District #5	
Participating School District	Amity Regional District #5, Ansonia, East Haven, New Haven, Seymour	
Days of Week and Hours of Operation	Thursday, 3:15 – 5:45 p.m. for instructional/activity sessions; within school day, 8:30 a.m. – 1:00 p.m. for field trips & Sister-School exchanges	
Age Ranges of Students	13 - 18	
Summer/Academic Year	Academic Year	
Total Number of Students	160 per year (80 per semester)	
Contact Person	Joyce C. Narden	
Telephone	203-397-4830	
Fax	203-397-4866	
E-mail Address	joyce.narden@reg5.k12.ct.us	
<p>The Greater New Haven Cooperative International Studies Program (CISP) involves students from five school districts and nine high schools. Twenty students from each suburban high school (Amity Regional, Ansonia, East Haven, Seymour) and 80 students from five New Haven high schools (Cooperative Arts and Humanities, High School in the Community, Hill Regional Career Magnet, Metropolitan Business Academy, Wilbur Cross) enroll in the program on a semester-by-semester basis; most students do so for both semesters. Every semester, a major topic of international significance becomes the strand around which the program is organized. For 2011-12, Semester I will feature <i>International Music and Dance</i> and Semester II <i>Globalization and Its Effects</i>; for 2012-13, Semester I will focus on <i>International Arts and Crafts</i> and Semester II on <i>International Film and Theater</i>. An additional strand, <i>Diversity Awareness and Cultural Sensitivity</i>, remains constant throughout the entire year. Each semester's strand is interdisciplinary in its scope, provides material pivotal to program activities, and affords opportunity for students to interact with those from diverse backgrounds and conduct research on the semester's strand. Through a wide variety of activities reflective of the semester's strand, students improve their writing, reading, presenting, research, technology, and interpersonal skills. They also increase their knowledge about the topic of the semester's strand in its international dimensions.</p> <p>The activities of CISP consist of instructional/activity sessions, field trips, student exchanges, and collaborative research projects, for which students from all five districts come together. The two-and-a-half-hour instructional/activity sessions, are held twice monthly on Thursday afternoons from 3:15 to 5:45 p.m. Sister-School exchanges, collaborative project workdays, and shorter field trips take place during the school day. All-day field trips occur on school days or Saturdays. Activities are held at each of the participating schools in turn or in another venue, such as a museum, institution of higher learning, or venue pertinent to the semester's strand. Students keep a written journal of their participation in CISP. Students read material focusing on components of the semester's strand and write responses to the material, thus improving their ability to read material and express what they have read. Semester I begins late September and ends mid-December; Semester II begins late January and ends mid-April.</p> <p>Throughout the semester, students from Sister-Schools collaborate in teams to research and produce projects focusing on some chosen aspect of the semester's strand. There are four pairs of Sister-Schools, each pair comprising one urban and one or two suburban school. Students make extensive use of both electronic and print resources as they conduct research and develop their projects. At the end of the semester, at a special Program of Project Presentations to which parents, administrators, and Board of Education members are invited, each team of students presents their project.</p> <p>In addition to the face-to-face meetings with students from other schools, students from each participating school meet in-house with their CISP faculty on a regular basis to explore the strand of the semester in greater depth, to continue their project research, to develop reading, writing, homework, and study skills.</p>		

12-241-01	Discover Your Future	Award: \$70,161
Applicant	Capitol Region Education Council (CREC)	
Participating School District	Avon, Farmington, Hartford, Newington, Rocky Hill, West Hartford, Wethersfield, all other CREC districts	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 2:30 p.m.; 6 hours/day	
Age Ranges of Students	10 - 11	
Summer/Academic Year	Summer	
Total Number of Students	120	
Contact Person	Jacob Mendelssohn	
Telephone	860-757-6359	
Fax	860-757-6399	
E-mail Address	jmendelssohn@crec.org	
<p>The State of Connecticut has two goals for this program. As a result, we will address these two issues in different, but mutually reinforcing, ways.</p> <p>To correct the problem of racial, ethnic and economic isolation, we will not only bring students together physically, but also will give them opportunities to interact in various ways that emulate the real world environment they will experience once they graduate from school.</p> <p>In the first part, students will work together in diverse teams to learn about and participate in science and math-related tasks focusing on STEM careers and other life skills such as writing, reading, and public speaking. Learning will take place in an active setting, not a normal classroom environment. By working together and closely interacting using inquiry-based activities, they will create actual solutions to current day issues. In this way, students will learn how other people that they may not normally encounter are valued members of the team and contribute to solutions to today's problems. The students will discover that people from different backgrounds often see things differently, and these different perspectives can produce a superior solution. We also will have students play together on teams. In this way, they will learn that relationships with other people can and do extend beyond school and work and are manifest in their day-today lives.</p> <p>Another goal is to attain high academic achievement for all students. The CT SDE realizes that there are important things that students need to know and skills that they need to master, and that is why the SDE created the Academic Standards and Grade Level Expectations. However, before a student will accomplish either of these, they must first have the attitude that they want to learn them. This attitude adjustment is what we will address. We will do this by helping students realize that education is valuable to them in attaining their dreams and goals in life. In cases where students have not yet imagined dreams and goals, we will help to create and foster them. First, we will get them engaged in activities and careers that they may find interesting. Then we will show them how those activities apply to them. Finally, we will involve them in not simply observing the activity, but in doing it in order to realize that this is something, they can accomplish.</p> <p>The culminating activity of the program, which addresses both goals, will be one in which students emulate a real-world company as they strive to realize a specific goal. This activity will involve the students, their teammates, and their parents. By observing and emulating their parents, working with other adults of different racial, ethnic and economic backgrounds. The students will learn that successful interaction with different types of people is essential in today's interconnected world. Experience is the best teacher, and this program will provide many experiences to enable these students to imagine a future that is rich with possibility, one that can be achieved with dedication and a spirit of cooperation.</p>		

12-241-02	EQUAL Interdistrict Program	Award: \$77,000
Applicant	Capitol Region Education Council (CREC)	
Participating School District	CREC region	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 2:30 p.m.	
Age Ranges of Students	Grades 5 - 10	
Summer/Academic Year	Academic Year	
Total Number of Students	140	
Contact Person	Kathy Randall	
Telephone	860-509-3655	
Fax	860-509-3651	
E-mail Address	krandall@crec.org	
<p>The EQUAL Summer Interdistrict Program is a four-week summer enrichment program offered to students from communities in the CREC Region entering grades fifth through tenth. The EQUAL Summer Interdistrict Program offers a high quality academic enrichment program within a racially, ethnically, and socio-economically diverse learning environment. Through hands-on activities and field trips, students engage in quality interactions with students from different backgrounds. Students, grouped by grade, take part in academic programs of ROOTS, ROOTS II, Environment & Technology, Community Action Program, or Strategies for Success from 9:00-1:00. Each program has a curriculum that is aligned with Connecticut's Common Core of Learning and Curriculum Frameworks. The enrichment and assessment activities are designed to reinforce skills assessed on the CMT and CAPT instruments.</p> <p>The following summarizes each program:</p> <p>Grade 10 - <i>Strategies for Success</i> - Students explore their career options while building real-life job skills. This program prepares students for the world of work by teaching them employability skills. They research possible jobs, learn letter and resume writing, and practice interviews. They also explore their education options by touring a local community college and university and discussing the college application process.</p> <p>Grade 9 - <i>Community Action Program</i> - Students participate in an in-depth study of the contributions they can make to their community. After various team-building activities, students work together on several projects including working with the elderly, cleaning up the riverfront, and running a food drive.</p> <p>Grade 8 - <i>Environment & Technology</i> - Students participate in an exciting hands-on program that involves real-world applications of math and science. With field trips to environmental and technological sites in our community, and demonstrations and experimentations in the classroom, students solve problems using scientific processes. Students develop a better understanding of scientific concepts, as well as continue to develop writing and technology skills.</p> <p>Grade 7 - <i>Roots II</i> - Students participate in an in-depth study of the history of Hartford's diverse racial and ethnic groups, involving a variety of educational activities such as group projects, field trips, readings and especially learning from each other. They also write their reflections by making connections with the previously learned material. Students are expected to use the information learned about slavery, the Amistad case and cultural diversity to show appreciation, understanding and to realize that their community influences their thinking towards others and their own identity.</p> <p>Grade 5 & 6 - <i>Roots</i> - Students participate in a hands-on study of the history of Hartford County focusing on the Colonial and Industrial Time periods. Through many field trips, students experience the cultural components (food, transportation, housing, etc.) of different time periods and make comparisons to their lives today. They improve writing skills through field trip-based journal writing activities and take part in many hands-on projects.</p> <p>In each of these programs, students take part in various learning experiences including discussions, group work, field trips, journal writing, technology, and projects. Students make real-life connections in learning from visits to museums and cultural institutions.</p>		

12-241-03	Project: Transform	Award: \$22,490
Applicant	Capitol Region Education Council (CREC)	
Participating School District	Open to all CREC districts	
Days of Week and Hours of Operation	Saturdays, 9:00 a.m. – 5:00 p.m.	
Age Ranges of Students	Grades 9 - 12	
Summer/Academic Year	Academic Year	
Total Number of Students	24	
Contact Person	Jennifer Roberts	
Telephone	860-520-7265	
Fax	860-244-0183	
E-mail Address	jroberts@hartfordstage.org	
<p><i>Project: Transform</i>, a partnership between Hartford Stage, CREC, and the Hartford Public Library will bring together 24 high school students from urban and suburban school districts to create and perform a devised piece of theatre under the guidance of Hartford Stage's renowned artists-in-residence. The performance piece will explore the idea of transformation of minds, neighborhoods, and communities.</p> <p>A team of two of Hartford Stage's artists-in-residence will work with students for eight weekend sessions totaling fifty hours. Possible artists, depending on availability, include writer Quiara Alegria Hudes and solo-performer Nilaja Sun, creator of <i>No Child...</i> Hudes was nominated for a Tony Award and was a finalist for the Pulitzer Prize in Drama for her book for the Broadway Musical <i>In the Heights</i>, is a resident writer at New Dramatists, and has been under commission by Hartford Stage. Sun is an award-winning writer and performer; her Obie-award winning <i>No Child...</i>, based on her experiences as a New York City teaching artist, has toured the country. If either of these particular artists is not available for this project, a comparable replacement will be found, ensuring that the team represents the same artistic caliber. One artist will focus strongly on writing skills, while the other focuses on collaborative, on-your-feet, ensemble and community-based creation and performance. Together, both artists will push all students involved to high levels of achievement in writing and to break down racial, ethnic, and economic barriers.</p> <p>The group will meet at Hartford Stage and at the downtown branch of the Hartford Public Library. All students will be required to open library cards at their own local libraries. Students will have a workshop on research methods at the Hartford Public Library, and will use the facility to conduct research for their own pieces. The Hartford Public Library will record parts of the devising process and conduct interviews with participants to create a documentary of the program.</p> <p>Led by a diverse team of artists and staff members, students from different backgrounds, including race, ethnicity, and social class, will build positive, meaningful relationships through the collaborative process of writing, creating and performing. The program will conclude in an outdoor public performance open to families, friends, and the entire community.</p> <p>The program will empower students to use art to transform minds, neighborhoods, and communities. Students will be encouraged to work through multiple artistic forms, including poetry, theatre, music, and dance. Students will also come together to view Hartford Stage's mainstage production of Hudes's <i>Water By the Spoonful</i>, the story of a family struggling with addiction, recovery and transition; the characters in the play choose their future, demonstrating that personal transformation is a choice that each individual must make.</p> <p>This program will be open to high school students in all districts within the CREC region. Participation in the program will be voluntary. Participants will be recruited with the support of CREC, Hartford Stage, and the Hartford Public Library.</p>		

12-241-04	River to the Sea	Award: \$38,992
Applicant	Capitol Region Education Council (CREC)	
Participating School District	Open to all CREC districts	
Days of Week and Hours of Operation	Monday – Friday, 7:30 a.m. – 3:30 p.m.	
Age Ranges of Students	10 - 18	
Summer/Academic Year	Academic Year	
Total Number of Students	165	
Contact Person	Kathy Randall	
Telephone	860-509-3655	
Fax	860-509-3561	
E-mail Address	krandall@crec.org	
<p>River to the Sea (R2Sea) brings students from diverse cultural and economic backgrounds together to participate in activities that focus on the restoration of salmon to the Connecticut River watershed. Teams of 15 students from cooperating schools are paired together to learn the complex interplay of the environmental, social and economic factors necessary to sustain a viable population of Atlantic salmon for recreation and commerce. From existing salmon schools, R2Sea will form ‘hubs’: <u>inland</u> and <u>shore</u> in the Connecticut River watershed area. In the 2011-2012 school year, R2Sea will establish a hub at Bloomfield’s Harris AgriScience and Technology Center which will provide activities, field trips, salmon support and student interns to the cooperating schools (and their tanks) in that area.</p> <p>R2Sea has its roots in the Salmon-in-Schools program of the Connecticut River Salmon Association (a 501(c)(3) environmental organization). CRSA’s Salmon-in-Schools program is an integral part of the combined four-state effort to restore Atlantic salmon to the Connecticut River watershed. In 2011, seventy-three schools across the state are raising 200 salmon (each) from eggs to fry for release into the tributaries of the Connecticut watershed in May. CRSA donates their services to schools all across Connecticut, providing a valuable scientific and environmental learning project enjoyed by children from kindergarten through high school. Students participate actively in all phases of the restoration/stocking program, from rearing salmon eggs in the classroom to stocking rivers. CRSA provides guidance and teacher education, technical assistance and materials, and vital links to the Connecticut Department of Environmental Protection (DEP) and the Restoration Program. http://www.ctiversalmon.org/</p> <p>R2Sea hosts 3 school-day field trips, 2 Saturday/vacation half-day activities and 1 evening open house celebration for all salmon students and their families. The program begins in the fall with a ‘kick-off’ day where students participate in diversity awareness, team-building and science activities at the top of the watershed (Heublein Tower in Simsbury) or at Long Island Sound (Project Oceanology in Groton). In spring, teams travel to again to Groton or Simsbury. The <i>Winter Conference</i> focuses on diversity issues, watershed ecology and the salmon life cycle. Salmon ‘hatcheries’ are established in each participating classroom and 200 salmon eggs are nurtured and released into designated tributaries of the Connecticut River on <i>stocking/release day</i> in May. At each school, the R2Sea cooperating teacher and student interns work with extracurricular ‘salmon clubs’ to keep records of salmon growth, and predict and plan their release as well as produce projects, which explore aspects of the salmon life cycle and restoration efforts. Teams meet 6 times after-school from December to May to compare data and prepare a presentation that focuses on: watershed, salmon life-cycle, water quality or environmental issues affecting salmon. Students present their work to parents at a year-end <i>open house celebration</i>.</p>		

12-241-05	Catalyst: Explorations in Sustainable Energy and the Environment	Award: \$51,000
Applicant	Capitol Region Education Council (CREC)	
Participating School District	Bloomfield, Cromwell, Hartford, Southington, Vernon, CT River Academy (all districts in the CREC region are eligible to participate)	
Days of Week and Hours of Operation	Saturday Kickoff Event (3 hrs); 5 Friday/Saturday sessions (25 hrs); at least 11 week-day afterschool sessions (17+ hrs); Saturday Capstone Event (2 hrs)	
Age Ranges of Students	13 - 15	
Summer/Academic Year	Academic Year	
Total Number of Students	100	
Contact Person	Susan Palisano, Director of Education (CCAT)	
Telephone	860-282-4224	
Fax	860-291-8874	
E-mail Address	spalisano@ccat.us	
<p>CATALYST: Explorations in Sustainable Energy and the Environment is an Out-of-School-Time STEM education program that: 1) promotes academic achievement in science, engineering, and 21st century skills; and 2) reduces racial, socioeconomic, and cultural barriers through a shared mission to address real-world issues surrounding sustainable energy and the environment. CATALYST offers ninth and tenth grade students from diverse communities the opportunity to learn more about each other as they work together on hands-on and online investigations and experience science and engineering as agents for social change and policy development. The program is an initiative of the Connecticut Center for Advanced Technology, Inc. (CCAT), a not-for-profit organization that works to strengthen the region's technology-led economy.</p> <p>Few contemporary issues engage students so completely as the challenge of global climate change. CATALYST Energy students develop interdisciplinary skills in scientific experimentation and information technology through authentic science inquiry and design tasks as they explore ways to reduce dependency on fossil fuels, determine the efficacy of alternative energy resources, and consider the impacts of these solutions. Students explore all aspects of energy technologies, their relation to global warming, career opportunities, and the roles of society and individuals play in managing our energy crisis. Engaging hands-on investigations are aligned to national and state standards, and are supported by resources and tools provided by CCAT including: a detailed project outline; student guide; web-based libraries; interactive educational activities; simulations; multimedia; informational archives; corporate and academic partnerships; and access to online discussion forums and a real-time workspace.</p> <p>CATALYST Energy will be implemented throughout the school year, with students attending 17+ hours of after-school meetings (including a two-hour trip to CCAT) and 30+ hours of Friday/Saturday workshops. At the kickoff event, students will be introduced to the program and engage in team-building activities. During after-school meetings, students will work in groups to conduct hands-on investigations related to energy, including: building batteries out of lemons and wire; building and testing mousetrap and fuel cell cars; and designing, building, and operating wind, water, and solar generators. Professional engineers and scientists, educators, and parent volunteers will mentor these academic enrichment activities. During these sessions, students will discuss energy applications and impacts on their lives, the environment, and society with other schools through online collaborative communities. In addition, students will also receive academic support services in science and technology content. At the Friday/Saturday workshops, students will travel to local business and educational institutions to learn about careers and educational pathways related to sustainable energy in diverse groups. While there, students will gain an appreciation and understanding for real-world applications of the explorations they have been pursuing in the classroom. During and after a provided lunch, activities in the areas of sustainable energy educational and career pathways will take place along with discussions about race, ethnicity, socioeconomic, and gender and their relation to science, energy, and the environment. The program will culminate with a capstone activity and reception, during which the students will share their final projects with each other, parents/guardians, and community members.</p>		

12-241-06	The Discover Center – A Classroom without Walls for a Future without Prejudice	Award: \$137,500
Applicant	Capitol Region Education Council (CREC)	
Participating School District	Open Statewide	
Days of Week and Hours of Operation	Monday – Friday, Residential 24 hours, Days: 8:00 a.m. – 5:00 p.m.	
Age Ranges of Students	10-14	
Summer/Academic Year	Academic year	
Total Number of Students	2,500	
Contact Person	Allan Wilson	
Telephone	860-944-8293	
Fax	860-284-9637	
E-mail Address	allanwilson@discoveringdiversity.com	
<p>The Discovery Center’s award winning program emphasizes positive attitudinal change and academic achievement. It focuses on developing critical thinking skills, improving math, science, and language arts skills, shaping positive attitudes about race and differences, and reducing racial, cultural, and socio-economic isolation. The Discovery Center curriculum supports the curriculum objectives of the newly adopted Connecticut Common Core State Standards (CCSS).</p> <p>The Discovery Center’s experiential approach to learning models the material reflected in Howard Gardner’s “Multiple Intelligences for the 21st Century”, C. Bennett’s “Comprehensive Multicultural Education”, and “Creating Culturally Responsive Classrooms” by Shade, Kelly, and Oberg. These approaches are designed to nurture and develop student understanding and appreciation for diversity, equity, and cultural backgrounds.</p> <p>Over a three year, period students from the urban center and rural/suburban schools build relationships and gain understanding of different racial, cultural, and socio-economic backgrounds while improving their academic performance.</p> <p>The three-year program for students begins in the 4th grade when students from urban centered schools are paired with students from a rural/suburban school. Following teacher and principal planning sessions, the fourth grade students attend an all day visit to The Discovery Center at Camp Woodstock, CT where students build relationships with students from the partner school. The one-day experience is followed by diversity and teambuilding exercises conducted at each school.</p> <p>As fifth graders, students continue building relationships through pen pal communications and through a residential experience at Camp Woodstock for five days and four nights. Prior to the residential experience, planning meetings are held at each school to coordinate math, science, and language arts curriculum with the teachers and the principal. During the residential experience, students participate in intense diversity/teambuilding exercises and attend math, science, and language arts classes.</p> <p>Sixth grade students participate in joint educational projects, attend presentations at their partner schools, and participate in special educational trips prior to a three-day and two-night residential experience at Camp Woodstock. During the residential experience students, complete challenging teambuilding tasks and academic projects.</p> <p>In the fall of 2008, The Discovery Center developed a Parent Committee designed to cultivate relationships between parents from schools representing different cultural, racial, and socio-economic backgrounds. Parents come together to witness their students’ performances at various social gatherings.</p> <p>The Discovery Center’s diverse staff represents different racial and cultural groups. The program staff includes licensed teachers, experienced and educated counselors, an RN as medical supervisor, and a Medical Administrator. Program quality is enhanced by a 70% staff retention rate. Throughout the year The Discovery Center staff conducts Leadership Workshops at schools to teach inclusion and respect for others regardless of racial or cultural background.</p> <p>In October of 2010, The Discovery Center received the Hartford Business Journal’s 2010 Diversity Organization Innovation Award. This award represents the strong foundation of The Discovery Center in providing effective diversity/teambuilding exercises and academics that achieve the objectives of The CT Interdistrict Program to prepare students for a diverse world and global economy.</p>		

12-241-07	Looking in Theater	Award: \$19,828
Applicant	Capitol Region Education Council (CREC)	
Participating School District	School districts throughout the state (participants are primarily from CREC districts)	
Days of Week and Hours of Operation	5 weeks (4 days a week) summer training Approximately 100 performances per school year	
Age Ranges of Students	Middle & High School Age	
Summer/Academic Year	Summer/Academic year	
Total Number of Students	50 – 60 performers	
Contact Person	Jonathan Gillman	
Telephone	860-757-6340	
Fax	860-757-66382	
E-mail Address	Gillmanj@comcast.net	
<p>Theater can be a highly effective way to communicate perspectives and ideas - and a powerful means of bringing diverse people together in a cooperative endeavor. Looking in Theater actualizes this power by developing an acting ensemble composed of a diverse group of students from towns throughout central Connecticut. Following a summer training workshop, touring groups of about 10 students perform in schools and other venues throughout the state during the school year, presenting short dramatic scenes dealing with some of the difficult issues today's teenagers face. Looking In Theatre is closely associated with the Greater Hartford Academy of the Arts, though participating students come from schools throughout central Connecticut.</p> <p>Middle and high school age young people confront a plethora of social and personal issues, and have to make decisions concerning acceptable behaviors in such areas as racial/ethnic/religious prejudice, drugs and alcohol, sexuality and gender issues, AIDS, physical and emotional abuse, dating violence, depression and suicide. These are tough issues for adults to talk about with teenagers. Often teenagers can discuss them much more effectively with other teenagers. That's what Looking in Theatre was formed to do. A typical presentation involves a series of scenes, followed by discussion between the actors, who are trained in the issues, and the audience. The goal is to provide highly engaging theater that appeals to audiences both emotionally and intellectually, and sparks thought and discussion about these issues so that audience members can clarify their own values and make more informed decisions regarding their own lives.</p> <p>The academic focus of Looking in Theatre is writing, along with theater arts. The program recruits students in grades 9-11, and those selected undergo training in scriptwriting, acting techniques and presentation skills during a 5-week summer session. The students become more knowledgeable about many important and sensitive issues that impact the lives of teenagers, both from presenters on these topics and from extensive conversation about them. They then improvise, critique and script the scenes with assistance from the director. At the end of the summer session, their work is evaluated by professional staff at the Greater Hartford Academy of the Arts, using rubrics for writing and theater developed by the Academy. During the school year, these students travel to schools, youth groups, shelters, parent groups and social service organizations throughout Connecticut to present the scenes and have conversations, in character, with the audience.</p> <p>Discussing these critical issues with peers resonates with other young people. Looking in Theater is now in its thirty-third season and reaches more than ten thousand young people every year, receiving positive feedback following each performance. In 2009-2010, the touring students presented 105 performances throughout the state. While it is difficult to measure the immediate effectiveness of the program on the total audience population, lives are changed at every performance, as the process gives audience members permission to talk about painful secrets in their own lives and to seek appropriate assistance.</p>		

12-241-08	Capitol Region Interdistrict Leadership Academy (CRILA)	Award: \$71,500
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Applicant	Capitol Region Education Council (CREC)
Participating School District	Open to all Districts in CREC region
Days of Week and Hours of Operation	Monthly meetings, Community Service Project & 8 day Colorado Trip
Age Ranges of Students	15 - 18
Summer/Academic Year	Summer/Academic Year
Total Number of Students	60
Contact Person	Julia Case
Telephone	(860) 509-3666
Fax	(860) 509-3632
E-mail Address	juliacase@crec.org

The Capitol Region Interdistrict Leadership Academy (CRILA) is a program created and operated by the Capitol Region Education Council (CREC) through an interdistrict grant from the Connecticut State Department of Education. CRILA's stated mission "is to provide a diverse forum whereby students will practice ethical and collaborative leadership through research and community services." CRILA enrolls approximately thirty students from the thirty-five Greater Hartford school districts in a yearlong program that begins in the students' sophomore or junior year and extends throughout the subsequent school year. The Leadership Academy begins in February of each year when students from the CREC participating districts apply for one of the thirty positions. Students are accepted into the program based on academic performance, commitment to community service, evidence of leadership, and recommendation of guidance counselors. Between April and June, students come together four times to meet one another, become oriented to the program, and to prepare for the forthcoming trip to Colorado Outward Bound West School. In June, CRILA students enter into an intensive, weeklong Outward Bound experience at the Colorado Outward Bound West School in Leadville, Colorado. Outward Bound provides students with a cohesive group experience that is designed to both test and cultivate individual and group leadership skills. During the subsequent school year, students in the Leadership Academy attend monthly class sessions in the evenings or on the weekends where they conduct a rigorous academic study of leadership. The academic study of the course curriculum is enriched with guest speakers from diverse fields, ranging from business to education to the military. These speakers are proven leaders in their organizations and communities. The Leadership Academy's culminating experience is a student-created and conducted community service project designed to have a positive impact on the Greater Hartford region. Students are required to complete extensive reading in the area of leadership, write a culminating reflective paper, and participate in the student-created community service project. In return for their effort and involvement, student participants receive Honors elective credit for the course, the trip to Colorado's Outward Bound West School at no cost, and an unparalleled opportunity to work with other students and community leaders from the Greater Hartford region in a meaningful and collaborative way. CREC's Leadership Academy offers young leaders from local high schools a unique opportunity to develop and practice leadership in an authentic, relevant, and challenging way. Additional information about CRILA, including resources for current and interested students, is accessible via the website: www.creccrila.com.

The Academy runs from April of one year through May of the following year, causing some overlap between cohorts. Thirty (30) students participate in each cohort beginning in April and concluding in May of the following year. Each cohort attends Outward Bound the last week of June, after school dismissal. We thought it significant to include this information as the overlap affects the figures for the number of participating students.

12-241-09	Metacomet Ridge Interdistrict Academy	Award: \$120,384
Applicant	Capitol Region Education Council (CREC)	
Participating School District	Berlin, Bristol, Enfield, Farmington, Hartford, New Britain, Newington, Rocky Hill, Southington, South Windsor, Suffield, Vernon, West Hartford; open to all districts in CREC	
Days of Week and Hours of Operation	Academic Year: Weekdays (School hours and after school) and Saturdays Summer: Monday – Friday, 8:30 a.m. – 2:30 p.m. - July	
Age Ranges of Students	Grades 6 - 12	
Summer/Academic Year	Summer/Academic year	
Total Number of Students	400	
Contact Person	Thomas M. Menditto	
Telephone	860-827-2275	
Fax	860-612-1527	
E-mail Address	menditto@csgnb.org	
<p>The Metacomet Ridge is a unique geological feature of Connecticut that extends from Long Island Sound to far above the Massachusetts/Connecticut border. A significant segment of Connecticut's population resides on or near the Metacomet Ridge. Historically, this geological feature has played a significant role in the economic, social, political and historical development of this state.</p> <p>The Metacomet Ridge Interdistrict Academy (MRIA) brings together 500 middle and high school students each school year from thirteen different school districts to collaborate on a study of the Metacomet Ridge. MRIA is a partnership program involving Berlin, Bristol, Enfield, Farmington, Hartford, New Britain, Newington, Rocky Hill, Southington, South Windsor, Suffield, Vernon and West Hartford school districts; and the Talcott Mountain Science Center, Avon. Each of the towns associated with this program are located on or adjacent to geological terrane associated with the Metacomet Ridge. The program involves interschool visits, multiple environmental field studies, inquiry-based science activities, and exchanges of information through technology. The participating students work in interdistrict teams to collect, organize, and analyze data on the Ridge's unique geology, plant life and animal habitats and to produce reports that will be entered into the Global Learning and Observations to Benefit the Environment (GLOBE) database. This data will be shared through the Internet with students and teachers around the world, and will also assist scientists in their global studies, including officials from the Connecticut State Department of Environmental Protection (DEP) who will receive reports relating to MRIA students' research on geology and ecological habitat assessments of vernal pools and invasive plant species. The program enables students from a wide variety of racial, ethnic, and socioeconomic backgrounds to acquire and use many specific scientific skills that are highly technical in nature. The students use Global Positioning System (GPS) technology for determining location as well as scientific equipment in the field to collect information. Computers are incorporated to utilize Geographic Information System (GIS) software for spatial mapping of data and Landsat satellite images and Google Earth databases to study the Ridge remotely. All teams participate in a culminating activity where the students' research findings are presented and shared.</p> <p>The Metacomet Ridge Interdistrict Academy is expected to have a significant impact on both the academic and social learning of the participating students. The program provides the students with a rich array of learning experiences that may presently be unavailable to them in their home school districts. A MRIA summer program extends the opportunity for enrolled students to expand their academic-year research to other Ridge site locations throughout Connecticut. The students work with partnering scientists from local universities, the DEP and Talcott Mountain Science Center.</p>		

12-241-10	Center for Creative Youth	Award: \$137,500
Applicant	Capitol Region Education Council (CREC)	
Participating School District	Varies – statewide – generally 35+/- districts	
Days of Week and Hours of Operation	Summer Residential – June 26 – July 30, 2011 June 24 – July 28, 2012	
Age Ranges of Students	14 - 18	
Summer/Academic Year Program	Summer Residential	
Total Number of Students	145	
Contact Person	Nancy Wolfe, Managing Director	
Telephone	860-757-6391	
Fax	860-757-6377	
E-mail Address	nwolfe@crec.org	
<p>Center for Creative Youth (CCY), a nationwide award-winning model of quality arts education, provides a 5-week pre-college summer intensive arts residency. Approximately 145 sophomores, juniors and seniors from rural, urban and suburban areas of Connecticut, across the United States and abroad, spend five weeks at Wesleyan University in Middletown, CT, where CCY has taken place for the past 35 years (since 1977). Students from widely divergent geographic, ethnic, economic and racial backgrounds, many of whom are underserved in access to arts training or enrichment programs, grow and learn together through the commonality of art. In 2011, our 18th consecutive year of Interdistrict funding, CCY served 31 districts, 1 Vo-Tech School, 4 Regional Schools, 7 Independent schools, 8 other states and Jakarta, Indonesia, and reached 41% minority student population. Students share a positive, enlightening educational and social experience living on a college campus, mentored with social guidance designed to foster personal responsibility and respect for the individual. CCY earned our first two National Endowment for the Arts grants for 2011 & 2012.</p> <p>Students study in daily 3-hour major art form classes and 2-hour interdisciplinary classes, taught by professional Artist/Instructors. In each of ten arts disciplines offered, students gain practical experience in an advanced curriculum. Classes and curriculum objectives are coordinated with the CT Performance Standards and Common Core of Learning. Each discipline emphasizes academic skills, critical thinking, advancement of art techniques, historical context, interdisciplinary and multicultural learning, and leadership skills. Acknowledging arts as a Core Academic subject both state and nationwide, math, science, writing and reading are embedded in and crucial to CCY classes; learning through the arts is a highly researched and documented means of helping students who struggle with more traditional types of curriculum presentation. The importance of OOST summer learning is also highly documented and CCY's rigorous program has proven to stimulate student achievement. Guest artists, off-campus study trips, multiple weekly performances and exhibits deepen class learning. Open Class Family Day welcomes 500 visitors to campus to observe how CCY approaches teaching and progress students have achieved. The academic rigor of CCY is exemplified by the 82 districts across Connecticut, which currently provide from .5 – 1.5 academic high school credit for students who successfully complete the program.</p> <p>Leadership training classes prepare students to create Arts Leadership Projects in their home school/community during the academic year following CCY. Each student leaves with portfolio documentation of their work. Sets of in-depth written evaluations demonstrating student focus and learning during the on-campus experience are sent to the districts for permanent records, and for inclusion in college application packages. Our College Day Fair welcomes 40 college reps just for CCY students. We provide personalized guidance, information, and encouragement urging students to plan for higher education. Success at CCY demonstrates that students have learned how to live independently in a college environment, and students frequently seek post-program Letters of Recommendation for inclusion in their college applications. Post-program we reconvene for Fall Symposium Day, providing guidance and support for the Arts Leadership Projects.</p>		

12-241-11	CREC/St. Joseph College Summer Institute for Psychology & Politics	Award: \$107,250
Applicant	Capitol Region Education Council	
Participating School District	Program is open statewide	
Days of Week and Hours of Operation	Sunday 8:00 p.m. through Friday 4:00 p.m. Tuesday, July 5 through Friday, July 29, 2011 Plus additional meetings during the 2011-12 academic year	
Age Ranges of Students	15 - 17	
Summer/Academic Year Program	Summer Residential	
Total Number of Students	50	
Contact Person	Kathy Randall	
Telephone	860-524-4012	
Fax	860-509-3651	
E-mail Address	krandall@crec.org	
<p>The CREC/Saint Joseph College Summer Institute for Psychology and Politics will be a four-week, residential, early college experience for fifty racially/ethnically, economically and geographically diverse Connecticut high school students who have just completed grades 10 and 11. Successfully run in previous years with different subject matter (American Politics and Global Issues), the program will now offer students a college-level and college credit-bearing course in their choice of Introductory Psychology (IP) or Political Psychology (PP)-choices based on requests in student surveys. The program enhances student career skills and, as a statewide program, will serve students from a variety of communities. This program complies with the 2008 Sheff Stipulation Agreement and is administered by Saint Joseph College in West Hartford where students live in dormitories from Sunday evenings through Friday afternoons. A repertoire of curricular and co-curricular activities also occurs. Students choose from the two courses of study; some joint academic sessions integrate both.</p> <p>Introductory Psychology will provide a broad and inclusive overview of the study of the approaches, methods and subject matter of psychological inquiry. Emphasis will be placed on the fundamental questions of Psychology: 1) understanding the biological and social bases of consciousness and behavior; and 2) examining the psychology of human relations, motivation, perception, learning, personality, memory, cognition, pathology, morality, and emotion. These questions will be studied through the lenses of culture and diversity.</p> <p>Political Psychology will examine the inter-relationships between the studies of politics and psychology. It will consider how citizens' and public officials' attitudes, values, beliefs, experiences, and cognitive capacities shape political behavior and influence the actions of political institutions. Emphasis will be placed on understanding power and community as psychological phenomena and on analyzing the nature and function of authority, obedience, disobedience, leadership, international relations, and terrorism. The course will also critically examine societal definitions of mental illness, intelligence, race, gender, and class.</p> <p>Opportunities will abound for students in the two courses to work together in common sessions, reflecting upon the interplay between general and political psychology on matters including human relations in moral conflict, leadership, and motivation. These courses will thus provide a strong early college introduction to the rigors and relevance of academic inquiries.</p> <p>Both IP and PP also provide career-building skills and a professional focus on related fields through the participation of specialists in academia, healthcare, politics, business and law. Emphasis is to be placed on introducing the students to the complexities of human behavior and reasoning and to issues of ethnic and cultural competency and inter-cultural awareness within the United States and globally (including a diversity workshop and daily consideration of diversity issues).</p> <p>While this program is designed for high school students and incorporates state secondary standards, it also grants successful students three college credits. This Institute goes beyond the scopes of the Curriculum Frameworks and the Common Core of Learning with other outcomes and objectives focused on an introductory college experience in academic, residential, social and interpersonal venues.</p>		

12-241-12	CREC/St. Joseph College Summer Institute for Science and Mathematics	Award: \$104,500
Applicant	Capitol Region Education Council	
Participating School District	Program is open statewide	
Days of Week and Hours of Operation	Sunday 6:00 p.m. through Friday 6:00 p.m. Tuesday, July 5 through Friday, July 29, 2011 Plus additional meetings during the 2011-12 academic year	
Age Ranges of Students	15 - 17	
Summer/Academic Year Program	Summer/Academic Year/Residential	
Total Number of Students	50	
Contact Person	Kathy Randall	
Telephone	860-524-4012	
Fax	860-509-3651	
E-mail Address	krandall@crec.org	
<p>The CREC/Saint Joseph College Summer Institute for Science and Mathematics (ISM) is a four-week, residential, early college experience for fifty racially/ethnically, economically and geographically diverse Connecticut high school students who have just completed grades 10 and 11. Students return to the campus for reunions during the school year. Successfully run since 2001, the institute offers students a college credit-bearing course in their choice of Biotechnology (BT) or Health and Medical Science (HMS). As this is a statewide program, it will serve students from a variety of communities. This program complies with the 2008 Sheff Stipulation Agreement. Administered by Saint Joseph College in West Hartford, where students live in residence halls from Sunday evenings through Friday afternoons, a repertoire of curricular and co-curricular activities also occurs. While students choose from the two courses of study, there are many conjoined academic and residential sessions such as the first day's team-building ropes course at the college.</p> <p>Biotechnology exposes students to the history and advancements of biotechnology, how it is integrated with health and disease, and the techniques and applications of BT to our daily life. Through class work, laboratory activities, and field trips, students uncover the impact of biotechnology on social, cultural, and environmental levels. Students examine the four major biomolecules that all living organisms possess with an emphasis on DNA and protein. Students are trained in how to extract DNA, how to amplify DNA fragments by polymerase chain reaction (PCR), and how to purify a specific protein. Students use their own cells to amplify one of their own genes by PCR.</p> <p>Health and Medical Science explores the science and art of analyzing and promoting healthy behaviors. Students focus on the impact of lifestyle choices, examining nutrition and eating behaviors, exercise physiology and fitness, and stress management. HMS provides exposure to a variety of careers in the health and wellness industry. Students use performance equipment and medical technologies to measure various aspects of health status. Students apply concepts learned in the classroom and field settings to develop healthy behaviors for themselves and others.</p> <p>In an exciting first-time endeavor, the Institute will focus both of its programs on the racial, ethnic and socioeconomic inequities in health through in-class discovery and cooperative plenary sessions with other programs on campus. Examining the science of our genes and the nutrition of our bodies is only the beginning of understanding the health of our communities. Scientific concepts will be integrated with other factors that influence our health: who we are, where we live and our ethnicity. This will augment our standard workshops on diversity awareness and cultural/ethnic sensitivity.</p> <p>While this program is designed for high school students and incorporates state secondary standards, it also grants successful students three college credits. ISM goes above and beyond the scope of the Curriculum Frameworks and the Common Core of Learning with other outcomes and objectives focused on an introductory college experience in academic, residential, social and interpersonal venues. Students learn study skills and skills and identify their own learning strategies</p>		

12-241-13	Summer Institute for Future Teachers (SIFT)		Award: \$123,750
Applicant	Capitol Region Education Council		
Participating School District	Open Statewide		
Days of Week and Hours of Operation	Sunday evening, Friday afternoon during month of July		
Age Ranges of Students	16 - 18		
Summer/Academic Year Program	Summer/Academic Year/Residential		
Total Number of Students	SIFT – 20 H.S. rising seniors, FTC – 216 students (from 1 elementary, 5 middle and 12 high schools)		
Contact Person	Kathy Randall	David L. Stoloff, Ph.D.	
Telephone	860-509-3655	860-465-5501	
Fax	860-509-3651	860-465-5099	
E-mail Address	krandall@crec.org	stoloffd@easternct.edu	
<p>The Summer Institute for Future Teachers (SIFT), a partnership between CREC, Eastern Connecticut State University, and over 20 school districts throughout Connecticut, has convened summer residential programs at Eastern CSU since 1997. In 2012, SIFT is open to all of Connecticut's students who will be seniors in their high schools during the following academic year.</p> <p>Illustrative of the diversity of program participants, during July 2011 the future teachers came from 8 public high schools - Bloomfield High School, Bulkeley High School, Metropolitan Learning Center, Middletown High School, New Britain High School, Newtown High School, South Windsor High School, and Willimantic Technical High School. Since 1997, the over 600 future teachers who have participated in the program have been from diverse backgrounds - 25% African-American/Black, 4% Asian/Pacific Island, 10% Hispanic, 10% Puerto Rican, 1% Native American, 4% other, 4% unknown, and 44% White/Non-Hispanic. Over 80% of the SIFT alumni have enrolled in post-secondary education, building on the college experiences within the program as a foundation for future academic achievement.</p> <p>Information sessions about SIFT are featured at the annual Future Teachers Conference (FTC) at Eastern CSU during the 4th week of May each year and at follow-up SIFT activities. The FTC features presentations by future teachers and interactive workshops on community building, storytelling, math magic, and a college fair. Throughout the academic year, future teacher clubs and Young Educators Society mentor teachers join with guidance counselors in recruiting future teachers for the program. Parents are also invited to participate in the Future Teachers Conference and other events throughout the academic year, which have included alumni reunions and information sessions at minority teacher recruitment fairs.</p> <p>During July 2012, we plan to implement a three-week residential programs at Eastern Connecticut State University for twenty high school rising seniors who are pursuing teaching as a profession. Participants in the program courses and field experiences will practice skills in creating classrooms that are welcoming for racial, cultural, economic, and linguistic diverse students. Participants will spend mornings serving as teaching assistants in an elementary summer school program and afternoons in workshops on teaching and the education profession. Workshops in computer labs and evening sessions will prepare these future teachers with the academic and professional skills and dispositions needed to succeed in Connecticut's schools in the 21st century.</p> <p>Special features being planned for Summer 2012 include practicing skills and knowledge tested on the PRAXIS I exams, creating the future teachers' first professional electronic portfolios, and developing strategies designed to increase greater awareness of the special needs of all students in diverse classrooms. The future teachers will also participate in a health and wellness curriculum and in an evening residential program planned to enhance the development of a learning community. The participants will also develop an online network using FaceBook to maintain their learning community into the academic year and as a professional development network for Connecticut's future teaching corps.</p>			

12-242-01	Tails to Tales	Award: \$63,321
Applicant	Education Connection	
Participating School District	Bethel, Brookfield, Danbury, Newtown, New Fairfield, New Milford, Redding, Sherman	
Days of Week and Hours of Operation	Monday – Thursday, 9a.m. – 1p.m. (summer)	
Age Ranges of Students	6 – 10 (entering grades 2 - 5)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	400	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>Tails to Tales is a science and reading program. It is a creative approach to helping young students become more proficient readers through an exploration of animals. Children are naturally curious about animals. In Tail to Tales, animals (live animals, animal-investigative experiments and activities, books and stories about animals) provide a powerful springboard for nurturing children’s curiosity. A diverse group of 400 students (<i>200 per year</i>) entering grades 2 – 5 from urban, suburban and rural districts will meet for three weeks during summer vacation to explore the wonderful world of animals through literature, live animal visits, science exploration, experiments and storytelling. <i>Writing</i> will be integrated as a natural extension to student learning. In order to maintain a fun summer atmosphere, Tails to Tales will include movement (animal yoga, animal-themed field games and playground time), music (animal-themed songs) and project-related arts and crafts. Each day, students will meet search and rescue dogs, service and therapy animals, endangered and injured animals living in sanctuaries, Prison Pups, Literacy Paws dogs and a vast assortment of other feathered, furry and scaly friends whose natural habitats span the globe. The animals’ human companions will enrich the educational experience as students get up close to, touch, interact with and care for the animals. As children meet, touch, explore and read about animals from around the world, they will learn about the ethnically diverse people, cultures and geographies of global communities.</p> <p>Reading materials will be fun, informative and high interest. Selected books, magazines, short stories and other literature will reflect a multicultural curriculum. Science literature will include high interest books such as <i>Animal Wonders</i> and <i>City Animals</i>. Non-fiction stories will include personal accounts of true animal adventures, such as Jane Goodall’s <i>Rickie & Henri</i> (Central Africa) and <i>Dr. White</i> (England) and <i>Balto and the Great Race</i> (Alaska). Regardless of academic standing, all students will enjoy a variety of reading that is <u>just right</u> for their current reading levels. Students will be able to choose books and articles that they can read successfully. Program staff will work collaboratively with district reading specialists and curriculum coordinators to select those books that they recommend for summer reading. Reading selections will also echo the Governor’s Summer Reading Program.</p> <p>The knowledge that students glean from books and live animals will serve as a catalyst for collaborative, hands-on science projects and experiments. Science content will align with Connecticut Curriculum Standards for Science. Students will learn how different animals fit within the animal kingdom, their skeletal structures, diets, digestion, reproduction, habitats, environments and interactions with humans. Students will create plaster castings of animal bones, dissect owl pellets and create birds nest out of mud and straw. A multicultural curriculum emerges as students learn how animals survive in different habitats, such as deserts, rain forests, mountains, arctic climates and even cities. Students gain a <i>global</i> perspective as they study animals that live around the world.</p> <p>Tails to Tales starts with a child’s love of animals and turns it into a love of science and reading!</p>		

12-242-03	SCOPE (Science Opportunities in Healthcare Environments)	Award: \$57,000
Applicant	Education Connection	
Participating School District	Brookfield, Danbury, New Milford, Naugatuck, Region 6, Thomaston, Waterbury, Winsted	
Days of Week and Hours of Operation	Monday – Friday, 9a.m. – 3p.m. (last week of June)	
Age Ranges of Students	12 – 15 (entering 7 th – 9 th grades)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	154	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>SCOPE (Science Opportunities in Healthcare Environments) is an academic summer enrichment program that connects science to health care professions. SCOPE engages 308 students (<i>154 students per year</i>) from diverse backgrounds in collaborative, hands-on science exploration of the health care professions in place based-learning. The project invites a diverse group of students entering grades 7-9 from 3 urban (Danbury, Waterbury and Winchester), 4 suburban (Brookfield, Naugatuck, New Milford, Thomaston) and 1 rural district (Region 6: Warren, Morris, Goshen). Students meet for 8 days (2 weeks in the summer, Monday-Thursday) for intensive, place-based experiential science activities and healthcare career exploration.</p> <p>SCOPE emphasizes the connection between academic success in science with future career opportunities in healthcare. Students visit various healthcare and educational settings, where they experience firsthand what future career and education options look like. They go to UCONN Health Center and Waterbury Hospital where they learn about careers in dentistry and medicine, shadow healthcare professionals, and rotate through different departments. Students of all academic levels and abilities benefit from their days at the hospitals as they learn about the vast spectrum of health care professions, including medicine, pharmacology, nursing, rehab and allied health. Students spend two days at Naugatuck Valley Community College (NVCC), where they meet and work with the college’s nursing, allied health, physical therapy, respiratory therapy and forensic science faculty conducting labs and mock patient care. Students participate in customized activities on human senses and body functions at the CT Science Center. They role-play during Emergency Services Day, where they work on mock accident and trauma victims, and visit residents and patients at the Veterans Home and Hospital.</p> <p>SCOPE adapts its curriculum from research-based models, such as the nationally known <i>Health Careers Adopt-a-School Curriculum</i>. The <i>Adopt-a-School Curriculum</i> was developed by the U.S. Department of Health and Human Services and was designed with a focus on under-represented minorities and disadvantaged students. SCOPE also integrates successful practices from Education Connection’s popular <i>Access to Success for Future Health Care Professionals</i>, an experiential program held in summer 2010 funded by the Connecticut African American Affairs Commission. The curriculum is highly collaborative, offering students an excellent opportunity to spend meaningful time with students whose racial, ethnic or economic backgrounds are different from their own. Participation in SCOPE will help young adolescents understand the link between academic success and real-world applications of science. By creating this link, the program seeks to encourage students to do well in school, continue to take science classes and seek out future experiential learning opportunities.</p> <p>SCOPE offers a key to academic and career success: A real-life context tied to academic achievement. The collaborative design provides a supportive environment for students of diverse racial, ethnic and economic backgrounds to spend time with other students at a time when peers are critically important to social development. Summer is the perfect time for young adolescents to engage in an organized and ungraded academic enrichment/ career exploration program. After many years of success, SCOPE continues to be a favorite interdistrict program among our students.</p>		

12-242-05	Accelerating Achievement in Science & Mathematics	Award: \$56,299
Applicant	Education Connection	
Participating School District	Bethel, East Haven, New Haven, Norwalk	
Days of Week and Hours of Operation	8:00 a.m. – 6:00 p.m. weekday; 9:00 a.m. – 4:00 p.m. Saturdays	
Age Ranges of Students	14 – 17, 10 th and 11 th grade	
Summer/Academic Year Program	Academic Year	
Total Number of Students	200	
Contact Person	Frank LaBanca	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	labanca@educationconnection.org	
<p>The Accelerating Achievement in Science and Mathematics (AASM) Program has been developed to reduce racial, ethnic, and economic isolation while at the same time promoting academic achievement in the sciences, specifically chemistry with integrated mathematics. Cultivating cultural competency and a lifelong appreciation for diversity through positive and sustained interactions with persons from different backgrounds is a critical component of AASM. Meaningful interaction is supported by the program design elements of collaborative research and project-based learning.</p> <p>AASM concentrates on improving high school student academic achievement in chemistry for several research-supported reasons: 1) chemistry is viewed as a 'gateway' course whereby student success is vital for continuation in further science coursework in both high school and college, and 2) mathematical skills are fully integrated in chemistry across concepts.</p> <p>In total, 400 (200 each program year) 10th and 11th grade students in four districts (Bethel, East Haven, New Haven and Norwalk) will participate in the program; 40-50% of student participants will be minority. AASM builds on previous successful multi-district programs developed by EDUCATION CONNECTION's Center for 21st Century Skills. The Center has a proven record of developing and implementing innovative next generation science and mathematics curricula and programs to advance teaching and learning in high schools throughout Connecticut; 40-50% of students currently enrolled in these programs are minority.</p> <p>AASM will enable diverse groups of students from urban and suburban school districts to advance their science and mathematics skills in a culturally rich and supportive learning environment. A Program Manager will coordinate all program components, including student, staff, and mentor recruitment; scheduling of student meetings and events; professional development, reporting, and evaluation activities.</p> <p>AASM's teaching strategies are grounded in differentiated instruction, culturally responsive teaching, and collaborative project-based learning. AASM teachers will use the dynamic Chemistry 21 curriculum that is context based and responsive to students' different learning styles. Achievement in chemistry will be supported through the significant contact time among students, teachers, industry, and college mentors during: 1) monthly project-based meetings between students in 'partner' urban/suburban districts; 2) quarterly experiential learning events involving all participating students, teachers, and mentors; 3) after school tutoring, homework assistance, and test taking skills; and 4) culminating student team project presentations at the CT Student Innovation EXPO.</p> <p>Each year, students and teachers will participate in a full-day program, "Science is a Multicultural Endeavor". In the spirit of science, this will involve hands-on inquiry of multicultural issues, with guest speakers (college students/faculty and industry professionals from diverse backgrounds), student activities fostering appreciation of living in a culturally diverse society, and an exploration of how science relies on and is advanced by the contributions of persons from diverse backgrounds around the globe.</p> <p>Robust formative and summative evaluation will be conducted to assess program strengths and weaknesses and attainment of goals and objectives to reduce racial, ethnic, and economic isolation and support high academic achievement in students. The proposed budget represents a cost effective approach and an excellent return on investment, and is well within the acceptable cost range.</p>		

12-242-06	Science Saturdays	Award: \$52,086
Applicant	Education Connection	
Participating School District	Barkhamsted, Bethel, Brookfield, Colebrook, Danbury, New Fairfield, New Milford, Newtown, Norfolk, Redding, Region 1, Region 2, Region 12, Region 14, Sherman, Thomaston, Torrington, Waterbury, Winchester	
Days of Week and Hours of Operation	Saturdays, 9:00 a.m. – 1:00 p.m. throughout the academic year	
Age Ranges of Students	7 – 10 (3 rd and 4 th grade)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	400	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>Science Saturdays is an experiential, fun science enrichment program designed to decrease racial, ethnic and economic isolation and increase academic achievement in science. A diverse group of 400 3rd and 4th grade students from 4 urban, 6 suburban and 9 rural school districts will meet for 12 Saturdays throughout the academic year <i>each year (400 students total)</i>. Science Saturdays is an opportunity for students <i>of all academic levels</i> to get dirty and make a mess as they explore grade-appropriate scientific principles of biology, chemistry and physics. The program encourages teamwork and collaboration in a non-competitive environment. A staff of certified teachers develops the curriculum to align with Connecticut Curriculum Standards for grades 3 and 4. The experiments and activities are thoroughly researched for their pertinence to the program's theme, current scientific issues facing our world and ease of completion within the given timeframe. In previous years, experiments and science activities have included dissecting owl pellets, creating food chains and food webs, simulating tsunamis, making tornadoes in a jar, dissecting flowers, building bridges, dissecting chicken wings, testing color dyes, building bridges, graphing sonic monitoring of movement and speed, simulating digestion, making silly putty and even making ice cream.</p> <p>Each session begins with a full group educational presentation by a guest scientist or other professional in the field. Through these lively and relevant presentations, students begin to understand real life applications of science. They begin to show interest in and enthusiasm for science. The scientists, who come from diverse racial and ethnic backgrounds, serve as powerful role models for young students. Through their showcase of interactive experiments and demonstrations, they model <i>asking</i> and <i>making mistakes</i> – two crucial concepts for young scientists to grasp. These lively presentations - a highlight of Science Saturdays - offer the students a unique benefit that they would not get in the classroom.</p> <p>The curriculum aligns with each year's theme. Previous years' themes have included <i>Climate Connections, Patterns, Millennium Journey, Mystery & Wonder, Discovery & Exploration and Body in Motion</i>. The ethnically diverse teaching staff works collaboratively to develop experiments and activities that emphasize the connection to contemporary scientific issues, such as reuse-reduce-recycle and global warming. The experiments and activities encourage critical higher level thinking skills (listening, questioning, problem solving, decision-making, understanding other points of view) necessary for students to understand that they can have an impact on <u>global</u> contemporary science issues.</p> <p>Science content knowledge and scientific inquiry are reinforced using <u>reading</u> and <u>math</u> skills. Students will read and review age-appropriate scientific literature, such as a <i>National Geographic for Kids</i> article on how glacial melt affects Arctic penguins. Students use math skills integrated with science, such as organizing and graphing data, estimating, measuring and counting.</p> <p>After fourteen years of great success, Science Saturdays continues to draw large numbers of students. With its focus on hands-on/ minds-on science experimentation, this program appeals to children's creativity, inquiry and a genuine desire to learn more about their world. It fosters their natural curiosity and helps to create life-long science learners.</p>		

12-242-07	Healthy Beginnings for Active, Healthy Kids	Award: \$69,210
Applicant	Education Connection	
Participating School District	Barkhamsted, Canaan, Colebrook, Cornwall, Kent, Litchfield, Norfolk, North Canaan, Region 6, Salisbury, Sharon, Torrington, Waterbury, Winchester	
Days of Week and Hours of Operation	Monday – Saturday, 9:00 a.m. – 4:00 p.m.	
Age Ranges of Students	6 – 10 (grades 1 – 4)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	200	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>Healthy Beginnings for Active, Healthy Kids (Healthy Beginnings) is a unique academic enrichment program designed to decrease racial, ethnic and economic isolation and increase academic achievement in <i>science, math</i> and <i>reading</i>. It is a place-based <u>active</u> program with two equally important focuses: Nutrition/healthy eating and fitness/exercise. Healthy Beginnings is a fun camp-style program for children in grades 1-4 from 3 urban and 11 isolated rural/suburban districts that links nutrition and fitness to <i>science, math</i> and <i>reading</i>.</p> <p>Research clearly illustrates the link between overall student health and the ability to learn and achieve key academic outcomes. <i>Nutrition</i> and <i>fitness</i> are indicators of overall student health that influence academic performance. According to <i>Active Education</i>, a research paper linking physical activity to academic performance, “Sacrificing physical education for classroom time does not improve academic performance.” In fact, “kids who are more physically active tend to perform better academically.” More than 33 million American children are identified as overweight or obese and ethnic minorities represent a greater percentage of that population. Understanding the health status of our youth and ensuring that <i>academic improvement</i> programs are closely linked to <i>health improvement</i> programs can be a key to closing the achievement gap.</p> <p>Healthy Beginnings will bring together a group of 400 students (<i>200 per year</i>) from diverse racial, ethnic and socioeconomic backgrounds to learn about the <i>science</i> of healthy eating and fitness, investigate foods from many different cultures, read literature about food and nutrition and understand the benefits of an active lifestyle. Healthy Beginnings takes place at Camp Jewell during April vacation (plus one Saturday), at a time when children are eager to spend time outdoors.</p> <p>Healthy Beginnings will model Chef Alice Waters’ “edible education.” Students will experience hands-on food prep and taste-tastings in a kitchen as classroom. Instructional materials and activities will come from proven and promising research-based sources, such as the <i>U.S. Department of Agriculture Food and Nutrition Service, Centers for Disease Control and Prevention</i> and CANFit (an innovative approach to improve the health of youth, particularly in low-income communities and communities of color). Activities and demonstrations using nutritious foods will encourage students to explore and celebrate the ethnic influences that food has in our diverse culture. Key to “edible education” is the link between food/nutrition and academic content knowledge in math and science.</p> <p>Students spend lots of time outdoors (indoor fitness space during inclement weather) experiencing various fitness and exercise options, including cooperative active games, group challenges, nature walks, climbing walls, yoga and dance/aerobic routines. Fitness curricular uses best practices from <i>Playworks</i>, a national nonprofit organization that supports learning by providing safe, healthy and inclusive play and physical activity, and <i>NASPE</i> (National Association for Sports and Physical Education). All fitness activities will be safe and <i>inclusive</i> for students of all fitness abilities and will stress fun, team building and personal achievement.</p> <p>Students won’t even realize how much they are learning as they engage in active outdoor play, sample nutritious foods and make the essential connection between healthy choices and academic success.</p>		

12-242-08	Preserving Our Histories of Connecticut Veterans	Award: \$52,269
Applicant	Education Connection	
Participating School District	Bethel, Naugatuck, Region 16, Thomaston, Torrington, Waterbury, Watertown, Wolcott	
Days of Week and Hours of Operation	Various weekday and Saturday hours; most programs will meet during the week from 8:30 a.m. – 1:30 p.m.	
Age Ranges of Students	15 - 19, High School students (grades 9 – 12)	
Summer/Academic Year Program	Summer/Academic-Year	
Total Number of Students	150	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>Preserving Our History of Connecticut Veterans (POH) is an interdisciplinary enrichment program for a diverse group of students in grades 9-12 who will become eyewitnesses to history through the eyes of those who made it. 300 students (<i>150 per year</i>) from 2 urban and 6 suburban/rural districts will meet for 8 days throughout the academic year to explore modern (20th and 21st century) history as it relates to and is interpreted by <i>Connecticut's veterans</i>, spanning World War II to today. With modern American history (war and peacetime) serving as a powerful springboard, POH seeks to increase student academic achievement in writing and reading and decrease racial, ethnic and economic isolation.</p> <p>Using the ‘doing history’ methodology (teaching the subject by letting students actively engage in it), students model the way historians approach their craft: doing research, analyzing different perspectives, making connections, identifying themes, and presenting their work. At POH, students will think like historians and will record the history of Connecticut’s veterans. Students will listen to plenary addresses by military experts, historians and veterans who will provide context for understanding American and global military actions. Students will walk through WWII fighter planes at Oxford Airport, listen to first-hand accounts from veterans who flew war planes during different wars, volunteer as part of the cheering reception for <i>Honor Flight</i>, meet with the director of the Veteran’s History Project at CCSU, visit residents at the Veterans Home and Hospital and participate in regional Veteran’s Day events.</p> <p>Students will study <i>screen images</i> [movies, news coverage] and <i>print media</i> [news articles, books, photographs] of actual footage of historic events, as well as historical fiction [creative interpretations] and opinion pieces presented in films, TV shows, political cartoons, military recruitment posters, propaganda and other mediums. Through this robust exploration of military history through media, students will develop a keen awareness of different perspectives and will be better prepared to formulate their own opinions on contemporary global military responses.</p> <p>Each day, students will meet in small mixed interdistrict groups. Based on the specific topic of the day and in response to the plenary address, students will engage in powerful discussions and debates on ethics, human influence and action. Students will meet with a myriad of <i>veterans</i> who represent 20th and 21st century wars and military actions. Individually, collaboratively in pairs and in small groups, students will write thoughtful interview questions and discussion points prior to speaking with the veterans.</p> <p>POH is <i>project-based learning</i>. Each group will <u>produce a documentary on a veteran or veterans</u>, thereby <i>preserving</i> their unique stories. At the program, they will learn about and gain proficiency at all aspects of digital media production. Students will present their documentaries at the culminating event held at UCONN Torrington before an audience of peers, parents, friends, families, veterans, college faculty and the general public. A panel of judges from the media industry will select three eligible documentaries that will be entered into the <i>Connecticut Student Film Festival</i>, a competitive annual event held at the Palace Theater in Waterbury.</p>		

12-242-09	LEGO League	Award: \$67,190
Applicant	Education Connection	
Participating School District	Barkhamsted, Bethel, Brookfield, Colebrook, Danbury, New Fairfield, New Milford, Newtown, Norfolk, Redding, Region 1, Region 6, Region 12, Region 14, Sherman, Thomaston, Torrington, Waterbury, Winchester	
Days of Week and Hours of Operation	Saturdays, 9:00 a.m. – 12:00 p.m. throughout the academic year	
Age Ranges of Students	7 – 10 (3 rd and 4 th grade)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	200	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>LEGO League is an academic enrichment program that uses LEGO bricks and LEGO educational kits (including software) as a fun and challenging way for a diverse group of students in grades 3 and 4 to decrease racial, ethnic and economic isolation and increase academic achievement in math and science. 400 3rd and 4th grade students from four urban, six suburban and nine rural school districts will meet for 12 Saturdays throughout the academic year, over the 2-year grant period (<i>200 students per year</i>). Using LEGO educational products and freestyle bricks, students work collaboratively on a variety of creative challenges and activities.</p> <p>LEGO League is designed for students of all academic levels and abilities. Students apply math, science and critical thinking skills to the very popular play model of LEGO creations. Students are divided into mixed interdistrict teams, providing them with the best opportunity to meet, collaborate, share personal experiences with and learn from students whose racial, ethnic and economic backgrounds are different from their own.</p> <p>The LEGO League curriculum is robust and is aligned with the CT Curriculum Standards for Mathematics and Science. Students learn new content knowledge as well as higher level thinking skills (complex reasoning, invention) that foster academic achievement. Although students come to play, <i>they leave having learned a great deal</i> about math, science and their connection and application to the world around them.</p> <p>LEGO League believes that the natural curiosity and creativity inherent in children are qualities critical to their ongoing development of understanding complex problems, envisioning possibilities and developing innovative solutions – skills necessary for advanced education and career readiness. LEGO League empowers youth to apply grade-level math and science skills to solve fun and real-life challenges as they play, such as designing a playground, constructing and racing a car down a ramp or building an elevator with working pulleys. Certified teachers from participating districts design lesson plans that support the math and science standards and reflect what students need to achieve in the classroom and on CMTs. The curriculum engages teams in the same problem-solving process that is practiced by professional mathematicians, architects, engineers and scientists: research, strategize, design, build and test. Teams use LEGO bricks, simple motors, gears, pulleys, wheels, axels, LEGO educational kits and LEGO educational software, to construct a variety of structures, including vehicles, buildings, bridges, walls, streets and playgrounds.</p> <p>LEGO League provides a hands-on, minds-on approach that brings math and science to life. LEGO League builds an important connection between learning and play. Students are <i>active</i> learners in a program that encourages collaborative inquiry, creativity and discovery. Coaches act as <i>guides on the side</i> as they guide students to explore unique solutions and work towards project success. Students learn respect for others, appreciation of different perspectives, cooperation, perseverance and time management. <i>All students</i>, regardless of academic ability, can be successful at LEGO League.</p> <p>Education Connection’s LEGO League has enjoyed many years of great success. It attracts large numbers of students who benefit from the high quality curriculum and supportive learning environment.</p>		

12-242-10	Advancing Literacy through Digital Media & Movie	Award: \$68,154
Applicant	Education Connection	
Participating School District	Berlin, Bethel, Brookfield, Danbury, East Haven, New Haven, Plymouth, Region 15 (Middlebury, Southbury) Region 15 (Beacon Falls, Prospect), Simsbury, Waterbury	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 6:00 p.m.; Saturdays, 9:00 a.m. – 5:00 p.m.	
Age Ranges of Students	13 – 18, grades 9 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	225	
Contact Person	Frank LaBanca	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	labanca@educationconnection.org	
<p>EDUCATION CONNECTION, in collaboration with 3 priority urban districts (Danbury, New Haven, and Waterbury), 6 suburban districts (Berlin, Bethel, Brookfield, East Haven, Plymouth, and Simsbury), and 2 rural/regional districts (Region 15 and 16), the Public Broadcasting System (PBS), the Connecticut College of Technology, and the CT Student Film Festival, proposes the Advancing Literacy through Digital Media and Movie Making (ALDM) Interdistrict Cooperative Grant Program.</p> <p>The ALDM program will:</p> <ol style="list-style-type: none"> 1. Improve students' reading and writing abilities and competencies in expressing the importance of cultural diversity through story development, script writing, and digital media design, 2. Use a field-tested and nationally-recognized curriculum and instructional model, 3. Advance students' cultural competencies through meaningful collaborative work on diversity-themed projects and ongoing interaction with script writing and digital media experts from diverse ethnic and racial backgrounds, and 4. Advance high school teachers' skills in culturally responsive, differentiated instruction through integrated professional development. <p>ALDM builds on previously successful multi-district programs developed by EDUCATION CONNECTION's Center for 21st Century Skills. Since 2002, the Center has developed coursework for and managed the highly successful Connecticut Career Choices (CCC) Program. The CCC Program has engaged hundreds of CT urban, suburban, and rural educators and thousands of diverse students in progressive academic experiences across core subject areas; 40-50% of enrolled students are minority. All of the 11 participating districts in this application have enthusiastically committed to the proposed ALDM program due to their prior positive experiences in implementing Center-developed coursework.</p> <p><i>The program design includes the following key components:</i></p> <ul style="list-style-type: none"> • A series of academic year interactive meetings and workshops held at college and industry sites for collaborative project-based learning with integrated reading and writing skill development. • Student-designed digital media projects, which immerse heterogeneous student production teams in researching and analyzing non-fiction resources for identification and refinement of diversity themes and literacy skill development through drafting and refinement of interview questions, script narratives, and summative written products such as a project prospectus. • Production of documentary short films involving interviews with students, parents, and school and community representatives by student teams in communities other than those where they reside or attend school. • Submission of student team diversity-themed documentary projects for panel review at the CT Student Film Festival. • Project-based learning and culturally responsive differentiated instruction are the primary teaching strategies used to maximize student engagement, involvement, retention, and advancement of literacy skills. • Ongoing opportunities for parent involvement. <p>Each year, an estimated 225 students (40% minority) will meet face-to-face for 40 hours per year. This will be supplemented by student, teacher, and mentor collaboration via a secure online learning platform. Rigorous formative and summative evaluation will be conducted to assess program strengths and weaknesses and attainment of goals and objectives to reduce racial, ethnic, and economic isolation and support high academic achievement in students. The proposed budget reflects a cost effective approach, within the acceptable cost range per student.</p>		

12-242-11	Flanders Academy for Outdoor Science	Award: \$49,312
Applicant	Education Connection	
Participating School District	New Britain, Plymouth, Region 12, Torrington	
Days of Week and Hours of Operation	8 weekdays during the academic year, 9a.m. – 2p.m.	
Age Ranges of Students	8 – 9 years old (3 rd grade)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	200	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>Flanders Academy of Outdoor Science (Flanders Academy) offers an alternative model of science education. It is a collaborative effort between Education Connection and Flanders Nature Center and Land Trust. Flanders Academy takes a group of 400 3rd grade students (<i>200 per year</i>) from diverse ethnic, cultural and socioeconomic backgrounds outside the classroom and into a natural environment rich in experiential learning. This project brings together a diverse group of students from two urban districts (New Britain and Torrington), 1 suburban (Plymouth) and 1 rural (Region 12) district. Students engage in learning science <i>outdoors</i> while they cultivate strong interpersonal relationships and collaborate in activities that will help develop decision-making abilities and social participation skills. Students actively engage in environmental science fieldwork, experiments, observation, investigation and related activities developed and aligned to the CT State Science Frameworks for third grade. A staff of certified teachers and environmental educators (EEs) from Flanders Nature Center research and write curricula and activities for their pertinence to the program’s mission of outdoor science education, cultural competency, real life contemporary scientific issues and ease of completion within the given timeframe.</p> <p>The curriculum is designed to increase student achievement and interest in science and decrease racial, ethnic and economic isolation among students. The <i>Classroom in Nature</i> design supports the teachers’ efforts to provide relevant lessons that align with their district’s grade-level science standards, as set forth by the Connecticut Curriculum Standards for Science. The curriculum, with its dynamic tools and methodology for teaching science, seeks to improve classroom performance and future CMT scores in science.</p> <p>Many experts believe that K-5 students are limited in their knowledge and understanding of science. Some educators attribute this in part to a lack of direct exposure to the natural world. Flanders Nature Center, located in Woodbury, offers seven nature preserves, woodlands, ponds, streams, fields, meadows, a bog and trails. Students will catch, examine and release bugs, frogs, amphibians and other animals. They will take discovery hikes and engage in wildlife observation. At the farm sanctuary and barn, students will experience hands-on farming/agriculture and animal care.</p> <p>Flanders Academy supports Connecticut’s Environmental Literacy Plan [draft], providing “a fundamental understanding of the natural world and the interactions between living and non-living environments.” The program incorporates historically important New England traditions of land conservation and stewardship of natural resources. The curriculum is culturally responsive and explores how diverse groups of Connecticut residents approached and continue to approach agriculture and environmental science. Students learn about contributions made by culturally diverse individuals in farming, agriculture, animal science, environmental and natural science.</p> <p>Flanders Academy nurtures student understanding and awareness of interrelationships and connections in our multicultural society. Through teamwork and collaboration, students learn in an outdoor natural environment that emphasizes creative and critical thinking skills, such as listening, questioning, problem solving, decision-making and understanding other points of view. Students develop an appreciation of and concern for the environment and a true sense of how interesting science can be.</p>		

12-242-12	Middle School Writing Project	Award: \$39,375
Applicant	Education Connection	
Participating School District	New Britain, Region 6, Region 14, Thomaston, Torrington, Waterbury	
Days of Week and Hours of Operation	Fridays, 8:30 a.m. – 1:30 p.m. monthly throughout the academic year	
Age Ranges of Students	11 – 14 (grade 6 – 9)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>Middle School Writing Project (MSWP) is an academic <u>writing</u> program designed for a diverse group of 300 students (<i>150 per year</i>) in grades 6, 7 and 8 from New Britain, Thomaston, Torrington, Waterbury, Region 6 and 14. MSWP offers students from diverse racial, ethnic and economic backgrounds a highly interactive opportunity to increase their writing skills, develop confidence in their writing abilities, learn and socialize together as part of a richly diverse student group. Students will meet 8 times during the academic year at UCONN’s Torrington Campus. Students are divided into mixed interdistrict heterogeneous groups for writing workshops, providing them with the best opportunity to meet, collaborate, share personal experiences and learn with students from other districts and from different racial, ethnic and economic backgrounds.</p> <p>Students will participate in two learning modules: 1) large group presentation/ writing workshops led by a professional, published writer; and 2) small group writing workshops facilitated by participating teachers. Teachers work collaboratively with program staff and guest writers to design lesson plans that focus on the writing genres that students will explore, such as investigative reporting, mysteries and thrillers, poetry, fiction, young adult literature, children’s literature and sports writing. Teachers design interactive writing activities that will encourage students to immerse themselves in each genre. Cultural competency is embedded into the curriculum, through activities that address how we portray people and events through words. This collaborative teaching strategy encourages students to stretch their innate writing abilities and feel challenged as they strive for writing success.</p> <p>Each student receives a journal to use throughout the project. This learning strategy mimics what professional writers do. Students fill the pages with ideas and reworking of ideas as they learn new writing and editing skills and techniques. By the end of the year, pages are filled with original works of personal expression. The chronology of the journal pages will show that students have improved their writing skills throughout the program. By using a journal, students can share their accomplishments with parents and continue to practice and enjoy writing in the classroom and at home.</p> <p>Project staff and teachers select professional published writers based on their area of expertise and their racial and ethnic diversity. Research suggests that students <i>write best</i> when they are invested in their writing and <i>aspire to greater levels of proficiency</i> when they work with professional writers (Burkhardt, 2003). In response to this, in MSWP, students learn relevant real life writing strategies from professionals in the field who serve as role models who also further encourage students to pursue writing as a career option.</p> <p>In MSWP, students are guided from a blank sheet of paper to writing success. MSWP responds to the districts’ need for high quality writing performance, providing students with the tools and practice needed to strengthen their writing skills. By the end of the year, students will achieve greater academic competency in writing, in the classroom and on standardized tests. Students complete the program with a sense of accomplishment, confidence and desire to write.</p>		

12-242-13	Healthy Children, Healthy Minds	Award: \$79,830
Applicant	Education Connection	
Participating School District	Bethel, Brookfield, Danbury, Newtown, Thomaston, Torrington, Waterbury, Watertown	
Days of Week and Hours of Operation	Fridays, 3:30 p.m. – 6:30 p.m. throughout the academic year	
Age Ranges of Students	10 – 14 (grades 5 – 8)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	250	
Contact Person	Abby Peklo	
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<p>Healthy Children, Healthy Minds (HCHM) is an interdisciplinary academic enrichment program designed to decrease racial, ethnic and economic isolation and increase academic achievement in science, mathematics, reading and writing. It is a place-based, cross-curricular, active program that focuses on personal wellness/ mental health, nutrition/ hands-on food preparation and physical fitness. HCHM fosters the research-based understanding that healthy lifestyle choices increase academic achievement and readiness to learn and succeed. Research clearly illustrates the link between student health and the ability to learn and achieve key academic outcomes. The literature indicates that the nutrition, physical health and mental health status of students influence their academic performance. In order to narrow the achievement gap and meet standards outlined in the <i>No Child Left Behind Act</i>, it is crucial to ensure that academic improvement programs are closely linked to health improvement/ wellness programs. For the past eight years, HCHM has successfully provided a diverse group of students of varied academic standing with a model of education linking academic performance in core academic areas of science, mathematics, reading and writing to mental health/wellness, physical health and nutrition education.</p> <p>HCHM helps school districts address a variety of physical health (obesity, stress, poor nutrition and fitness) and mental health (peer pressure, self-esteem, positive body image, bullying, risk-taking behavior and depression) issues. Activities are aligned with Connecticut Curricular Goals and Frameworks for participating grades in each area and reflect contemporary academic, nutrition and mental health initiatives.</p> <p>250 5th, 6th, 7th and 8th grade students from 3 urban districts (Danbury, Torrington and Waterbury) and 5 suburban/rural districts (Bethel, Brookfield, Newtown, Thomaston and Watertown) will participate in 16 after school sessions <i>each year</i> (500 students over two year grant period). Students engage in a variety of collaborative, active, hands-on activities and discussions. All activities are culturally relevant and developmentally appropriate. HCHM offer students the opportunity to try out exercise options that they might not otherwise experience, such as water aerobics, martial arts, Capoeira or yoga. Food is integrated as an educational tool. Students enjoy figuring out what healthy foods they could try at the program, share at home or order from their favorite restaurants. Students also discuss mental health issues such as peer pressure, bullying and body image in a safe and supportive environment.</p> <p>Students from diverse racial, ethnic and economic backgrounds are voluntarily recruited to participate in HCHM. Historically, HCHM has had a high percentage of minority students as well as those whom districts identify as potentially choosing high-risk behaviors and/or achieving below their academic abilities. HCHM provides a supportive environment where students can experience the influence of nutrition and physical fitness on their mental health status and their ability to learn. HCHM provides students with the opportunity to work closely with other students from diverse backgrounds in a fun, nonthreatening environment. Students learn to problem-solve, understand the perspectives of others, be flexible, work collaboratively as a team and apply the concepts of good emotional health, nutrition and physical fitness to their classroom learning, test taking and daily lives.</p>		

12-242-14	Real World Applications in Bioscience: Creating Career Pathways in Healthcare	Award: \$36,109
Applicant	Education Connection	
Participating School District	Brookfield, Danbury, New Fairfield, New Milford, Newtown, Region 9, 12, 15, 16	
Days of Week and Hours of Operation	Monday – Saturday, 8:00 a.m. – 4:30 p.m.	
Age Ranges of Students	16 – 18 (high school juniors and seniors)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	120	
Contact Person	Frank LaBanca	
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E-mail Address	labanca@educationconnection.org	
<p>The <i>Real World Applications in Bioscience: Creating Career Pathways in Healthcare</i> Interdistrict Cooperative Grant Program has been managed by the Center for 21st Century Skills at EDUCATION CONNECTION for the past 10 years. Cultural diversity is a hallmark of the program; on average 40-50% of enrolled students are minority. The program aims to meet the challenges of rising secondary and postsecondary academic expectations in science, while developing students' cultural competency skills and appreciation of today's diverse global workforce.</p> <p>The Program is designed to:</p> <ol style="list-style-type: none"> 1. Advance student appreciation of diversity in their schools, in the workplace, and in their personal lives through a series of interactive academic year learning experiences; 2. Improve students' abilities and competencies in the sciences, with integrated mathematics, reading and writing skill development; and 3. Advance student social participation and cultural competency skills through collaboration with diverse students and internships in authentic health care and other bioscience settings. <p>Key program components include:</p> <ul style="list-style-type: none"> • Students from the 9 participating districts convene 15 times each school year in after school meetings for collaborative learning experiences. These sessions are facilitated by the Program Manager and diverse guest speakers actively employed in health care and other bioscience fields. In addition, students participate in bioscience-related field trips and industry tours. • The program's standards-based curriculum, <i>Foundations in Health Sciences and Technology</i>, is delivered in a blended learning environment, including in-person and online instruction. Learning units integrate diversity education and cultural competency training. • Students participate in two bioscience-related internship experiences during the school year. • Students team-present the highlights and impressions of their internship experiences, including an analysis of the role of diversity, postsecondary education requirements, and earning potential in various bioscience careers. • Authentic learning and culturally responsive differentiated instruction maximize student engagement, retention, and advancement of science and associated mathematics, reading, and writing skills. • Homework assistance, tutoring, and standardized test preparation are embedded in the curriculum and teaching strategies. <p>Expected student outcomes include:</p> <ol style="list-style-type: none"> 1. Growth in multicultural awareness and appreciation of diversity; 2. An increased understanding of the importance of a culturally diverse population in school and at work; 3. Increased achievement in the biosciences as evidenced by formative and summative assessments and CAPT science section scores; and 4. Improved interest in health care and biosciences-related postsecondary studies and careers. <p>The program provides an opportunity for meaningful collaboration among 240 high school students from 9 diverse school districts (Brookfield, Danbury, New Fairfield, New Milford, Newtown, and Region #9, #12, #15, and #16). Each year, an estimated 120 students (40-50% minority) will meet face-to-face for over 45 hours. This time will be supplemented by collaboration via a secure web-based learning platform. Rigorous formative and summative evaluation will be conducted to assess program strengths and weaknesses and attainment of goals and objectives. The proposed budget reflects a cost effective approach, well within the acceptable cost range per student. Students learn that in a post-graduation world where knowledge, creativity, and innovation drive the economy, meaningful education is their pipeline to success.</p>		

12-242-15	Literacy Advancement & Innovation Academy	Award: \$77,823
Applicant	Education Connection	
Participating School District	Brookfield, Danbury, New Britain, New Haven, Newtown, Plymouth, Region 1, Region 15, Thomaston, Waterbury	
Days of Week and Hours of Operation	Weekdays, 8:00 a.m. – 6:00 p.m.; Saturdays, 9:00 a.m. – 4:00 p.m.	
Age Ranges of Students	13 – 18 (grades 9-12)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	240	
Contact Person	Frank LaBanca	
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Fax	860-567-3381	
E-mail Address	labanca@educationconnection.org	
<p>The proposed Literacy Advancement & Innovation Academy (LAIA) represents a unique and innovative approach to advancing cultural competency and literacy in diverse high school students from 10 Connecticut school districts. Literacy skills are advanced in an authentic way, through guided reading and writing skill development in scientific and technical fields. The program design aligns with the CSDE Report, <i>Beyond the Blueprint: Literacy in Grades 4-12</i>, calling for a high level of commitment, caring, and attention to literacy development in older students, to assure they become highly literate adults. To succeed in high school and college, students must master the skills of reading and writing to learn across increasingly complex content areas.</p> <p>LAIA will:</p> <ol style="list-style-type: none"> 1. Advance student appreciation of the importance of diversity in school, work, and their personal lives through a series of engaging interdistrict learning experiences and ongoing interaction with diverse teachers and science and technical writing experts; 2. Improve students' abilities and competencies in interpretation and analysis of technical and scientific literature; and 3. Advance student technical, research writing, and collaborative skills by working in heterogeneous project teams to create authoritative written documents. <p>The program's key components include:</p> <ul style="list-style-type: none"> • Diversity education and cultural competency training for both students and teachers. • A series of workshops at college and industry sites for collaborative, project-based learning to advance scientific and technical reading and writing skills. • Student-designed challenge projects which immerse student teams in conducting literature reviews; critical analysis of scientific/technical reports, studies, and review articles; and preparation of synthesis documents such as abstracts and white papers. • Student team presentations of their research project findings at the CT Student Innovation EXPO. • Culturally responsive differentiated instruction to maximize student engagement, involvement, retention, and advancement of literacy skills. • Ongoing opportunities for parent involvement. <p>LAIA builds on the experience of effective multi-district programs developed by EDUCATION CONNECTION's Center for 21st Century Skills. Since 2002, the Center has developed coursework for and managed the highly successful Connecticut Career Choices (CCC) Program. The CCC Program has engaged hundreds of CT urban, suburban, and rural educators and thousands of diverse students in progressive academic experiences across core subject areas; 40-50% of enrolled students are minority. All of the 10 participating districts (4 urban, 4 suburban, and 2 rural/regional) have enthusiastically committed to the proposed LAIA program due to their prior positive experiences in implementing Center-developed coursework.</p> <p>LAIA provides meaningful collaboration among 480 high school students from 10 diverse school districts (Brookfield, Danbury, New Britain, New Haven, Newtown, Plymouth, Region #1, Region #15, Thomaston, and Waterbury). Each year, an estimated 240 students (50% minority) will meet face-to-face for 40 hours, supplemented by student, teacher, and mentor collaboration via a secure online learning platform. Rigorous formative and summative evaluation will assess program strengths, weaknesses, and attainment of goals and objectives to reduce racial, ethnic, and economic isolation and support high academic achievement in students. The proposed budget is cost effective, and within the acceptable cost range per student.</p>		

12-242-16	Project C.L.E.A.R. (Candlewood Lake Environmental Awareness and Responsibility)	Award: \$88,743
Applicant	Education Connection	
Participating School District	Bethel, Brookfield, Danbury, New Fairfield, New Milford, Sherman	
Days of Week and Hours of Operation	8:30 a.m. – 2:30 p.m.	
Age Ranges of Students	High school students ages 14 - 18 Middle school students ages 11 - 14	
Summer/Academic Year Program	Academic Year	
Total Number of Students	275	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>Project CLEAR (Candlewood Lake Environmental Awareness and Responsibility Project) is a collaborate effort between Education Connection, 1 urban priority district (Danbury), 4 suburban districts (Bethel, Brookfield, New Milford, New Fairfield), 1 isolated rural district (Sherman), Candlewood Lake Authority, Connecticut Department of Environmental Protection (DEP), Western Connecticut State University (WCSU) and Kellogg Environmental Center. Participation in Project CLEAR provides a diverse group of 550 students (<i>275 students per year</i>) the opportunity to experience authentic applications of science, improve their science content knowledge, increase their interest in science and explore science as a career option.</p> <p>Project CLEAR uses Candlewood Lake and involves students living in the surrounding towns as the <u>real life context</u> for its science education. Participation in an inquiry-based, experiential science curriculum will assist students in developing critical thinking and problem solving skills. The integration of real life issues into science learning focuses on student ability to critically reflect, extract data, analyze and apply data meaningfully, and solve real-world problems. Students will experience science as an alive, dynamic subject that is a real and tangible part of their world.</p> <p>Project CLEAR is a proven successful academic program that provides students with the opportunity to work closely with other students from diverse racial, ethnic, cultural and economic backgrounds. Through Project CLEAR, mixed interdistrict groups of students from a variety of racial, ethnic and socioeconomic backgrounds will collaborate throughout the year to learn, investigate, research, engage in hands-on science, and collect scientific data that will become part of the professional science community's databank. <i>Each year</i>, 125 high school students meet for 4 full days to work in the labs at WCSU and conduct fieldwork for 6 full days on Candlewood Lake. 150 middle school students will attend 4 full-day aquatic and environmental science workshops at Kellogg Environmental Center and Squantz Pond State Park. All 275 students <i>per year</i> will work collaboratively with parents and members of the lake community for one full Saturday for Candlewood Lake Clean Up Day.</p> <p>High school students complete one robust limnology (lake science) field project on Candlewood Lake within the areas of watersheds, forestry, aquatic invasive plants, fisheries or water quality assessment. On boats, in the water and along the shorelines, students work directly with environmental field scientists and professional science educators to gather and synthesize data. Many local residents volunteer their time, boats and lake expertise to help the students as they engage in this intensive weeklong fieldwork. Middle school students complete 16 field activities per year (4 per day).</p> <p>All students work closely with scientists, environmentalists, politicians, residents and business owners who are connected to or affected by Candlewood Lake. Students will learn to problem-solve, improve their science literacy, understand the perspectives and situations of others, understand the impact of a decision on a wide range of people, work as a team and learn to apply the concepts of environmental science to a real and timely local environmental issue.</p>		

12-242-16	Project T.R.E.E. (Teaching Regional Environmental Education)	Award: \$68,026
Applicant	Education Connection	
Participating School District	New Britain, Plymouth, Region 7, Waterbury	
Days of Week and Hours of Operation	Weekdays, 8:30 a.m. – 1:30 p.m.	
Age Ranges of Students	11 – 14 (grade 6-8)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	200	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>Project T.R.E.E. (Teaching Regional Environmental Education) is an outdoors experiential environmental science program designed for a diverse group of 200 students in grades 6-8 from 2 urban (New Britain, Waterbury) 1 suburban (Plymouth) and 1 rural (Region 7) district. Project T.R.E.E. brings students out of the classroom and into the state’s foremost educational environmental centers. The science curriculum is aligned with state and national science standards, and is supported by Connecticut’s Environmental Literacy Plan (ELP). The rich knowledge content comes from a real world context. Students study science <i>first hand</i> through exploring and investigating science at its <i>natural source</i>.</p> <p>Project T.R.E.E. provides an <i>integrated approach</i> to learning environmental science by investigating the impact and consequences of human effect on the environment, both positively and negatively, through individual action and political/cultural decisions. Students will work side by side with seasoned environmental educators as they learn core academic science skills by observing, touching, measuring, catching, digging, questioning and immersing into the environment. The hands-on minds-on curriculum is an opportunity beyond what is possible in the classroom. It offers a <i>global</i> understanding of diverse peoples living in and influencing diverse natural environments.</p> <p>Connecticut’s Environmental Literacy Plan recently noted, “There is no better way to establish a connection with the environment than to be outdoors, observing and learning about how air, water and soil sustain an amazing diversity of life. . .Environmental science will play an important role in shaping careers in the green economy predicted in our future. Environmental education can be an inspiring and relevant context for assuring that today’s students are prepared to respond to the environmental challenges of our times.”</p> <p>Today’s middle school students will be tomorrow’s policy makers. By engaging in Project T.R.E.E., students will gain the content knowledge and higher level thinking skills necessary to make critical decisions regarding local and global environmental health.</p> <p>Project T.R.E.E. is a place-based immersion experience where students are <i>active</i> learners in complex real-world environmental issues. Our region of the state offers ready access to high quality environmental education centers. Students will meet seven times throughout the academic year at Pratt Nature Center, White Memorial Conservation Center, Audubon Sharon, Talcott Mountain Science Center, Pomperaug River Watershed Coalition at Bent of the River, CRRA Trash Museum/ RDF Trash-to-Energy Facility and Dinosaur State Park. Each environmental education center offers a unique curriculum-based focus in environmental education and is equipped with resources and environmental educators who specialize in these focus areas. Throughout each program day, the curriculum will intertwine with true environmental problems (such as global warming, plastic waste, declining bat population) for which students will collaboratively try to discover possible solutions or remediation.</p> <p>Students who participate in Project T.R.E.E. will develop a deep appreciation for the environment and will gain a keen perspective of how diverse people from different lands and cultures interact with and protect the environment. Through meaningful, <i>collaborative</i> activities, students will be motivated to act in daily life with a broader understanding of how they affect the environment.</p>		

12-242-18	Earl Mosley's Institute of the Arts	Award: \$108,315
Applicant	Education Connection	
Participating School District	Open to all 169 towns and districts	
Days of Week and Hours of Operation	24 hours per day, 7 days per week, 4 weeks	
Age Ranges of Students	12 - 18	
Summer/Academic Year Program	Summer Residential	
Total Number of Students	200	
Contact Person	Abby Peklo	
Telephone	860-567-0863	
Fax	860-567-3381	
E-mail Address	peklo@educationconnection.org	
<p>Earl Mosley's Institute of the Arts (EMIA) is a successful statewide interdistrict summer residential and day dance intensive program in collaboration with EDUCATION CONNECTION and Diversity of Dance, Inc. This unique program brings students together voluntarily to learn and perform as they strive for academic excellence through their chosen art form, dance. EMIA will be held for four weeks from July 10-August 6, 2011 at The Marvelwood School in Kent for up to 200 students in grades 6-12 (open to students in all Connecticut 169 towns and cities). In 2010, attending students represented 36 cities and towns (6 urban, 23 suburban and 7 rural) including Bridgeport, Hartford, New Haven and Waterbury.</p> <p>Students attend daily classes and workshops, from 9:00am-10:30pm. Students experience more than 364 hours of formal and 112 hours of informal interaction over 28 days. The program fulfills a need for dance education, while improving reading and writing skills. In this non-competitive environment, EMIA builds a community of learners under the instruction and guidance of diverse, internationally-known teacher/choreographers as they take technique classes (ballet, modern, African, percussion, tap, hip-hop, jazz, and musical theatre), composition, Yoga, and repertory. Students also study dance history, life skills, wellness, and nutrition. Workshops in dance careers and colleges help prepare students for their future as academic or dance majors. Each student is encouraged to excel at his/her chosen art form and, in the process, develop problem solving skills, creative and critical thinking skills, interpersonal skills, and the focus and discipline needed in all learning endeavors and the workplace.</p> <p>EMIA brings together students and teachers from diverse racial, geographic, and socioeconomic backgrounds (including physical diversity) coming together to learn from one another through classes, dorm life and leisure activities. As a residential program, the dance intensive program encourages students to meet peers from across Connecticut and beyond and, interact with college resident and teaching assistants. After the summer, students are encouraged to continue their relationships via the EMIA website, and through visits to one another's schools and colleges.</p> <p>To achieve excellence as a dancer, students must work rigorously, focus, and understand the connections between the music, their bodies and their movement through space and time. For a performance to be successful, all dancers must put forth their best, while understanding the interdependence between themselves and the other members of their team/ensemble. They must communicate in form, movement and time, expanding communications and interpersonal skills including personal creative expression. Students demonstrate their learning over the four weeks through ten concerts (including student choreography concerts and a free outdoor concert in Kent) for families and the community. The culminating performance, of the reading and writing project, Movement That Lights the Soul: Universal Human Experience includes written and oral presentations, as well as student choreography. EMIA introduces a racially diverse student body to diverse forms of dance with varying cultural backgrounds from African to ballet. And in the performances, all of these forms are celebrated as students demonstrate their achievement for families and the public.</p>		

12-243-01	Rigor, Relevance & Reading	Award: \$75,413
Applicant	Cooperative Educational Services	
Participating School District	Bridgeport, Fairfield, Monroe, Stratford, Trumbull	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 12:30 p.m.	
Age Ranges of Students	5 - 7	
Summer/Academic Year Program	Academic Year	
Total Number of Students	120	
Contact Person	Esther Bobowick	
Telephone	203-365-8850	
Fax	203-365-8846	
E-mail Address	bobowice@ces.k12.ct.us	
<p>Rigor, Relevance, and Reading remains an intensive literacy intervention program designed to improve the literacy skills of students in the first and second grades. Students come from the urban district of Bridgeport and suburban districts of Fairfield, Monroe, Trumbull, and Stratford. Eligible students are identified by their home districts as “academically at-risk.” We provide a multicultural learning environment in which students can establish key literacy skills while still in the early grades. Because of the diversity of the districts involved, we anticipate the academic qualifications will generate a diverse group of up to 100 students. To ensure affordability for as many families as possible, the program charges no tuition and provides free bus transportation from all five participating districts.</p> <p>The program meets for 10 Saturdays in December through March (Jan. 7, 14, 21, 28; Feb. 4, 11; 18; March 3, 10, 17). For students, the day is four and one half hours long, from 8:30 a.m. to 1:00 p.m., for a total of 45 hours of instructional time. Teachers meet for half an hour before student arrival each day. They also have a planning day before the program begins, and the last day is extended for record keeping and clean up. At the completion of the program, student records are shared with their school districts. The Lead teacher has 4 additional days for preparation, organization, and planning.</p> <p>Students are assigned to diverse, small, inter-district groups of six members based on grade and reading level. In addition to literacy data, such as DRA II scores reported by the home district, a pre-test of key literacy concepts is administered on the first Saturday. Students are assessed weekly, and a personal reading plan for instruction is written for each student to guide intervention. Students also participate in exercises designed to help teachers determine cultural background, learning styles, and personal interests. Teachers plan lessons based on assessment results and adjust daily instruction to meet individual and group needs. All lesson plans are based on research-driven strategies for increasing both academic achievement (as defined by the state and national literacy standards) and multicultural understanding.</p> <p>Through individual and small group learning, all students receive comprehensive literacy instruction as delineated in the Early Reading Success Panel Report. Explicit instruction will be delivered in the areas of oral language competencies, phonological awareness, word identification, vocabulary, and listening comprehension. Students will also practice comprehension competencies including the use of context to infer meaning. Writing is integrated throughout the daily instruction using The Columbia University Teacher’s College Writing Workshop model. Each student will use a Writer’s Notebook modeled after Ralph Fletcher’s work to collect ideas, engage in writer’s craft lessons, edit and revise, and publish memoirs. The use of memoirs will expose students to cultural and family differences. In addition, students are exposed to multicultural literature to improve their understanding of other cultures and increase their appreciation of diversity.</p> <p>By working in small, diverse teams, students develop a greater appreciation of the cultural backgrounds and personal views of their teammates, and become comfortable at an early age with having friends from diverse cultural backgrounds.</p>		

12-243-03	SIMS (Success with Integrated Math & Science)	Award: \$71,299
Applicant	Cooperative Educational Services	
Participating School District	Bridgeport, Stratford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 1:00 p.m.	
Age Ranges of Students	9 – 10 (5 th and 6 th grade)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	85	
Contact Person	Esther Bobowick	
Telephone	203-365-8850	
Fax	203-365-8846	
E-mail Address	bobowice@ces.k12.ct.us	
<p>SIMS (Success with Integrated Math and Science) is a new program designed to assist 90 students entering the fifth and sixth grades with math and science skills. Students come from the urban district of Bridgeport and the suburban districts of Monroe, Stratford and Trumbull. Eligible students are identified by their home districts based on academic criteria. Generally, participants have scored in the “Basic” or “Below Basic” ranges in math and/or science on the CMTs. Because of the diversity of the districts involved, the academic qualifications in similar programs have always generated a very diverse group of up to 90 students. To ensure affordability for as many families as possible, the program charges no tuition and provides free bus transportation from all four participating districts.</p> <p>The program meets for 10 Saturdays in December through March. For students, the day is four and one half hours long, from 8:30 a.m. to 1:00 p.m., for a total of 45 hours of instructional time. Teachers meet for half an hour before student arrival each day and a half hour after the day. They also have a planning day before the program begins, and the last day is extended for record-keeping and clean up. At the completion of the program, student records are shared with their school districts.</p>		

12-243-05	The Play's the Thing	Award: \$44,249
Applicant	Cooperative Educational Services	
Participating School District	Bridgeport, Monroe, Shelton, Stratford, Trumbull	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 1:00 p.m.	
Age Ranges of Students	14 - 16	
Summer/Academic Year Program	Academic Year	
Total Number of Students	100	
Contact Person	Esther Bobowick	
Telephone	203-365-8850	
Fax	203-365-8846	
E-mail Address	bobowice@ces.k12.ct.us	
<p>“The Play’s the Thing” is an intensive Saturday writing program for a diverse group of students to collaborate to tell a story using the facilities of the Regional Center for the Arts. Students will learn the importance of writing for a specific audience, how to write language meant to be spoken and learn how language and other elements of performance can be combined to enhance the written word as reflected in English/Language Arts Standards 3.2, 4.1 and 4.2. They will work with a team of educators who will instruct and coach them through the writing process, provide a basic background in acting and stagecraft, and guide them to a final staged reading of the work they produce.</p> <p>Students will be selected by the sending districts as students who have an interest in writing and a desire to improve as writers. Students will meet nine Saturdays from 9:00 am-2:00 pm from January 21 through March 31 for a total of 45 hours of instruction. Teachers will meet for a half hour before and after each day, and will have a day to work before the program begins. Teachers will be selected based on their background in teaching writing, or for their background in theater. Additional staff will provide technical support for the production. The staff will be teachers recruited from local districts, and staff who may already work at the Regional Center for the Arts.</p> <p>The quote from Hamlet in our title refers to how his play within the play was intended to reveal the deception of King Claudius. Our play will reveal how to become better writers while working with and appreciating others. The theme of our work will be what it means to be a high school student in Fairfield County in 2012. The students will work in small groups to create characters and scenarios that reflect their background and experiences. All students will receive basic instruction in acting and improvisation, whether they have acting experience or not, so that they will experience the challenges and joys of writing a theatrical work.</p> <p>Key to our work will be the facility and equipment available at the RCA. We have two fully equipped theaters, video and audio production equipment, props and costumes. Each of these can be used as an element in storytelling, and students can make use of our full facilities with the appropriate supervision and support.</p> <p>Our goal to reduce racial, ethnic and economic isolation is central to the design of this proposal. Students will work in both in district and across district groups as they create this work. The theme will give all the opportunity to understand the experiences of others with different backgrounds. We will model this part of the program on the work we have done at RCA where we have successfully engaged students to reflect on how we react to differences, and what it means to accept others in diverse productions such as “Sideshow,” “The Laramie Project” ,“Hairspray” and “Anon.”</p>		

12-243-06	Words Count	Award: \$71,299
Applicant	Cooperative Educational Services	
Participating School District	Bridgeport, Stratford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 1:00 p.m.	
Age Ranges of Students	7 – 8 (entering 3 rd and 4 th grade)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	85	
Contact Person	Esther Bobowick	
Telephone	203-365-8850	
Fax	203-365-8846	
E-mail Address	bobowice@ces.k12.ct.us	
<p>Words Count is a new program designed to assist 90 students entering the third and fourth grades with math and reading skills. Students come from the urban district of Bridgeport and the suburban districts of Monroe, Stratford and Trumbull. Eligible students are identified by their home districts based on academic criteria. Generally, participants have scored in the “Basic” or “Below Basic” ranges in math and/or reading on the CMTs. Because of the diversity of the districts involved, the academic qualifications in similar programs have always generated a very diverse group of up to 90 students (in 2008, 58% of our students were diverse). To ensure affordability for as many families as possible, the program charges no tuition and provides free bus transportation from all four participating districts.</p> <p>The program meets for 10 Saturdays in December through March. For students, the day is four and one half hours long, from 8:30 a.m. to 1:00 p.m., for a total of 45 hours of instructional time. Teachers meet for half an hour before student arrival each day and a half hour after the day. They also have a planning day before the program begins, and the last day is extended for record keeping and clean up. At the completion of the program, student records are shared with their school districts.</p>		

12-243-07	KIDS (Kindergarten Interactive Discovery Stations)	Award: \$78,378
Applicant	Cooperative Educational Services	
Participating School District	Bridgeport, Monroe, Trumbull	
Days of Week and Hours of Operation	Monday – Saturday, 10:00 a.m. – 5:00 p.m.; Sunday, 12:00 p.m. – 5:00 p.m.	
Age Ranges of Students	4 – 6 (Kindergarten)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	400	
Contact Person	Esther Bobowick	
Telephone	203-365-8850	
Fax	203-365-8846	
E-mail Address	bobowice@ces.k12.ct.us	
<p>K.I.D.S. (Kindergarten Interactive Discovery Stations) is a long-running (since 2001), early-learning program at The Discovery Museum in which kindergarteners explore science, mathematics, literacy and art in a collaborative setting designed to encourage teamwork among diverse students. Students meet initially to get to know each other, then eight more times during school hours at the Museum. Meetings last approximately 90 minutes, and their content mixes scientific, literary, and diversity themes. Additionally, urban/suburban partner pairs meet for a three-day, 18-hour vacation week session covering additional topics. Also, three weekend family days are offered for students, their parents and siblings to visit the Museum for special 5-hour K.I.D.S. programs. Total face-to-face time is at least 30 hours. Total program time is 45 hours.</p> <p>This was originally a school year program and remains as such.</p>		

12-243-08	SPLASH (Student Partners Learning About Submarine Habitats)	Award: \$52,875
Applicant	Cooperative Educational Services	
Participating School District	Darien, Norwalk, Westport	
Days of Week and Hours of Operation	Monday – Friday, 10:00 a.m. – 5:00 p.m.; Saturday, 11:00 a.m. – 5:00 p.m.; Sunday, 12:00 p.m. – 5:00 p.m.	
Age Ranges of Students	9 – 10 (grade 4)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	200	
Contact Person	Esther Bobowick	
Telephone	203-365-8850	
Fax	203-365-8846	
E-mail Address	bobowice@ces.k12.ct.us	
<p>S.P.L.A.S.H. (Student Partners Learning about Submarine Habitats) is an interdistrict STEM program designed to bring urban and suburban fourth grade students together for a series of eight meetings during the school year on the topics of technology and underwater exploration. It combines the unique resources and talents of the Discovery Museum and Planetarium (DM) and The Maritime Aquarium at Norwalk (TMA). Content supports the CT Science Education Framework. Highlights of the program include team construction of a workable underwater robot, field studies, and a capstone event in which students create a simulated underwater research community.</p> <p>This was originally planned and approved as a school year program and remains as such.</p>		

12-243-09	DRY ICE (Danbury, Ridgefield Youth Interdistrict Challenge Endeavor)	Award: \$24,074
Applicant	Cooperative Educational Services	
Participating School District	Danbury, Ridgefield	
Days of Week and Hours of Operation	Wednesday, 2:30 p.m. – 4:00 p.m.; Saturday, 9:00 a.m. – 3:00 p.m.	
Age Ranges of Students	14 - 18	
Summer/Academic Year Program	Academic Year	
Total Number of Students	50	
Contact Person	Esther Bobowick	
Telephone	203-365-8850	
Fax	203-365-8846	
E-mail Address	bobowice@ces.k12.ct.us	
<p>DRY ICE (Danbury Ridgefield Youth Interdistrict Challenge Endeavor) is a Problem-Based Learning program for 40 high school students from Danbury and Ridgefield. Students will use sophisticated computer software to develop mathematical models of real-world problems involving subjects as traditional as insurance tables and as current as green energy. In the process of creating their models, students will work in diverse teams to master math and technology skills. Of equal importance, both program staff and guest speakers will train students in the skills needed for collaboration on a multicultural team. The modeling projects will require students to adapt their models to account for cultural variables—for example, how might cultural assumptions affect a policy decision about a windmill farm, or how do cultural norms affect behaviors that influence insurance rates?</p> <p>Students will meet for six 6-hour Saturday sessions and nine hours of after-school sessions throughout the school year. Saturday meeting sites will alternate between the Ridgefield and Danbury high schools' computer labs and will include students from both schools, providing 45 direct contact hours. After-school meeting sites will be at the separate schools. The Saturday sessions will include work with an expert on effective multicultural communication and collaboration. The first Saturday session will be the initial meeting of the program and focus on diversity training. The other Saturday sessions will include both new and refresher material on multicultural teams. In addition, initial and final Saturday sessions will be designed to include parents in the projects, so that even working parents have an opportunity to be involved in the students' projects. Student teams will also be encouraged to collaborate in their home schools and via online connections, providing even more hours of contact.</p> <p>Students will work in teams of three to five on each problem they select; teams can vary by project, but will all be diverse. The projects are designed to strengthen students' collaboration and communication skills. Two teachers (one from each district) will provide instruction, which emphasizes the cultivation of higher-order thinking through problem solving and clear communication skills through reading writing, speaking and listening. The realistic focus of the challenges--which are different from what students routinely encounter in standard school curricula--spotlights math as a powerful problem-solving tool and educates participants on its relevance to worldly issues. The program is based on research about culturally responsive pedagogy.</p> <p>There are no prerequisites for DRY ICE. The program is scaffolded to afford students the opportunity to experience tasks that advance their understanding to increasingly complex levels. The design of the program will help students accomplish more complex understanding by building on their previous successes. The teachers will provide ongoing coaching, giving clear, direct feedback about how student performance compares with challenging standards.</p> <p>While learning academic content, students will be challenged to work with students from different backgrounds than their own. Completing each project will require recognition of team members' strengths and weakness as individuals while acknowledging the values of their various cultures.</p>		

12-244-03	Sharing Our Stories: Living & Learning in 21st Century Connecticut	Award: \$59,000
Applicant	ACES	
Participating School District	ACES, Cheshire, East Haven, Hamden, Meriden, Middletown, Milford, Naugatuck, New Haven, North Haven, Orange, Regional District #16, Wallingford, Waterbury	
Days of Week and Hours of Operation	During school day/academic year	
Age Ranges of Students	8 – 12 (grades 3 – 6)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	350	
Contact Person	Leslie Abbatiello	
Telephone	203-407-4402	
Fax	203-407-4590	
E-mail Address	labbatiello@aces.org	
<p>Based on <i>The Neighborhood Story Project</i> out of post-Katrina New Orleans, this program will bring students from across the region together to collaborate as they research, construct and share the stories of their lives. With a focus on concepts and skills from language arts, math, science, social studies and technology, this integrated approach to learning will support all students, including English language learners, as they investigate and research their neighborhoods, communities and personal histories through storytelling, interviews, hands-on investigations, environmental explorations and other means. It will support student learning in the areas of written, verbal and mathematics communication, technology and cultural understanding, while helping districts reduce issues of economic, ethnic and geographic isolation. Students will learn from and share experiences with one another, and in the process, will reinforce important language, literacy, numeracy and inquiry concepts and practices (i.e. CMT ELA strand C, CMT math strand 11). Participating students will add their unique voices to the pantheon of storytellers, and celebrate their successes at the conclusion of the program when they share their own stories with their schools, families and communities.</p>		

12-244-04	A Passion for Justice: Making a Difference	Award: \$55,650
Applicant	ACES	
Participating School District	ACES, Ansonia, Branford, Cheshire, Hamden, Meriden, Middletown, New Haven, Regional District #5, #16, Waterbury	
Days of Week and Hours of Operation	Four Fridays during the month of January & February, 8:45 a.m. – 1:00 p.m. Total # of Workshops Face to Face Hours: 17	
Age Ranges of Students	11 - 14	
Summer/Academic Year Program	Academic Year	
Total Number of Students	350	
Contact Person	Ryki Pearce	
Telephone	203-498-6845	
Fax	203-498-6891	
E-mail Address	rpearce@aces.org	
<p>In this program, “<i>A Passion for Justice: Making a Difference</i>,” middle school students from various urban, suburban and urban fringe school districts, work together 4 times throughout the school year on a cultural/historical/leadership oriented effort dealing with the individual confrontation of prejudice. They then work on project activities at least 4 additional times during the school year.” <i>A Passion for Justice: Making a Difference</i>” is a collaboration among: 1. Young Audiences of Connecticut; whose mission is to integrate the arts into the lives of children in educational and community settings, 2. Anti-Defamation League (ADL); an agency that strives to defend democratic ideals and protects civil rights for all and 3. Area Cooperative Educational Services (ACES); the regional educational service center for South Central Connecticut. This program brings students and their teachers together with facilitators to prepare for, view, and debrief after viewing an original play, <i>A Passion for Justice: The Prudence Crandall Story</i>. The play, written by a Connecticut playwright, William Foster III and others, presents the story of a Connecticut heroine of the 19th century who fights prejudice to educate young black women through the interpretation of a 21st century student tasked to make the character of Prudence Crandall ‘come alive.’</p> <p>In addition to making history come alive through the arts, “<i>A Passion for Justice: Making a Difference</i>” engages 7th grade students in scored persuasive writing prompts, journals, discussions and other activities that help them clarify their own beliefs and attitudes about themselves, about differences and diversity while strengthening their reading and writing skills. One of its major goals is to get students to make commitments to stand up for important ideals so that they can make a difference in their own communities and spheres of influence.</p> <p>By involving students in history, language arts, writing, character education and the dramatic arts, this program also serves important academic goals. Students gain greater historical thinking, writing and research skills while learning from and about other students from very different backgrounds from themselves. In this way, <i>A Passion for Justice</i> reinforces both key academic skills and the lessons of diversity that are so vital to a sound education.</p>		

12-244-05	Sister Schools	Award: \$88,173
Applicant	ACES	
Participating School District	ACES, New Britain, New Haven, North Haven, Orange, Regional District #5, #13, Waterbury, West Haven	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. to 5:00 p.m.	
Age Ranges of Students	Grades K - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	185	
Contact Person	Janine Fiorillo	
Telephone	203-407-4404	
Fax	203-498-6891	
E-mail Address	jfiorillo@aces.org	
<p>The ACES Sister Schools Interdistrict Grant Program: Literacy in Content Areas enables K – 12 students, their teachers, and their parents to reduce racial, ethnic, and economic isolation while they collaborate in a project of their choice that has a multicultural theme. Students will also show growth in writing and technology skills by learning how to develop a digital scrapbook/journal as a means of sharing the experiences of their partnership, and their projects. The Digital Scrapbook/Journal will enhance the students’ skills in PowerPoint, CMT/CAPT aligned narrative, expository and/or persuasive writing, and problem solving skills.</p> <p>To support growth in these areas, students, their teachers, and their parents/guardians will have multiple opportunities to participate in diversity and integrated writing and technology workshops funded by Sister Schools and provided by ACES Education Specialists at ACES and at schools. While ACES recommends that teachers apply to Sister Schools with a partner, the ACES staff also assists teachers in locating partners.</p> <p>For the past eight years, the ACES Sister Schools Interdistrict Grant Program has had very successful results. Participation in Sister Schools increases significantly each year. Sister Schools is particularly popular with classroom teachers as it can be adapted to any grade level and can match classes of the same or different grade levels. Teachers and their district administrators also appreciate the support ACES staff gives them and students in on-site and ACES-based orientation, workshops and planning sessions to increase the success of their projects.</p>		

12-244-06	Project LUCID (Literacy Uniting Children in Diversity)	Award: \$114,493
Applicant	ACES	
Participating School District	ACES, Cheshire, East Haven, Hamden, Hartford, Milford, New Britain, New Haven, Newington, North Branford, Orange, Regional District #13, #15, #16, Seymour, Wallingford, Waterbury, Wethersfield	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:30 p.m.	
Age Ranges of Students	6 - 18 (Grades 1 - 12)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	480 students (20 classrooms, actual class size available on the anticipated student enrollment chart)	
Contact Person	Carolyn McNally	Howard Gunther
Telephone	203-498-6842	203-407-4116
Fax	203-498-6891	
E-mail Address	cmcnally@aces.org	hgunther@aces.org
<p><i>Project LUCID</i> has been a highly successful interdistrict grant program for the past seven years. With the emergence of new technologies, this program has been designed to incorporate a technology component that will allow students to increase academic achievement in the areas of written and verbal communication, technology and cultural understanding while helping districts reduce issues of economic, ethnic and geographic isolation. This program will provide students in first through twelfth grades the opportunity to become virtual partners. Students will work collaboratively to complete authentic tasks and activities to enhance their reading achievement and increase their knowledge of diversity.</p> <p>Participating teachers will create collaborative tasks, developed and designed around specific content standards, which address both the academic and cultural needs of their collective groups. Students will share their unique experiences in order to successfully meet the task objectives. When designing a task, the participating teachers evaluate the students' achievement as measured by the Connecticut Mastery Test and design tasks using the CMT Reading and Writing Goals: <i>Forming a General Understanding, Developing Interpretation, Making Reader/Text Connections, Examining the Content and Structure</i>. All tasks use technology as a tool to further instruction and collaborative interactions between students.</p> <p>Participating schools receive a cart of 30 Danas, LCD projector, infrared printer, a sound system, access to the ACES videoconferencing server and web cameras for each participating classroom. Students and teachers will participate in diversity and multicultural activities both at ACES and in their classrooms. The ACES led activities will focus on student interactions, effectively integrating technology in the curriculum, as well as videoconferencing techniques and strategies. On-site support and training is provided to all students and teachers involved in the program.</p> <p>Transportation funding is provided to students and teachers to facilitate the program's required fieldtrips. The fieldtrips are designed by the collaborating teachers with support from the ACES staff. They may include visits to the collaborating schools or to sites where students can interact free from the identity of their customary environments.</p> <p>Through <i>Project LUCID</i>, funding is available for students to videoconference with experts, participate in virtual field trips, and explore places unavailable in traditional school environments. Students' academic needs are further supported through the funding provided for curriculum materials and content specific software.</p>		

12-244-07	Words! Action! Theatre!	Award: \$137,502
Applicant	ACES	
Participating School District	ACES, Ansonia, Cheshire, Hamden, Meriden, Middletown, Milford, New Haven, North Haven, Regional District #16, Wallingford, Waterbury, West Haven, Wolcott	
Days of Week and Hours of Operation	Summer Program – July 18 – August 12, Monday – Friday, 9:00 a.m. – 3:00 p.m. Academic Program – September – December, Friday, 9:00 a.m. – 3:00 p.m.	
Age Ranges of Students	11 - 13	
Summer/Academic Year Program	Academic Year	
Total Number of Students	448	
Contact Person	Ingrid Schaffer	
Telephone	203-777-5451	
Fax	203-498-6891	
E-mail Address	ischaffer@aces.org	
<p>Words! Action! Theatre! (WAT) provides a multidisciplinary learning experience for diverse aspiring middle school artists. Students will explore their own culture as well as the culture of others, to find common denominators, and celebrate differences. Using folklore and multi-cultural stories and plays, students will discuss, analyze, write and perform universal themes of identity, parents, growing up and acceptance. Students will develop a cultural awareness and improve social and consensus building skills as they work in groups with close coaching and guidance from highly qualified drama, dance, music, writing and visual arts instructors and student teaching assistants. This is a remarkable opportunity for students to promote language and listening development, to increase empathy and awareness of others and to reinforce a positive self-concept. Students will enjoy a series of intense, yet fun activities, to help them think, process, and work as a team. Daily classes will include playwriting, acting, art, technical theatre, improvisation, music and movement.</p> <p>Three hundred and sixty one students will participate in WAT for two consecutive Fridays, September-January, and then students will be invited back to experience two full day workshops in June. Via a lottery, thirty-two of these students from the school year program will experience a two-week, full day, intensive summer program from July 30-August 10. The summer program will culminate with a fully staged performance. The aim of the program is to reduce racial, ethnic, and economic isolation by bringing together students from sixteen different urban and suburban schools to explore personal and cultural values. Our second goal is to support academic achievement through reading and writing. Through WAT, students will learn to convey important ideas and concepts in a number of different formats (linguistically, musically, spatially, kinesthetically, intrapersonally and interpersonally). This activation of multiple intelligences will improve language development. Students will increase critical thinking skills, literacy, and creativity. Participating districts include ACES, Cheshire, Hamden, New Haven, North Haven, and Wallingford. All sessions are held at ACES Educational Center for the Arts (ECA) at 55 Audubon Street in New Haven.</p> <p>The following assessment strategies will be used: pre and post assessments, teacher observation/feedback, formative and summative, journal writing, authentic performance rubrics, and reflection. Students will analyze and critique their own work and the work of their peers. Parents, teachers and students will be asked to complete evaluation sheets at the closure of the program.</p> <p>WAT is now a well-known, sought after program. Parents are calling ECA to find out how their child can participate in Words! Action! Theatre!</p>		

12-244-07	Words! Action! Theatre!	Award: \$137,502
Applicant	ACES	
Participating School District	ACES, Ansonia, Cheshire, Hamden, Meriden, Middletown, Milford, New Haven, North Haven, Regional District #16, Wallingford, Waterbury, West Haven, Wolcott	
Days of Week and Hours of Operation	Summer Program – July 18 – August 12, Monday – Friday, 9:00 a.m. – 3:00 p.m. Academic Program – September – December, Friday, 9:00 a.m. – 3:00 p.m.	
Age Ranges of Students	11 - 13	
Summer/Academic Year Program	Academic Year	
Total Number of Students	448	
Contact Person	Ingrid Schaffer	
Telephone	203-777-5451	
Fax	203-498-6891	
E-mail Address	ischaffer@aces.org	
<p>Words! Action! Theatre! (WAT) provides a multidisciplinary learning experience for diverse aspiring middle school artists. Students will explore their own culture as well as the culture of others, to find common denominators, and celebrate differences. Using folklore and multi-cultural stories and plays, students will discuss, analyze, write and perform universal themes of identity, parents, growing up and acceptance. Students will develop a cultural awareness and improve social and consensus building skills as they work in groups with close coaching and guidance from highly qualified drama, dance, music, writing and visual arts instructors and student teaching assistants. This is a remarkable opportunity for students to promote language and listening development, to increase empathy and awareness of others and to reinforce a positive self-concept. Students will enjoy a series of intense, yet fun activities, to help them think, process, and work as a team. Daily classes will include playwriting, acting, art, technical theatre, improvisation, music and movement.</p> <p>Three hundred and sixty one students will participate in WAT for two consecutive Fridays, September-January, and then students will be invited back to experience two full day workshops in June. Via a lottery, thirty-two of these students from the school year program will experience a two-week, full day, intensive summer program from July 30-August 10. The summer program will culminate with a fully staged performance. The aim of the program is to reduce racial, ethnic, and economic isolation by bringing together students from sixteen different urban and suburban schools to explore personal and cultural values. Our second goal is to support academic achievement through reading and writing. Through WAT, students will learn to convey important ideas and concepts in a number of different formats (linguistically, musically, spatially, kinesthetically, intrapersonally and interpersonally). This activation of multiple intelligences will improve language development. Students will increase critical thinking skills, literacy, and creativity. Participating districts include ACES, Cheshire, Hamden, New Haven, North Haven, and Wallingford. All sessions are held at ACES Educational Center for the Arts (ECA) at 55 Audubon Street in New Haven.</p> <p>The following assessment strategies will be used: pre and post assessments, teacher observation/feedback, formative and summative, journal writing, authentic performance rubrics, and reflection. Students will analyze and critique their own work and the work of their peers. Parents, teachers and students will be asked to complete evaluation sheets at the closure of the program.</p> <p>WAT is now a well-known, sought after program. Parents are calling ECA to find out how their child can participate in Words! Action! Theatre!.</p>		

12-244-08	After School Program	Award: \$150,000
Applicant	ACES	
Participating School District	ACES WIMS & TEMS, Hamden, Meriden, Middletown, Milford, New Haven, Wallingford	
Days of Week and Hours of Operation	WIMS: Monday, Tuesday, Thursday, 3:15 – 5:45 pm, 11/14/11 – 6/14/12 TEMS: Monday – Thursday, 2:45 – 4:45 pm, 11/28/11 – 6/17/12	
Age Ranges of Students	8 - 15	
Summer/Academic Year Program	Academic Year	
Total Number of Students	180	
Contact Person	Barbara Green	
Telephone	203-498-6848	
Fax	203-498-6891	
E-mail Address	bgreen@aces.org	
<p>This is an academic year program that involves two ACES interdistrict magnet schools: WIMS (Wintergreen Interdistrict Magnet School), based in Hamden, and TEMS (Thomas Edison Middle School), based in Meriden, with students from six school districts. Eighty students from one middle school and 100 students from another K-8 school meet three and four times per week for 2 to 2 ½ hours after school from November through June to complete homework and receive homework assistance, to participate in physical education and enrichment activities in Math, Science, PE, Language Arts, World Language (Spanish), theater set design, yoga and fitness, nutrition and culinary arts, literary magazine, dance, music, greenhouse and multicultural activities. Students are supervised by certified teachers and consultants and instructional aides.</p> <p>Families are encouraged to participate in family sharing nights including activities with the Eli Whitney Museum and Young Audiences of CT.</p>		

12-245-01	SummerFest – The Rainforest Reigns	Award: \$43,661
Applicant	LEARN	
Participating School District	East Lyme, Groton, Ledyard, Montville, New London, Norwich, Stonington, Waterford,	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 3 - 6	
Summer/Academic Year Program	Summer	
Total Number of Students	110	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p><i>“Test scores show that all students’ learning skills improve at similar rates during the school year, but higher-income kids keep up the pace during the summer while lower-income kids plateau or lose ground. The problem compounds over time and plays a huge role in overall achievement gaps. By ninth grade, summer learning loss could be blamed for roughly two thirds of the achievement gap separating income groups.”</i> Time Magazine, August 2, 2010 (source: <i>American Sociological Review</i>: Karl L. Alexander, Johns Hopkins University)</p>		
<p>For too many children, summer is a time of boredom, inactivity and isolation. Dull summers take a toll on too many children’s learning skills, especially those children who can least afford any learning loss – the economically disadvantaged who have little or no access to quality summer enrichment programs. SummerFEST -- The Rainforest Reigns! provides 110 children with the opportunity to explore and discover the amazing world of the rainforest environment. A learning enrichment program, SummerFEST stimulates children’s thinking and creativity at a time when learning is lost. For 60 hours of face-to-face interaction, this experiential program for children in grades 3-6, focuses on the rainforest ecosystem and all humans’ reliance on this ecosystem. Understanding science, survival and the interdependence of organisms is at the core of the program. Making new friends from diverse backgrounds, learning about the commonalities they share and appreciating the differences among them are integral to the program. For two weeks of SummerFEST – The Rainforest Reigns, children from these rural, suburban and urban districts will participate: East Lyme, Groton, Ledyard, Montville, New London, Norwich, Stonington and Waterford.</p>		
<p>In SummerFEST—The Rainforest Reigns! children explore the rainforest - a magical place that contains more plants and animals than any other spot on earth. Unfortunately, these same plants and animals are being eliminated at the rate of one every hour; more than 20 species become extinct every day. How and why this is happening and what can be done to prevent the rainforest’s destruction will be the focus of the program. Children will learn about the many products from the rainforest that improve their daily lives. They will visit Connecticut’s Beardsley Zoo and investigate, first hand, the rainforest ecosystem. Playing the game “Save The Rainforest” will be one way that children learn how they can help save the rainforest.</p>		
<p>Purposefully integrated into the children’s daily experiences with science, will be language arts, math, and art. Whether reading and responding to stories from the cultures of the rainforest people or summarizing research on the various plant and animal species, students will enhance their language arts skills. Children’s math skills will be developed when they interpret data about the rainforest or measure ingredients for rainforest fruit shake or trail mix. Visual arts will be incorporated as children create origami animals or posters that promote saving the rainforest.</p>		

12-245-02	Circle of Friends Primary	Award: \$48,307
Applicant	LEARN	
Participating School District	Groton, Norwich, Old Lyme, Old Saybrook	
Days of Week and Hours of Operation	Monday-Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	Grade 3	
Summer/Academic Year Program	Academic Year	
Total Number of Students	137	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p data-bbox="131 716 1531 789"><i>“Adolescents entering the adult world in the 21st century will read and write more than any other time in history. They will need advanced skills of literacy to perform jobs, run households and conduct personal life.” (Vacca, 2006).</i></p> <p data-bbox="131 810 1531 999">Circle of Friends Primary reduces isolation amongst students in Southeastern Connecticut using narrative writing and common experiences as its foundation. A program with a history of success, Circle of Friends Primary brings 137 students together from diverse districts to write and learn. Six classes from four districts (Norwich, Groton, Old Lyme, Old Saybrook) grade 3, meet six times (with 1 additional Saturday opportunity) to improve writing skills. The objectives of this program are aligned with the CMT- direct writing assessment and editing and revision strands, the Connecticut Frameworks in Language Arts and Common Core of Learning.</p> <p data-bbox="131 1020 1531 1178">Bob Marzano identifies building background as a critical strategy for our students’ academic success (2007). While it is clear that academic background knowledge can be obtained through museum and other educational opportunities, what is most critical is what students learn and do with the experience (Sternberg, 1985). At partner visits, students will develop important background knowledge, expand vocabulary and write. Non-fiction writing improves achievement in all academic areas, critical thinking and reasoning skills.</p> <p data-bbox="131 1199 1531 1356">This program provides effective writing instruction: students set goals, plan, write for real audiences with purpose, work collaboratively and individually, and utilize specific revision and editing skills. Every month, the program teacher delivers writing instruction on elaboration, word choice, sequencing, organization, fluency, and expanding the main event. Following partner visits, students summarize use-learning logs and organize learning by writing. Modeling writing, the program teacher engages in think-alouds and builds vocabulary and background from which the students develop their ideas.</p> <p data-bbox="131 1377 1531 1503">Reading leads to better writing. The students analyze author’s craft to improve writing skills, creativity and imagination. Partnered students read multicultural literature and write in a variety of genre, using multicultural books as a springboard. This literature that is rich in language enables students to expand vocabulary, and analyze sequencing, characterization, perspective, sentence structures and word choice.</p> <p data-bbox="131 1524 1531 1682">Students practice techniques necessary for positive, productive conferencing with interdistrict partners. They learn how to provide feedback that is corrective, accurate, timely and useful (Brookhart, 2008). Explicit instruction in revising and editing, aligned with the CMT, leads to improved skills. Students develop listening skills collaborating with partners, a published author and storyteller provided by the program. A diverse group of temporary staff serves as positive role models for students. These rich experiences provide opportunities for authentic student discourse.</p> <p data-bbox="131 1703 1531 1833">Students develop the 21st century skills we deem necessary for success: teamwork, collaboration, and problem-solving skills. Friendships develop as interdistrict partners share ideas in respectful ways. Conflict resolution skills emerge as students understand and appreciate the perspectives of others as they work toward common goals. They gain experience and knowledge, improve their writing skills and learn valuable life lessons in friendship, diversity and cooperation.</p>		

12-245-03	Reading Buddies	Award: \$56,308
Applicant	LEARN	
Participating School District	Groton, LEARN, New London, Norwich, Waterford	
Days of Week and Hours of Operation	Monday-Friday, 8:00 a.m. - 4:30 p.m., weekends & evenings as scheduled	
Age Ranges of Students	7 - 9	
Summer/Academic Year Program	Academic Year	
Total Number of Students	175 each year	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>Reading Buddies, an inter-district program, brings 175 students grades 2-3 together from New London, Norwich, Groton, LEARN and Stonington to improve reading skills and fluency resulting in better comprehension. In this program, students will meet five times during the year with two additional weekend and night programs.</p> <p>The objectives are aligned with the CT Framework in Language Arts, Connecticut’s Blueprint for Reading, National Reading Panel, and district goals. According to research, a fourth grade student’s oral reading fluency is a strong indicator of silent reading comprehension. Reading aloud motivates students to read and students develop a greater vocabulary that reflects in their writing. Reading is a complex process. Improving comprehension by understanding how meaning is constructed is essential (Tovani, 2000). Students construct meaning to enhance understanding, acquire new knowledge, synthesize that knowledge and use it in continual and meaningful ways. Students who can’t read, give up; they give up trying and eventually they give up on school (Beers, 2003).</p> <p>Research-based instructional strategies, drawn from Kuhl and Stahl (2001), Rasinski (2003) and Nader and Elley, 2002) will focus on building comprehension and fluency. Community and college mentors will lead literature groups for partnered students from diverse districts. The program teacher trains mentors on effective strategies that assist reluctant and struggling readers. These mentors read with and provide instruction for the inter-district partners throughout the year. A variety of research based strategies will ensure success.</p> <p>Students receive reading instruction from the program and classroom teachers as well as from trained community mentors. They practice reading with automaticity; good readers embed appropriate tone, volume, emphasis and phrasing as they read. The program teacher models and provides guided practice in oral reading (Reader’s Theater), choral and echo reading. Specific texts that increase fluency and comprehension will be read by the students. The partners and their mentors discuss books they have read, create skits and engage in reading and writing activities.</p> <p>Taped-assisted reading, effective with struggling readers and fluent readers, will be an integral part of the instruction strategies. Reading while listening to a fluent reading of the same text by another reader can lead to extraordinary gains in reading fluency and overall reading achievement (Kuhl, Stahl, 2001). Research supports the use of this reading method for both struggling readers and ELL learners. Word study activities--word sorts, word walls, and word games drawn from Rasinski’s <u>The Fluency Reader</u> will provide opportunities for our students to increase their fluency. The teacher will provide explicit instruction in: clarifying, comparing and contrasting, connection to prior knowledge, inferring, predicting, questioning, identifying relationships, summarizing and visualizing.</p> <p>Classrooms of students will be partnered with each other, achieving a learning environment of at least 40% diversity. Specially designed, engaging interactions, including cooperative learning, will provide a rich learning environment and reduce isolation amongst our students.</p>		

12-245-04	Physical Scientists	Award: \$54,997
Applicant	LEARN	
Participating School District	New London, Norwich, Sprague, Waterford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	9 -10	
Summer/Academic Year Program	Academic Year	
Total Number of Students	140	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>Why do some paper airplanes fly further than others do? How many drops of water will fit onto a penny? Children in Physical Scientists will discover answers to these and other science questions. Physical Scientists is an inquiry based and a non-traditional field and laboratory program, designed to place learners from diverse socioeconomic and cultural backgrounds in collaborative learning environments employing authentic hands on activities and experiments to demystify science concepts.</p> <p>Physical Scientists will partner urban and suburban 4th graders in 6 classrooms from Norwich, New London, Sprague and Waterford for partnerships with local science communities to create equity in instruction regardless of age, gender, cultural or ethnic background. Interdisciplinary science experiments, introductions to science laboratory equipment, scientific protocol, and science careers help them to expand their knowledge base of the world around them. Additionally, students will be exposed to professional scientists with the intent of inspiring students to pursue additional science education and ultimately a science career.</p> <p>“Traditional patterns of science education have contributed to widespread scientific illiteracy among students and adults and a serious under-representation of minorities and females in scientific careers. Further, because teachers are expected to concentrate on those subjects that appear on large-scale tests – primarily language arts and mathematics, science often slips through the cracks.” (NSF, Foundations, Volume I, 1999). Over half of the teachers teaching science classes do not have an academic major or minor in any of the sciences, and consequently neglect science instruction. (Ingersoll, 1999). Research shows that lack of experience with physical science leads to less willingness to try physical science activities and less confidence in doing physical science activities (Rand & Gibb, 2002). Two of the four content standards in the fourth grade curriculum revolve around physical science. Physical Scientists complements classroom instruction, and aligns with the Connecticut Frameworks Curricular Goals and Standards, Connecticut Common Core of Learning, CT Science CMT, and National Science Education Standards.</p> <p>Students from four diverse districts will meet 7 times throughout the academic year to collaboratively work on science projects, explore each other’s communities and celebrate their similarities and their differences. Through these enriching activities, these children will develop positive and meaningful relationships with youngsters they would typically never have met. These exercises lay the groundwork for helping students understand the interdependencies of our social, natural, historical, and cultural worlds. A second, and equally important goal, is to increase student achievement in science and literacy.</p> <p>Students will explore the four focus areas in the fourth grade Science Framework :</p> <ul style="list-style-type: none"> • Forces and motion: factors that affect motion (mass, friction, air resistance), buoyancy and gravity; • Electrical and magnetic energy can be transferred and transformed: the relationship between magnetism and electricity, circuits, and heat/light energy; • Organisms depend on living and nonliving features of the environment: environmental changes affects survival, interdependence between producers, consumers and decomposers; and • Water has major role in shaping the Earth’s surface: water factors that impact erosion include volume and speed of moving water, properties of water, and topography. 		

12-245-05	Building Bridges	Award: \$53,703
Applicant	LEARN	
Participating School District	East Lyme, Groton, Norwich	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	7 - 10	
Summer/Academic Year Program	Academic Year	
Total Number of Students	125	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p style="text-align: center;">“Education is a matter of building bridges.” Ralph Ellison</p> <p>To bridge the expanse between culturally diverse students, Building Bridges Across the Curriculum teaches children to develop social participation skills in the context of increasing student achievement. Students from varied ethnic, racial and economic backgrounds work together while examining literature and art from Hispanic, Native American, Asian and African American cultures. Student achievement outcomes focus on improving reading comprehension, writing skills and multicultural competency. These outcomes are supported through reading multicultural stories such as <u>The Other Side</u> (Jacqueline Woodson), <u>Home at Last</u> (Susan Elya), and <u>The Legend of the Indian Paintbrush</u> (Tomi Depaola). Students demonstrate their understanding of a story’s meaning and make personal connections to each story through small group discussions and writing (journaling). (CMT strands A1-5, C1-2) Explicit visual arts extension activities align with each lesson’s academic outcomes. All student learners are expected to demonstrate visually, verbally and/or in writing what they know or understand about each story. Pre and post assessments administered by the classroom teacher will be used to measure student ability and progress.</p> <p>Six classrooms (Grades 2-4) from three school districts—Groton, East Lyme, and Norwich, -- will participate in this program, achieving an overall 42% diverse population. Approximately 125 students will meet at least 6 times to create, discuss, compare, connect, and learn in an environment where friendships begin, are nurtured, and grow. Additional evening and weekend meetings will allow parents to join their children and meet the partners from other schools while participating in multicultural activities. All student participants will be engaged in learning experiences that promote cooperation and appreciation among the program’s learning community members. Multicultural outcomes are closely aligned to Connecticut’s Common Core of Learning.</p> <p>Authentic learning experiences will include, but not be limited to:</p> <ul style="list-style-type: none"> • Lessons that clearly communicate expectations (for student behavior) and outcomes (academic goals) to facilitate the learning and achievement of <i>all students</i>. • Guided book discussions that help students analyze and evaluate the text. • Visual Arts instruction aligned to academic content and student outcomes. • Lessons taught by master artists and educators in their respective fields. (Language Arts, Visual Arts, Performance Arts, etc.) <p>As a result of their participation in this program, students will demonstrate the ability to:</p> <ul style="list-style-type: none"> ✓ Use information from texts to make predictions ✓ Understand and explain an author’s purpose ✓ Communicate text-to-self , text-to-text and text-to-world connections ✓ Develop and accurately use a rich vocabulary that reflects the program’s academic and multicultural content ✓ Create quality written and visual work that demonstrates acquisition of knowledge and cultural understanding. 		

12-245-06	Circle of Friends on Tour	Award: \$49,715
Applicant	LEARN	
Participating School District	Groton, Ledyard, Norwich	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	Grades 4 - 5	
Summer/Academic Year Program	Academic Year	
Total Number of Students	125	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	ltompson@learn.k12.ct.us	
<p>Circle of Friends On Tour, an interdistrict program with a history of success, provides 4th and 5th students from Norwich, Groton, and Ledyard with experiential knowledge integrating writing, reading, and actual field visits. Six classes (125 students) from 3 diverse school districts are partnered and each partnership meets six times (with 1 additional weekend opportunity) to write collaboratively and extend their learning outside of the classroom. The program focuses on narrative, expository and non-fiction writing (D. Reeves), cooperative grouping, and building background as it reduces isolation among students in Southeastern Connecticut. Goals and objectives are aligned with direct writing assessment (CMT), editing, composing, revising strands, Connecticut Standards and the Common Core of Learning.</p> <p>Circle of Friends On Tour provides students opportunities to expand their academic knowledge and vocabulary. Students use this knowledge to inform and improve their writing skills. Through common experiences, students develop a sense of increased commitment, motivating learning. What students <i>already know</i> about the content is one of the strongest indicators of how well they will learn new information; it is critical that educators spend more time building background knowledge (Marzano, 2009).</p> <p>Writing improves achievement in all academic subject areas. It fosters critical thinking and learning; it becomes a tool for clarifying meaning and understanding. Students “write to think” evaluating and synthesizing information. As a result, teachers gain rich and complex diagnostic information about why students respond to an academic challenge the way that they do (Reeves, 2007).</p> <p>Visiting classrooms every month, the program teacher delivers instruction to all students. She models writing providing strategies for students to try independently. Fourth grade (narrative) lessons focus on: (1) entertaining beginnings and strong conclusions, (2) elaborative detail and word choice, (3) building suspense, (4) developing characters and main writing: (1) the text structure of the expository essay, (2) entertaining beginnings and conclusions, (3) format events, (5) fluency and (6) organization. In the latter part of 4th grade and in the 5th grade, our focus is expository and style, (4) varied sentence structure and use of literary devices and (5) supporting details, elaboration word choice, and fluency. Writing to learn is integrated into lessons for all students as they build background knowledge for the learning experiences that occur out of the classroom and write to explain their new understanding.</p> <p>Reading and writing to learn enable these students to move from basic understanding to higher levels of thinking (Jacobs, 2002). When possible, the program teacher will incorporate research-based content reading strategies in lessons: 2-column notes, Frayer vocabulary model, selective underlining, semantic feature analysis charts, nonlinguistic representations, power thinking, and framed paragraphs. These reading comprehension strategies enhance non-fiction writing skills.</p> <p>Students develop critical 21st century skills: communicating clearly, collaborating, working effectively in teams and assuming responsibility for their learning. Face-to-face visits provide opportunity for diverse students to work cooperatively. They develop friendships, discovering the similarities and differences they have and forge relationships that will influence their beliefs about diversity today and in the future.</p>		

12-245-07	Amistad Friendship Society	Award: \$57,946
Applicant	LEARN	
Participating School District	Groton, Ledyard, New London, Norwich, Pawcatuck	
Days of Week and Hours of Operation	Monday – Friday, additional Saturdays	
Age Ranges of Students	Grades 6 - 8	
Summer/Academic Year Program	Academic Year	
Total Number of Students	100	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p data-bbox="191 730 1463 793"><i><u>“Although volume upon volume is written to prove slavery a very good thing, we never hear of the man who wishes to take the good of it by being a slave himself.” (Abraham Lincoln)</u></i></p> <p data-bbox="142 827 1507 989">Using the Amistad Incident as a vehicle, this inter-disciplinary program seeks to build bridges and break down barriers among a culturally diverse group of 100 middle school students in grades 6-8. For the past 14 years, the Amistad Friendship Society has involved students, parents, teachers and community in its after-school and Saturday program that explores individual attitudes about basic civil rights and practices strategies to reduce prejudice and increase academic performance.</p> <p data-bbox="142 1022 1463 1119">The Amistad Friendship Society inter-district program has become an established component of its participating middle schools. Participating middle schools represent six schools and include Pawcatuck Middle, West Side, Cutler, Dual Language Academy, Ledyard, and Teachers Memorial.</p> <p data-bbox="142 1152 1516 1614">Each participating school forms a chapter--group of volunteer students committed to equality, learning and social change. Through a series of school-based meetings (2 meetings/month), regional chapter exchanges 4), field trips to museums and exhibits (minimum of 2-3 trips) throughout the State, and special large group events (kickoff and parent’s night), students participate in 8 face-to-face meetings as well as an additional 8-12 after-school chapter meetings. Students have a wealth of opportunities to increase their reading and writing skills while learning about the Amistad Incident, its impact on the issue of slavery and its effects on current issues. Students will be developing historical thinking skills, including chronological thinking and recognizing change over time, comprehending and analyzing historical literature, researching historical sources, and constructing narratives and interpretation. Language arts goals will have students determining and using the structure of a written work to construct meaning and to select the best comprehension tool for their purpose as well as describing the thoughts, opinions and questions that arise as they read, view or listen to non-fiction text. In addition, students will use what they know to identify or infer important characters, settings themes, events, ideas, relationships or details within a work and draw conclusions about the author’s purpose. Students will use their knowledge, comprehension, analysis and evaluation skills while examining stereotypes from the past and beginning to recognize the stereotypes that exist today.</p> <p data-bbox="142 1648 1516 1843">Highlights of 2011-2013 will be the development of 6 chapter newspapers, educational excursions to the Old State House, Henry Bowen House, Prudence Crandall Museum, Connecticut Historic Society, and the Wadsworth Athenaeum. Students will board the schooner Argia for a 3-hour sail while learning about navigation, shipboard living, knot tying and other aspects of life at sea. Students will begin their year with a four-hour kick-off where they will participate in both character building and teambuilding activities that will aid in cultivating strong interpersonal relationships among students of different races, ethnicities and economic backgrounds.</p> <p data-bbox="142 1877 1458 1934">Students will increase their skills as readers and writers by studying the relationship of slavery at the time of the Amistad incident in America, to slavery around the world today.</p>		

12-245-08	Ready Set...Go Read!	Award: \$48,600
Applicant	LEARN	
Participating School District	New London, Waterford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 4:30 p.m., Saturdays and evenings as needed	
Age Ranges of Students	5 - 7	
Summer/Academic Year Program	Academic Year	
Total Number of Students	200	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p><i>"The importance of the early childhood years as a foundation for later school achievement has been well documented." (Connecticut Early Childhood Education Cabinet, 2006, in Connecticut's Framework for RTL August 2008, p. 23)</i></p> <p><i>Ready, Set...Go Read!</i>, a literacy-based program, creates opportunities for young children to build a strong foundation early in their school career. The 200 urban and suburban children in 10 K-2 classrooms from 2 diverse districts, New London and Waterford, share learning experiences throughout the year. <i>Ready, Set...Go Read!</i> supports literacy development by providing rich, culturally relevant speaking, listening, reading and writing experiences in a diverse learning environment. The objectives of this program support the State of Connecticut's goal for all students to read at grade level by the end of third grade. Program goals and objectives are aligned with the Connecticut English Language Art Curriculum Standards (April 2008) and the Common Core State Standards for English Language Arts adopted by Connecticut in 2010.</p> <p>Addressing the goal of reducing racial, ethnic and economic isolation, students from these two diverse districts meet a minimum of 11 times, both within and outside of school hours. Together, students and families explore the diversity of self, family, home, school and community through high-quality children's literature, personal experience and peer interaction. Students will visit each other's schools and communities to experience the similarities and differences between them. Building background knowledge and vocabulary are essential components to developing reading comprehension (Connecticut's Blueprint for Reading Achievement, 2000). Students will visit diverse local venues, beginning with a visit to their partner's classroom. The Connecticut certified, highly qualified program teacher will deliver monthly lessons that are closely connected to classroom learning, using read-alouds that include exemplary multicultural literature. Children are guided to develop grade level skill and content knowledge in listening, speaking, reading, writing and social-emotional domains. Research-based instruction (Marzano, 2007) is delivered in a variety of culturally responsive ways to promote active student engagement. Intentionally designed activities provide the students with meaningful opportunities to get to know their partners while they grow as readers and writers, actively processing concepts of how people and places are similar and different. A storyteller shares multicultural oral language experiences, an author demonstrates the writing process from idea to written and illustrated word, and museum, farm and library visits help build background knowledge and vocabulary to improve reading comprehension and writing. Students communicate with each other between visits by mail, e-mails and sharing photographs.</p> <p>Classroom and program teachers meet to create developmentally and academically sound lessons, plan social development activities, and determine appropriate and measureable assessments. Ongoing feedback contributes to monitoring and adjusting throughout the year to ensure that students' needs are met.</p> <p>Parents are encouraged to participate throughout the program. They may accompany their children on trips as chaperones, participate in classroom, Saturday, or evening visits, and complete activity reflections and reviews. Newsletters in English and Spanish help keep families informed. Student learning and achievement is measured through Developmental Reading Assessment (DRA2), teacher anecdotal records, observation, and student work.</p>		

12-245-09	Bio Buddies	Award: \$62,334
Applicant	LEARN	
Participating School District	Middletown, New London, Norwich, Quaker Hill, Waterford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 4:00 p.m.	
Age Ranges of Students	9 - 11	
Summer/Academic Year Program	Academic Year	
Total Number of Students	160	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p><i>BioBuddies</i> is an interdistrict environmental program with academic year and school vacation academy components. As a non-traditional field and laboratory program, <i>BioBuddies</i> places learners from diverse backgrounds in collaborative learning environments through hands-on activities and experiments about environmental science and conservation. Based in diversity, <i>BioBuddies</i>' mission is to educate approximately 160 (each year) 4th and 5th graders about their impact on the environment and one another. The program pairs eight urban and suburban classrooms in four districts in a yearlong partnership with mentor students from the Bioscience Environmental Technology department of Grasso Regional Technical High School as mentors.</p> <p>According to <i>Science for All Americans</i> (Rutherford & Algren, 2003), "Traditional science programs often involve low expectations and unequal opportunities for learning and achievement. Changing demographics, economic conditions and workforce needs call for unprecedented reform in science education. Traditional patterns of science education have contributed to widespread scientific illiteracy among students and adults and a serious under-representation of minorities and females in scientific careers." Further, "Teachers are expected to concentrate on those subjects that appear on large-scale tests – primarily language arts and mathematics, therefore science often slips through the cracks." (NSF, <i>Foundations</i>. Volume 1, 1999). <i>BioBuddies</i> addresses these challenges by supplementing and differentiating instruction with researched based educational strategies in science.</p> <p>All facets of <i>BioBuddies</i> programming supports the Connecticut Frameworks Curricular Goals and Standards, the Connecticut Common Core of Learning, CALI initiatives, and aligns with the National Science Education Standards, Environmental Protection Guidelines. A primary goal is to build positive, meaningful relationships among students that would typically never have the opportunity to meet. Team-building activities promote effective communication, cooperation, and trust that are necessary to work collaboratively. Conducting interdisciplinary science experiments, using science laboratory equipment, protocol, and introducing science careers will help these diverse students to expand their knowledge base of the natural world around them and to develop skills, practices, and attitudes for success in the academic realm. These exercises lay the groundwork for helping students understand the interdependencies of our social, natural, historical, and cultural worlds.</p> <p>The program teacher, biologists and conservation stewards teach at six partner visits and 4 classroom instructional visits by the coordinator. <i>Bio Buddies</i> goals are for students to:</p> <ol style="list-style-type: none"> 1) examine finite natural resources, recycling and conservation within their school and community; 2) examine watershed areas to learn how pollutants affect ecosystems; 3) examine winter effects on habitats and food webs of marsh animals; 4) learn techniques to assay biodiversity data and bioremediation; 5) examine species adaptation/survival/extinction; and 6) construct mini-ecosystems to evaluate the effects of pollution introduction on organisms in watersheds. <p>Pre and post assessments will determine the degree to which students meet identified goals and objectives in both science and reduction of isolation capacities.</p>		

12-245-10	Symmetry and You	Award: \$62,863
Applicant	LEARN	
Participating School District	Groton, Norwich, Stonington	
Days of Week and Hours of Operation	Monday-Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	9 - 11	
Summer/Academic Year Program	Academic Year	
Total Number of Students	142	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>“The mathematical sciences particularly exhibit order, symmetry, and limitation; and these are the greatest forms of the beautiful.” – Aristotle</p> <p><i>Symmetry and You</i> is designed to meet two goals: to reduce racial and economic isolation and to support high academic achievement for all students. Using symmetry as the theme which runs through the academic disciplines of mathematics, science, language arts, and art, this interdisciplinary approach empowers students to recognize an organizational structure to the world around them. An awareness of this framework supports the development of visual literacy, as well as academic and metacognitive skills, and, therefore, strengthens their preparation for Connecticut Mastery Tests.</p> <p>To address the issue of isolation, 142 fifth grade students from six classes in three racially, ethnically, and economically diverse districts (Norwich, Groton, and Stonington) are partnered for meetings and activities which take place six or more times during the school year. An additional weekend or evening event is specifically designed to include parents. Programs are designed to provide culturally responsive content for students and to cultivate strong interpersonal relationships among the partners. Students communicate between meetings via letters and email. The goal is to create an atmosphere of understanding and appreciation of ethnic and cultural differences.</p> <p>The umbrella of symmetry encompasses a broad range of academic learning. The arts and architecture come to mind immediately: the Taj Mahal in India, the Parthenon in Greece, the Summer Palace in Beijing; principles of geometry and pattern tie those disciplines to mathematics. Nature abounds with examples of symmetry: dragonflies, butterflies, owls, salamanders, oak leaves, daisies. Students learn to recognize the structures along with the beauty in their world. As students use vocabulary specific to each discipline to describe their findings, their oral and written vocabularies will grow. Students learn symmetry in language as they explore analogies.</p> <p>In addition to the six partner meetings, classes receive eight additional hours of instruction from the program teacher, who teaches lessons in geometry, language arts, and science—all of which are aligned to the Connecticut Frameworks. An art teacher also teaches six or more times in each classroom; the art projects undertaken by the students support a hands-on, concrete and visual understanding of symmetry and are tied to State standards for art.</p> <p>Partner classes take trips together away from school to encounter symmetry in the world at large. Among destinations chosen for these lessons is the Denison Pequotsepos Nature Center, where educational specialists present lessons in a hands-on setting. Students learn to recognize the presence and adaptive advantage of symmetry in the natural world. On a school-based partner visit, building geodomes allows them to experience the strength of geometry in engineering.</p> <p><i>Symmetry and You</i> is a dynamic program, which teaches fifth-grade students about each other and the world in which they live. They find common threads among the disciplines they study and make connections with new friends. Their horizons are broadened, both academically and culturally.</p>		

12-245-11	Pixels & Palettes	Award: \$54,720
Applicant	LEARN	
Participating School District	Groton, Waterford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	Grade 5	
Summer/Academic Year Program	Academic Year	
Total Number of Students	120	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>Pixels and Palettes features 120 students, working in teams, from Groton, Norwich and Waterford will develop and use literacy skills as they investigate the lives of authors, artists, and multicultural art.</p> <p>Classes are partnered, bringing together urban, suburban and rural students to meet, discuss, and make thoughtful connections through reading, writing, and the visual arts. Team building activities are designed for this group comprised of 51% minority students from a region with an average of 23%. The arts provide an ideal context for multi-faceted and enduring learning experiences in literacy, social and personal growth, and the development of higher-order thinking skills. Students will use the computer as a research tool, for their newsletter submission designs and for one art project. As students learn about Connecticut's contribution to American art, they will participate in hands-on activities, guided tours, and critical analysis at various museums.</p> <p>In fact, Douglas Reeves noted in February, 2007 <u>Educational Leadership</u>, "...recent research suggests a direct and systematic link between arts experiences and literacy skills."</p> <p>Students will participate in 6-7 partner activities. They will write short stories with author Virginia Andersen, listen to multicultural storytellers at Connecticut College and learn about the art and culture of Native Americans at a hands-on nature center. Additionally they explore African American Art from the Amistad Exhibit at the Wadsworth Athenaeum. Through journaling, review writing, and responding to text, students will improve their nonfiction and expository writing skills. Icebreakers, school tours and studying a variety of cultures are designed to encourage youth to appreciate diversity, explore perspectives, and develop social participation skills. Students will create articles for the quarterly newsletter as well as research and develop nonfiction presentations designed to increase awareness and understanding of culture, creativity, and visual expression--both on a personal level and as a cultural factor. Students will use a variety of instructional strategies such as jigsawing non-fiction information, categorizing using affinity diagrams and comparing and contrasting using a semantic feature analysis to increase their reading and writing skills.</p> <p>The culminating project, the collaborative creation of two "World of Art" tile wall murals, combines technology, mural art forms, multicultural arts and writing. The murals will be installed at two participating schools each year as a celebration of the program for family and friends.</p> <p>Developing literacy skills within the arts context is especially appropriate.</p> <p style="text-align: center;"><i>"...the arts stimulate, develop, and refine many cognitive and creative skills; They contribute significantly to the creation of the flexible and adaptable 'knowledge workers' so many business people say will be crucial to the 21st century economy; and they draw upon and draw out the multiple intelligences of students."</i></p> <p style="text-align: center;"><i>R. C. Cortines, Pew Network for Standards Reform, Stanford University</i></p> <p>Pixels and Palettes, a program of demonstrated success, aligns its academic goals with the Connecticut Frameworks, district curriculum and grade level expectations.</p>		

12-245-12	Freedom Riders	Award: \$54,339
Applicant	LEARN	
Participating School District	New London, Norwich, Waterford	
Days of Week and Hours of Operation	Monday - Friday	
Age Ranges of Students	9 – 11	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p><i>"Let us all hope that the dark clouds of racial prejudice will soon pass away, and that in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty." (Dr. Martin Luther King)</i></p> <p>As Civil Rights was born out of slavery in America, Freedom Riders begins their journey there, followed by an extensive study of the American Civil Rights Movement from 1954 through the present struggles for freedom throughout the world.</p> <p>Approximately 150 students from high school and 6 elementary classrooms will participate in this inter-district program, which uses Civil Rights as an authentic context to improve skills of reading and writing. Freedom Riders involves students, teachers, parents and community in a program that explores individuals' attitudes about basic civil rights as it reduces prejudice and increases skills of teamwork and cooperation. High school students from Waterford will mentor elementary students from classrooms in Norwich, Waterford and New London. Secondary students will develop a story lesson to teach their elementary partners ways to increase sensitivity to cultural differences. Elementary students will participate in a program designed by their high school partners giving them specific strategies that they can use to recognize situations where they or others are being treated unfairly.</p> <p>All schools are partnered (suburban/urban) to meet the diversity goals of the program. Through 6-7 partner exchanges, including educational site visits to museums and exhibits and two special large group events, students learn about the Civil Rights Movement and its effect on the current state of human rights throughout the world.</p> <p>Utilizing a variety of historical reading materials, students will develop an understanding from which they will interpret, and make a relevant connection. High school partners will tutor their elementary friends using a literature circle format as they model reading strategies. Others will assist in developing educational board games, Power Point presentations and historical vignettes.</p> <p>The arts will be utilized as a vehicle for students to create, perform and respond to the emotions of the human experience during the Civil Rights Movement. Exposure to a variety of media will evoke personal responses and unique interpretations relevant to this time-period. Elementary students will research and participate in debates, mock trials, elections and legislative action.</p> <p>Incorporating and engaging the community assistance of the Old State House, the Henry Bowen House, Wadsworth Athenaeum and Connecticut Historic Society, this program will be designed with the forthright conviction that the past is not as distant as it seems. The subjects of slavery, segregation and the American Civil Rights Movement are ancient history to many young people; yet these issues continue to exist today. Students will discuss race in America, study the origins of racial injustice, formulate methods for positive change, and realize their ability to be a singular agent of change through their experiences as a "Freedom Rider."</p>		

12-245-13	City Mouse, Country Mouse	Award: \$94,266
Applicant	LEARN	
Participating School District	Hartford, Wethersfield	
Days of Week and Hours of Operation	Monday – Friday; 8:00 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades K - 2	
Summer/Academic Year Program	Academic Year	
Total Number of Students	270	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p data-bbox="147 726 1377 789"><i>“Students must have a sound foundation on which to build new awareness. New awareness is forged through repeated exposure to knowledge.” (Marzano, 2007, p. 59)</i></p> <p data-bbox="147 821 1471 1068"><i>City Mouse, Country Mouse</i>, a literacy-based program, creates opportunities for children to build new awareness. 270 urban and suburban children in 12, K-2 classrooms from 2 diverse districts, Hartford and Wethersfield, share learning experiences throughout the year. <i>City Mouse, Country Mouse</i> supports the development of students’ literacy by providing rich, culturally relevant speaking, listening, reading and writing experiences in a diverse learning environment. The objectives of this program support the State of Connecticut’s goal for all students to read at grade level by the end of third grade. Program goals and objectives are aligned with the Connecticut English Language Art Curriculum Standards (April 2008) and the Common Core State Standards for English Language Arts adopted by Connecticut in 2010.</p> <p data-bbox="147 1100 1471 1640">Addressing the goal of reducing racial, ethnic and economic isolation, students from these two diverse districts meet a minimum of 7 times. Together, students and families explore the diversity of self, family, home, school and community through high-quality children’s literature, personal experience and peer interaction. Students will visit each other’s schools and communities to experience the similarities and differences between “city” and “country.” Building background knowledge and vocabulary are essential components to developing reading comprehension (Connecticut’s Blueprint for Reading Achievement, 2000). “City mice and country mice” will visit diverse local venues, beginning with a visit to their partner’s classroom. The Connecticut certified, highly qualified program teacher will deliver lessons that are closely connected to classroom learning, using read-alouds that include exemplary multicultural literature. Children are guided to develop grade level skill and content knowledge in listening, speaking, reading, writing and social-emotional domains. Research-based instruction (Marzano, 2005, 2007) is delivered in a variety of culturally responsive ways to promote active student engagement. Intentionally designed activities provide the students with meaningful opportunities to get to know their partners while they grow as readers and writers, actively processing concepts of how people and places are similar and different. A storyteller shares multicultural oral language experiences, an author demonstrates the writing process from idea to written and illustrated word, and museum, farm and theater trips help build background knowledge and vocabulary to improve reading comprehension and writing. Students communicate with each other between visits by regular letter writing, emails and sharing photographs.</p> <p data-bbox="147 1671 1430 1766">Classroom and program teachers will meet to create developmentally and academically sound lessons, plan social development activities, and determine appropriate and measureable assessments. Ongoing feedback contributes to monitoring and adjusting throughout the year to ensure that students’ needs are met.</p> <p data-bbox="147 1797 1455 1913">Parents are encouraged to participate throughout the program. They may accompany their children on trips as chaperones, attend an evening family event, and contribute to activity reflections and review. Newsletters in English and Spanish help keep families informed. Student learning and achievement is measured through Developmental Reading Assessment (DRA2), teacher anecdotal records, observation, and student work.</p>		

12-245-14	Magical Mystery Tour	Award: \$42,511
Applicant	LEARN	
Participating School District	Mystic, New London, Norwich, Waterford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 4:00 p.m	
Age Ranges of Students	Grade 4	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	ltompson@learn.k12.ct.us	
<p><i>Magical Mystery Tour</i> brings together 150 students from 6 classrooms from 4 diverse districts in southeastern Connecticut. Students build connections with each other and with their communities by investigating mysteries together and reading and writing mystery stories. Partnered students strengthen connections by cultivating friendships, sharing perspectives, and learning together (CMT connection).</p> <p><i>Magical Mystery Tour</i> expects to have 41% student program diversity. Mysteries inspire a sense of discovery and curiosity, supporting classroom inquiry across all areas of the curriculum. Students participating in <i>Magical Mystery Tour</i> work in the curricular areas of reading, writing, and science.</p> <p>Students work with their partners, learning that no matter how different people may appear, they are the same underneath, with the same hopes, dreams, joys and fears. Students learn valuable life lessons of friendship, diversity, and tolerance as they work with partners from different communities who may have a different set of beliefs, a different religion, and are of a different race to help erase stereotypes. Working cooperatively to solve the mysteries posed in <i>Magical Mystery Tour</i>, students learn about the world as they learn about themselves. Through multiple, high quality interactions, students will share personal stories, work together solving mysteries, collaborate on problem solving, share common experiences, study areas of common interest, and enjoy site visits they might otherwise not have had the opportunity to experience, thus reducing isolation.</p> <p>In addition to 6 meetings totaling 18 hours of face-to-face interaction, the partners also write letters and postcards to each other, share journal entries, and share discuss their learning through literature circles. The program teacher visits each classroom approximately every 4 weeks to teach lessons in language arts and science, for a total of 9 hours of direct instruction, equaling a total program time of 27 hours. Both formative and summative assessments will be conducted throughout the year and instruction adjusted accordingly.</p> <p>A published author works with students to share the structure of a mystery story and to help students begin their own original mystery pieces. <i>Magical Mystery Tour</i> students share their work with their partners, classmates and families.</p> <p>As students work cooperatively with their partners, they learn respect for others' points of view, and about responsibility and integrity. As students explore new sites together, they learn that they are active and constructive members of a larger community. They learn about and appreciate their historical and ethnic heritage as well as the heritage of others within the larger community. These learning experiences provide opportunities for students and teachers to interact on a regular basis promoting the development of ongoing friendships across school district borders.</p> <p>When the facts are collected and the mysteries are written, the lessons learned will continue. The students will remember the friendships they have made and the mysteries that they solved. This learning will help guide the students' future relationships and lessens the bias and prejudice that they may face. Mutual goals, mutual quests, cooperative learning – all result in working as a team to break down the walls of bias and prejudice.</p>		

12-245-15	We Make Mouse Calls!	Award: \$50,379
Applicant	LEARN	
Participating School District	Groton, Ledyard, New London, Waterford	
Days of Week and Hours of Operation	Monday-Friday, 8:00 a.m.-4:30 p.m.	
Age Ranges of Students	10 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	106	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>WE MAKE MOUSE CALLS has been a successful interdistrict grant program, which adapts segments from the school-based character education program “Don’t Laugh at Me.” This character education program, established by the singer Peter Yarrow in an effort to help teachers bring respect and compassion to children in all schools, serves as an introduction and enrichment of continuous efforts to nurture emotional, social and ethical awareness in young students. Students share learning experiences aimed at instilling caring, compassion and respect for one another and others while focusing on reducing racial isolation and enhancing educational experiences.</p> <p>Students from Waterford, New London, Ledyard, and LEARN are invited to participate in the program to break down regional, racial, gender, socioeconomic and cultural barriers. The students are partnered for a year of activities that emphasize the celebration of diversity, caring, cooperation, compassion, and resolving conflict creatively. This grant offers 106 students the opportunity to meet face-to-face on 6 occasions during the academic year to learn about physical and emotional challenges and work on projects which include role-playing strategies they develop to overcome real-life situations. An additional component of the program is the participation of high school students who serve as mentors to the younger students during program activities. This important element enriches the program by increasing the students’ exposure to respectful, diverse young adults as the high school students develop rapport and trust with the younger students.</p> <p>A strong component of this program is the infusion of technology into the lessons including emerging 21st Century Technology Skills such as blogging, vodcasting, and podcasting. NCLB, Part D, Section 2402, b.2.B, proposes,</p> <p style="text-align: center;"><i>To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability (NCLB, 2001).</i></p> <p>While the focus of the program is to reduce racial isolation and enhance educational experiences, WE MAKE MOUSE CALLS addresses these concepts through a multidisciplinary, differentiated instruction approach. Language Arts skills improve through numerous writing activities where students team to develop scripts for audio and video productions. They collaborate throughout the year on a monitored wiki/blog site devoted to this project. Character education is continuously thread throughout the numerous teambuilding, cooperative learning, and problem-solving activities. Students also improve technology skills by using computers, iPods, and video cameras that provide the vehicle for communicating their diverse ideas. Parents and guardians are welcome to attend all of the sessions as well as a celebratory event presenting students’ projects at the end of each year.</p>		

12-245-16	YESterday's Students, Tomorrow's Teachers (Recruiting and Developing Future Teachers)	Award: \$53,464
Applicant	LEARN	
Participating School District	East Haddam, East Hartford, Groton, Hartford, Ledyard, Lyme/Old Lyme, Middletown, Montville, New London, Norwich, ISAAC Charter, Dual Language Arts Academy	
Days of Week and Hours of Operation	Monday-Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	Grades 6 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	160	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	ltompson@learn.k12.ct.us	

FACTS:

- More than **25%** of Connecticut's school children are minority
- Only **7%** of our teachers in Connecticut are minority
- Only **2%** of our administrators are minority
- **40%** of Connecticut's schools do not have any minority teachers

Desperately needed for all of Connecticut's schoolchildren is a diverse teacher force!

YESterday's Students, Tomorrow's Teachers (YES) grows the next generation of teachers in Connecticut with a focus on recruiting students of color into the education profession. One hundred sixty students with at least 45% minority representation, in grades six through twelve, from 10 districts, a charter school and a magnet school with multiple districts represented, participate in YES. Students from East Haddam, East Hartford, Groton, Hartford, Ledyard, Lyme/Old Lyme, Middletown, Montville, New London, Norwich, ISSAC (charter school) and Dual Language Arts Academy (magnet) are brought face-to-face for a minimum of five (5) times throughout the school year allowing for 15 hours of interaction. Additionally, students "meet" and interact via the YES facilitated Wiki Space throughout the school year for a minimum of 10 hours. All students receive two or more hours of academic lessons presented by the program teacher/facilitator.

Throughout the school year, going to college and becoming a teacher are promoted as viable and worthy options for the students in YES. These aspiring teachers are provided with many different opportunities to acquire the skills, attitudes and competencies necessary for a successful career in education. YES activities focus on these four building blocks: 1) literacy: honing skills, especially in reading, writing and speaking/listening 2) teaching: learning about certification pathways and experiencing teaching first hand, 3) multiculturalism: developing competencies to exist in a diverse world, 4) community service: giving back to the community, locally and beyond. As YES members support each other in their common career goal, they actively participate in a variety of activities based on these building blocks. These include:

- Job shadowing a teacher and then writing about that experience.
- Learning and applying research-based teaching strategies as tutors and workshop presenters.
- Reading about and then presenting on famous teachers of color.
- Researching and debating a current educational issue.
- Listening to and then questioning a panel of educators who teach in shortage areas.

Interdistrict events occur at participating schools, community sites, colleges and LEARN. YES future teachers also meet on a chapter basis at their schools; chapter activities include day long exchanges with a partner school, reading to young children and assisting teachers in their classrooms.

12-245-17	Pathways to Freedom & Friendship	Award: \$62,731
Applicant	LEARN	
Participating School District	Bridgeport, Danbury, East Lyme, Essex, Hartford, Newington	
Days of Week and Hours of Operation	Monday – Friday, 8a.m.-4:00 p.m.	
Age Ranges of Students	13 - 19	
Summer/Academic Year Program	Academic Year, State-wide	
Total Number of Students	160	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p><i>Pathways to Freedom and Friendship</i> is a successful inter-district program with a history for making a difference by improving student achievement and building peer relationships. Approximately 160 students, grades 6-12 throughout the state of Connecticut meet and work towards breaking down district, regional, racial, gender, socio-economic and cultural barriers while striving to improve academic achievement in Language Arts. This statewide program has enjoyed continuous support from dedicated teachers from 8 classrooms in 6 urban and suburban districts; Hartford, Danbury, Newington, East Lyme, Bridgeport and Essex.</p> <p>The Amistad Incident was a momentous historical event that presented the first human rights issue of its kind. Argued before the US Supreme Court here in 1841, it was a pivotal event in our state and our country’s history, evoking a strong emotional, intellectual and political response. The outcome changed the course of our politics, re-defined our notion of humanity and freedom and forever altered the face of our nation. Given the remarkable results of our recent Presidential election, the study of the Amistad event and its effects to this day are even more dramatic and significant.</p> <p><i>Pathways to Freedom and Friendship</i> students use the “Amistad” as the theme through which academic improvement in reading and writing skills is realized. Students read about the slave trade, the Amistad event, African culture and art, human rights issues past and present and respond via an array of writing genres. Academic program goals are aligned with the Connecticut Frameworks in Language Arts, Common Core of Learning, CMT and CAPT standards. “<i>Amistad</i>” means “<i>friendship</i>.” Partnering students and their classes from diverse communities across the state support and facilitate the formation and growth of meaningful connections and lasting friendships.</p> <p>Integral to the goal of reducing racial, ethnic and economic isolation and forging relationships based upon understanding, affirmation and acceptance, each class travels to visit its partner’s school, spending a day in a school and community environment different from their own. Recognizing and responding to the critical need for and value of increased contact time between trips, students communicate regularly through letters, emails and visits that further encourage and sustain the development of relationship and friendship.</p> <p>Highlight experiences beyond the classroom may include: a partner-class team building experience at Riverfront Recapture, Bushy Hill or LEARN, a day at the Old State House and Wadsworth Atheneum Art Museum, a multi-cultural workshop at the Connecticut Historical Society, historical presentations by actors portraying slaves and Frederick Douglas, partner school meetings and a schooner sailing experience.</p> <p>Student achievement is recorded and measured through comprehensive student portfolios, journals, pre and post comprehension tests, pre-and post-diversity attitudinal and behavioral surveys, letters and project assignments. Program teachers collaborate quarterly to design and develop lessons and rubrics that intentionally address both academic achievement and relational change and development. Parents are encouraged to participate as presenters, event leaders, trip chaperones and guests at the culminating celebration.</p>		

12-245-18	Equal This!	Award: \$47,222
Applicant	LEARN	
Participating School District	Colchester, Hartford, Middletown	
Days of Week and Hours of Operation	Monday - Friday, 8:00 a.m. - 4:30 p.m.	
Age Ranges of Students	9 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	140	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>EQUAL THIS! partners six fifth grade classrooms in the six districts of Middletown, Hartford, and Colchester. It brings 140 students across town and district borders to expand and improve mathematics skills through tournament style preparation and competition using <u>EQUATIONS</u>, a research based game developed by the Accelerated Learning Foundation. Real life and relevant cooperative project based learning that aligns with the 2010 Connecticut State Math Standards is an integral part of the program. EQUAL THIS! focuses on math skills as defined by the 2000 NCTM Principles and Standards and the 2010 Connecticut Mathematics Curriculum Frameworks.</p> <p><i>“Today’s world demands a mathematically literate citizenry, well prepared for ever changing technology and growing global competition, and led by a new generation of mathematics and science professionals. More challenging mathematical content is required at every grade level. Class time should be planned effectively to engage all students. However, learning important mathematics cannot be rushed; students need time to process what they are learning.” (NCTM 2006, Math Takes Time).</i></p> <p>Student partner teams from diverse school districts meet six times in one another’s classrooms to compete using problem solving, logical thinking, fundamental reasoning and creative divergent analysis. Each week students will practice specific math skills relating to Algebraic Equations that will provide background knowledge for EQUAL THIS! success. This approach has successfully improved motivation, as it reinforces isolated skill knowledge. Students study and prepare to work effectively as a team. They willingly coach and tutor others as they work collaboratively towards a common goal. An architect will present geometric application and assist students in building their own structures based on the geometric formulas of area and perimeter. Partnership with a local bank will provide students with instruction for a personal budget and savings account management- a Twenty First Century Skill.</p> <p>Constant, focused reinforcement of these math application skills will be provided throughout the school year through participation in EQUAL THIS! Students will meet in September to develop specific interpersonal skills through cooperative/ team activities. At the end of the year, students will participate in a culminating event that highlights the year’s learning. Parents will participate in this math-a-thon with their children. Students in this program write letters or email to each other monthly. These letters coupled with team building activities are integrated in every face-to-face meeting as the students connect with each other- bridging the gaps between them.</p> <p>The EQUAL THIS! program provides an opportunity for students and teachers to learn together with aligned district curriculum and Grade Level Equivalency. This program offers additional math instruction through engaging lessons, real life applications, and culturally responsive pedagogy. EQUAL THIS! enhances learning for all students with the Twenty First Century skills that are imperative for lifelong learning and success!</p>		

12-245-19	KidzArt: Links to Literacy	Award: \$54,608
Applicant	LEARN	
Participating School District	Essex, Montville, Norwich, Waterford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	8 - 10	
Summer/Academic Year Program	Academic Year	
Total Number of Students	127	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	ltompson@learn.k12.ct.us	
<p>Through the vehicle of expressive art forms, children who join <i>KidzArt: Links to Literacy</i> create links to new people, to the wider world, to their own and others’ cultures, and to their own creativity.</p> <p><i>KidzArt: Links to Literacy</i> offers approximately 127 students from four school districts: Norwich, Waterford, Montville, and Essex the opportunity to make new friends and encounter new communities while learning about the literature, music, dance, art, and a variety of cultures from Africa, and South and Central America, and the United States. They have a chance to make connections with peers from partner classes in schools, which differ from their own in economic, racial, and ethnic populations while enjoying participation in several forms of artistic expression. Simultaneously, these lessons strengthen their academic skills through building self-confidence and providing experiences responsive to many learning styles, particularly the visual and kinesthetic. Increasing background knowledge about people and traditions other than those of their local communities enhances mutual understanding and contributes to a stronger foundation for learning through reading and writing. Specific literacy skills aligned with the Connecticut standards are addressed while students digest literature selected for its relationship to the culture whose arts they are examining. Recognizing their own heritage when it is featured enables students to feel pride in their community and success in demonstrating their unique skills.</p> <p>Specifically, six classes from urban and suburban schools are partnered and meet six times or more to study a musical instrument or dance form and the region from which it originates. These lessons are accompanied by art lessons coordinated with the culture introduced through music. Presenters are selected for their expertise in the cultural aspects of the chosen topics as well as skills in music, dance, and art. In addition to partner meetings, literature discussions and structured lessons provide a platform for building background knowledge and practicing CMT Literacy strands. Literature from these cultures is shared with all classes so that students learn about the cultures studied by their partners in other schools. Writing exercises following each partner meeting help to develop written communication skills, use of specific vocabulary, and retention of new ideas.</p> <p>Team-building activities and written communication between visits serve to break down barriers of unfamiliarity and to build understanding of student commonalities. Discovering shared interests creates excitement among children, and anticipation of the next visit. Having fun together while learning supports the formation of new ideas about other people, both children and adults. The partner meetings take place in an assortment of venues in schools and at locations in Southeastern Connecticut such as Connecticut College, museums, libraries, and community centers. Visits to partners’ schools allow children to discover a familiar educational framework in a new setting.</p> <p>Families benefit through their children’s participation in <i>KidzArt: Links to Literacy</i>. Parents are invited to attend partner meetings and family events. Newsletters and other forms of written communication keep parents informed of activities and upcoming events. At a spring culminating celebration, the students perform for each other and their parents.</p>		

12-245-20	Insights into Science	Award: \$51,226
Applicant	LEARN	
Participating School District	Chester, Deep River, Middletown	
Days of Week and Hours of Operation	Monday - Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	9 - 11	
Summer/Academic Year Program	Academic Year	
Total Number of Students	120	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	ltompson@learn.k12.ct.us	
<p style="text-align: center;"> What does my eye have in common with a camera? Why does that trumpet sound like that? What causes night and day? Why does the moon look like that? How do I know that ice is cold, or that an apple tastes good? How are sound and light forms of energy? </p> <p style="text-align: center;"> These are just some of the questions that the fifth graders in the <i>Insights into Science</i> program will have a chance to answer through hands-on investigation and experimentation. </p> <p> <i>Insights into Science</i> will bring 180-200 fifth-grade scientists together to learn and explore across district lines. Ten classes from diverse districts will work together as partners for 10 months of science investigations. These classes will meet in each others' classrooms and at off-site locations, such as museums, or nature centers, to explore (1) sound and light as forms of energy, (2) the senses and their connection to survival, (3) the phases of the moon and how Earth plays a starring role and (4) our eyes and the connection to other things we use to see. </p> <p> Students will design and conduct simple hands-on investigations to explore and analyze each of these topics. Through cooperative group work, students will use scientific procedure while incorporating fundamental reasoning and creative, divergent investigation and analysis to discover and gain insights into the wonders of science. </p> <p> Through <i>Insights into Science</i>, these fifth graders will have the opportunity to work with science specialists from Pfizer and the Boston Museum of Science. They will visit a planetarium and the Bushy Hill Nature Center. Experts in sound and light will make presentations to the partnered classes. Science will be much more than just something they read in a book. </p> <p> The partnerships of the diverse school districts will encourage new friendships that cross racial, ethnic and economic barriers. These teams of young scientists will be working together in small groups that will encourage sharing responsibility, active group participation, high quality interactions and support of team members' contributions. Through scientific questioning of our constantly changing world, these students will see how science is an integral part of our daily lives. </p> <p style="text-align: center;"> <i>"If we lived on a planet where nothing ever changed, there would be little to do. There would be nothing to figure out. There would be no impetus for science. And if we lived in an unpredictable world, where things changed in random or very complex ways, we would not be able to figure things out. But we live in an in-between universe, where things change, but according to patterns, rules, or as we call them, laws of nature. If I throw a stick up in the air, it always falls down. If the sun sets in the west, it always rises again the next morning in the east. And so it becomes possible to figure things out. We can do science, and with it we can improve our lives." - Carl Sagan, Cosmos, p. 46</i> </p>		

12-245-21	Weaving Across Cultures	Award: \$50,223
Applicant	LEARN	
Participating School District	Groton, New London, Westbrook	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 4:00 p.m.;	
Age Ranges of Students	7 - 9	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p data-bbox="250 730 1511 831" style="text-align: center;"><i>"If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place." Margaret Mead</i></p> <p data-bbox="144 858 1495 959">Imagine a tapestry of students, rich with the color and texture of their diversity, working together in community to create a weaving reflective of their own heritages. Focusing on multicultural literature and the ancient traditions of cloth and fiber arts, students engage in hands-on learning that bridges academic and racial/economic gaps.</p> <p data-bbox="144 984 1495 1119">Weaving Across Cultures offers 150 urban and suburban 2nd and 3rd grade students the unique opportunity to work together in a literacy-based program, which expands their experiences and builds background knowledge. Students from 8 classrooms in 4 diverse districts will partner with another class and meet 6 times throughout the year. The program is designed to include 40% diverse students.</p> <p data-bbox="144 1144 1511 1346">In both formal and informal academic settings, students focus on the language arts as they listen and respond to multicultural texts from ancient and modern cultures. Partners collaborate on a variety of extension-activities relating to the stories. Throughout the year, they share their journals and write letters to each other, fostering and cultivating relationships, exploring and celebrating their similarities and differences. Instruction and experiences are intentionally designed in alignment with the 2006 Connecticut English Language Art Curriculum Framework to improve student achievement.</p> <p data-bbox="144 1371 1495 1472">Addressing the disparities caused by racial, ethnic, economic and geographic diversity, students work cooperatively with their classmates and partners. As they do so, they learn respect for others' points of view, they learn about people of different backgrounds, and they develop decision-making and interpersonal skills.</p> <p data-bbox="144 1497 1511 1640">This program is designed to spark the imagination of students and teachers alike; because of its tactile approach and use of multiple intelligences, students who do not excel in traditional academic settings have, in past years, met with successes in this program. It provides the opportunity for all learners to find success, building self-awareness and supporting self-esteem.</p> <p data-bbox="144 1665 1511 1894">Talented and experienced artists, authors and illustrators provide high quality programming and presentations to further enhance student learning. A morning at a local sheep farm allows children to experience first-hand the source of materials used to weave, spin and create their own textile art and provides them with a common experience that further builds background experiential knowledge. Prayer shawls, Navajo rugs, Kente cloth, mola tapestries -- rich reflections of culture created by hands across time and space – are the fabric of the lives of Weaving Across Culture students. Parents are encouraged to meet their children's partners and their families as they are invited to chaperone visits and field trips.</p>		

12-245-22	CMT Jamboree	Award: \$40,941
Applicant	LEARN	
Participating School District	Groton, East Lyme, Lisbon, Montville, New London, Waterford	
Days of Week and Hours of Operation	Saturdays, 8:00 a.m. – 3:00 p.m.	
Age Ranges of Students	9 - 11	
Summer/Academic Year Program	Academic Year	
Total Number of Students	85	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>CMT Jamboree! is a 7.5 day academy learning experience. Eighty-five students from grades 3-5 from 5 diverse districts (Groton, New London, East Lyme, Montville and Waterford) will come together to learn test taking skills. The focus of this program is to engage all students and create success. Students in the club meet with their partners to read and share literature, practice test taking skills and increase math skills necessary for success on the CMT.</p> <p>According to the National Reading Panel, reading aloud motivates students to read; students develop a greater vocabulary that is reflected in their writing as well. Research-based strategies (Kuhl and Stahl (2001), Rasinski (2003) and Nader and Elley, 2002) for instruction will focus on increasing comprehension and fluency. Taped-assisted reading will be an integral part of the instruction strategies. Taped-assisted reading has been effective with both struggling readers and more fluent readers. Reading while listening to a fluent reading of the same text by another reader can lead to extraordinary gains in reading fluency and overall reading achievement (Kuhl, Stahl, 2001, Topping, 1995). They will improve fluency and comprehension through the use of Reader’s theater. The teacher will provide explicit instruction on: clarifying, comparing and contrasting, connection to prior knowledge, inferring, predicting, questioning, identifying relationships, summarizing and visualizing.</p> <p>Students will use Study Island® a research based proven program to master content and improve the skills they need for success. This interactive computer program will be available on laptops. Students will practice their test taking skills and chart their data through the Saturday sessions. Math games will increase the students’ skills in estimating, approximate measures, problem solving and math applications.</p> <p>Developing test taking skills in an exciting and interactive program with new buddies, students will develop learning in a stress-free and positive atmosphere aimed at success! Students will learn strategies that include time management and specific strategies for success on open-ended and multiple-choice questions. Students will develop higher-level thinking skills in both numeracy and literacy through questionings and investigation of word problems.</p> <p>Exercise, relaxation techniques and friendly competitions will make the sessions engaging for all students. Cooperative groups will be flexible and dynamic as they change throughout the sessions to meet the needs of the student learning.</p> <p>Throughout the sessions, parents will be involved as learning strategies, good nutrition and healthy homes are discussed. During the sessions, students will eat healthy snacks and learn ways to optimize all learning using brain based ideas developed by Eric Jensen.</p> <p>As this cadre of students approach the CMT in March they will exhibit positive attitudes to share with their classrooms and classroom teachers. Each student will create a test-taking strategy book, CMT—Children Motivated to Take Tests! to share with peers. In this way, more than 300 additional students will benefit.</p>		

12-245-23	ConnScience	Award: \$23,792
Applicant	LEARN	
Participating School District	East Lyme, Groton, New London	
Days of Week and Hours of Operation	Monday – Friday, 3:00 p.m. – 7:00 p.m. & Saturdays, 9:00 a.m. – 12:00 p.m.	
Age Ranges of Students	8 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	120	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>“While scientists differ greatly from one another in what phenomena they study and in how they go about their work, scientific inquiry involves the collection of relevant data, the use of logical reasoning, and the application of imagination and evidence in developing hypotheses to explain patterns in data. Scientists are expected to exhibit the habits of mind – curiosity, openness to new ideas, informed skepticism – that are part of science literacy.” (<i>Science Framework for the 2009 National Assessment of Educational Progress – NAEP</i>)</p> <p>Through a series of interdisciplinary, inquiry-based, after-school and Saturday science lessons that will include reading and writing, Grades 2 – 4 students from New London’s Nathan Hale, Groton’s Catherine Kolnaski Magnet School, and East Lyme’s Niantic Center and Flanders Schools will improve their knowledge and understanding of science. Students will participate in hands-on science activities that provide opportunities for them to investigate the following areas: 1.) Properties of Matter, 2.) The Changing Earth, 3.) Heredity and Evolution – survival of organisms, and 4.) Science and Technology. ConnScience students will use critical thinking skills to investigate a variety of topics and explore the wonder of the world around them.</p> <p>ConnScience activities will allow students from three diverse communities to meet, collaborate, and build academic and personal connections. As a result of participation in this program, <i>all student will:</i></p> <ul style="list-style-type: none"> ➤ Engage in scientific inquiry that is thoughtful and coordinated (with guidance from their teachers) to search out, describe, explain and predict natural phenomena. ➤ Demonstrate scientific inquiry in their written work, presentations, discussions, and selection of appropriate reading materials and resources. ➤ Gain new skills for describing, analyzing, and presenting scientific data and ideas through the creation of graphs, tables, and visual displays to communicate information to an audience. ➤ Develop or improve multicultural competencies including: Increased awareness of self and others, informed understanding of cultures that are different from one’s own culture, and skills used to engage in effective and meaningful interactions with others who are from different cultural background than their own. <p>Teachers and students from 6 classrooms (1 New London, 2 Groton, and 2 East Lyme) will participate together as partners in the standards-based ConnScience program. Approximately 120 students will receive a minimum of 34 hours of face-to-face total program experience as they participate in after school, Saturday Science, and family science nights. Highly qualified Connecticut Certified Science teachers will facilitate student learning and provide resources that support students’ learning and achievement.</p>		

12-245-24	Exciting Science	Award: \$44,623
Applicant	LEARN	
Participating School District	Groton, Ledyard, New London	
Days of Week and Hours of Operation	Monday - Friday, 8:00 a.m. - 4:30 p.m.	
Age Ranges of Students	6 - 8	
Summer/Academic Year Program	Academic Year	
Total Number of Students	110	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>Young children are filled with curiosity and the desire to explore the world around them. They naturally act as scientists, but without encouragement and guidance, a child's interest in these explorations often fades in their early scientific experience.</p> <p>The ¡Exciting Science! program is intended to 1) supplement the participating schools' existing science programs, 2) bring the excitement of science discoveries into the classroom, 3) increase the science materials that elementary school teachers are comfortable presenting to their students, 4) increase the involvement of local scientists, related community professionals and parents and 5) bring students together across district lines to explore and learn together.</p> <p>¡Exciting Science! will bring 125 students from 6 classrooms in diverse school districts together six times to explore, analyze, classify and identify the wonders of the natural world around them. These classroom partnerships will be arranged to insure that there is at least 43% diversity which is nearly double the LEARN region average of 22.3%. Students will receive 46 hours of instruction of which 67% is face-to-face with partners from diverse districts.</p> <p>With the help of local science professionals, these second graders will explore the difference in solids and liquids, learn about the life cycles of plants and the effects that light and water have on these. They will learn about soil properties and the effects on plant growth. They will build and maintain an indoor growing station in each classroom and harvest their own vegetables through the Seed to Salad Program. These second grade students will also learn about the nutritional needs of human beings and how people of different cultures use various food sources to meet these needs. Parents from all schools will contribute ethnic family recipes to create a Student Cookbook to take home. Some of these recipes will be selected and prepared by parent volunteers at our Multicultural Food Festival.</p> <p>Through ¡Exciting Science! students will have opportunities for hands-on science exploration and exposure to professionals in science related careers. Field trips will include visits to a greenhouse and farm to explore plant life cycles and a nature center to explore soil and organic materials.</p> <p>Monthly classroom presentations with their interdistrict partner class will include a master gardener, a nutritionist from the UCONN COOP, the Department of Environmental Protection, peer mentoring from Grasso Technical High school, science experimentation with Pfizer scientists and presentations from the Boston Museum of Science.</p> <p>This yearlong program will encourage these young scientists to inquire and discover their world while they engage in activities that will provide a venue for developing communication and problem solving skills, and assist them both in the classroom and beyond. This partnership will place students from diverse backgrounds, both ethnically, economically, together to explore, learn, and succeed.</p>		

12-245-25	Global Readers	Award: \$56,586
Applicant	LEARN	
Participating School District	Cromwell, Hartford, East Hampton, Middletown	
Days of Week and Hours of Operation	Monday - Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	Grades 2 - 3	
Summer/Academic Year Program	Academic Year	
Total Number of Students	175	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>Global Readers, an interdistrict program, brings 175 students in eight, grade 2-3 classrooms together from Hartford, Middletown, Cromwell and East Hampton to improve reading skills and fluency resulting in better comprehension. In this program, students are partnered across districts and will meet six times during the year with additional after school literacy opportunities available to all.</p> <p>The objectives are aligned with the CT Framework in Language Arts, Connecticut’s Blueprint for Reading, National Reading Panel, and district goals. According to research, a fourth grade student’s oral reading fluency is a strong indicator of silent reading comprehension. Reading aloud motivates students to read and students develop a greater vocabulary that reflects in their writing. Improving comprehension by understanding how meaning is constructed is essential (Tovani, 2000). Students construct meaning to enhance understanding, acquire new knowledge, synthesize that knowledge and use it in continual and meaningful ways. Students who can’t read, give up; they give up trying and eventually they give up on school (Beers, 2003).</p> <p>Research-based instructional strategies, drawn from Kuhl and Stahl (2001), Rasinski (2003) and Nader and Elley, 2002) will focus on building comprehension and fluency. Students practice reading with automaticity; good readers embed appropriate tone, volume, emphasis and phrasing as they read. The program and visiting teacher(s) model and lead guided practice for partnered students in oral reading (Reader’s Theater), choral and echo reading. Specific multicultural texts that increase fluency and comprehension will be read by the students and program academic activities will reinforce themes. The partners will discuss books they have read, create skits and engage in reading and writing activities.</p> <p>Reading while listening to a fluent reading of the same text by another reader can lead to extraordinary gains in reading fluency and overall reading achievement (Kuhl, Stahl, 2001). Research supports the use of this reading method for both struggling readers and ELL learners. Word study activities--word sorts, word walls, and word games drawn from Rasinski’s <u>The Fluency Reader</u> will provide opportunities for our students to increase their fluency. The teacher(s) will provide instruction in: clarifying, comparing and contrasting, connection to prior knowledge, inferring, predicting, questioning, identifying relationships, summarizing and visualizing.</p> <p>Classroom and program teachers will meet to create developmentally and academically sound lessons, plan social development activities, and determine appropriate and measureable assessments. Ongoing feedback contributes to monitoring and adjusting throughout the year to ensure that students’ needs are met.</p> <p>Cooperative learning across districts will provide a rich learning environment and reduce isolation amongst our students. Classrooms of students will be partnered with each other, achieving a learning environment of at least 40% diversity and including engaged interaction, academic success and reduced isolation amongst students. Students communicate with each other between visits by mail, e-mails and sharing photographs.</p> <p>Parents are encouraged to participate throughout the program. They may accompany their children on trips as chaperones, participate in classroom, Saturday, or evening visits, and contribute to activity reflections and review. Periodic newsletters in English and Spanish help keep families informed. Student learning and achievement is measured through Developmental Reading Assessment (DRA2), teacher anecdotal records, observation, and student work.</p>		

12-245-26	Literacy through Dance	Award: \$52,259
Applicant	LEARN	
Participating School District	Groton, New London, Norwich	
Days of Week and Hours of Operation	Monday-Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	7 - 10	
Summer/Academic Year Program	Academic Year	
Total Number of Students	130	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	ltompson@learn.k12.ct.us	
<p data-bbox="126 667 1490 762"><i>“Dancing in all its forms cannot be excluded from the curriculum of all noble education; dancing with the feet, with ideas, with words, and, need I add that one must also be able to dance with the pen?”</i> ~Friedrich Nietzsche Mille</p> <p data-bbox="99 793 1490 1014">The Literacy Through Dance interdistrict program will bring approximately 130 students from three diverse school districts (grades 3-4) together to hone their language arts and research skills using cultural dance stylings as the cornerstone of all lessons. Literacy Through Dance involves students, parents, and teachers in a school-day program that allows students to investigate and learn about world cultures. All schools will be purposefully partnered to reduce racial, ethnic and economic isolation among and between Southeastern Connecticut’s student populations. The program will reflect a 42% percent minority student population. Parents will be encouraged to attend school-day programs, and provided with after-school opportunities to participate in the program with children.</p> <p data-bbox="99 1045 1490 1297">Through a series of language arts, research, art, and folk dance lessons, student participants will improve their ability to explore and respond to texts (CMT strands C1, C2) and hone their research skills (CMT strand D2) while developing a multicultural perspective. LEARN, the Children’s Dance Center at Connecticut College and the HighScope Foundation (Education through Movement) of Ypsilanti, Michigan, have formed a collaborative interdisciplinary program for multicultural education through the arts. Research of steady beat acquisition and its role in the development of early literacy skills, the ability to attend to task, and memory improvement will guide the instructional practices of the program’s educational focus. (<i>Timing in Child Development Relating to Academic Achievement and Literacy, HighScope Education Research Foundation, Kuhlman and Schweinhart, 1999</i>) Literacy Through Dance program goals include:</p> <ul data-bbox="99 1304 1490 1434" style="list-style-type: none"> • Improving reading for information and research skills using non-fiction texts; • Improving the academic and artistic performance of students, engaging students in project-based learning activities; and • Improving students’ culturally competent behavior, including the ability to understand and appreciate each other’s different ethnic, racial and cultural backgrounds, using dance as a means of communicating cultural norms and values. <p data-bbox="99 1465 1490 1654">Students will meet face to face at least six times throughout the school year and create a visual presentation chronicling their acquisition of knowledge and program experiences. Students will read non-fiction texts, maintain a research journal, create artwork representing each culture studied, and participate in presentations by professional dancers who represent ethnic traditions to learn more about world cultures. In addition, students will be taught the respective dances of the cultures they are researching and perform the dances for the program’s learning community. Lessons will engage both mind and body. As a result of participating in The Literacy Through Dance, students will:</p> <ul data-bbox="99 1661 1490 1791" style="list-style-type: none"> • Improve reading for information, research and presentation skills. • Increase understanding of world cultures. • Participate as collaborative learning partners and team members. • Enhance ability to express themselves kinesthetically, orally and in writing. <p data-bbox="99 1822 1490 1873">Students will present their research findings and perform for the Literacy Through Dance learning community at a culminating folk dance celebration.</p>		

12-245-27	Writing Buddies	Award: \$113,977
Applicant	LEARN	
Participating School District	Cromwell, Hartford, Middletown, Wethersfield	
Days of Week and Hours of Operation	Monday-Friday, 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	Grades 3 - 4	
Summer/Academic Year Program	Academic Year	
Total Number of Students	300	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p><i>Writing is a complex process that allows students to explore ideas and make them visible and concrete; writing is thinking on paper.</i></p> <p>Writing Buddies reduces isolation amongst students in Connecticut using narrative writing and common experiences as its foundation. Writing Buddies brings 300 students together from Hartford, Middletown, Wethersfield, and Cromwell to write and learn. These twelve classes from four districts, grades 3, and 4 meet eight times (with additional Saturday opportunities available), to develop new writing skills and improve those they have already mastered. The objectives of this program are aligned with the CMT- direct writing assessment and editing and revision strands, the Connecticut Frameworks in Language Arts and Common Core of Learning.</p> <p>Bob Marzano identifies building background as a critical strategy for our students' academic success (2009). Embracing a constructivist approach that respects student differences, Writing Buddies develops a common and broader base of background knowledge and experience upon which the students may draw. To gain important background knowledge and expand vocabulary, two components that improve writing, this program provides learning opportunities for students in and out of the classroom. Students visit educational sites, work with educational presenters, write with interdistrict partners and share ideas in face-to-face meetings, and through letters and emails.</p> <p>This program provides a process-writing program--time, experience, literature, structure, and audience (Manzo & Manzo, 1997). Our students write collaboratively and individually. Every 26 days, the program teacher provides each classroom with writing instruction. Lessons provide direct instruction on elaboration and word choice, sequencing, organization, fluency, and expanding the main event. Modeling writing, the teachers engage in think-aloud, builds vocabulary, and background knowledge from which the students develop their ideas.</p> <p>Reading leads to better writing. The students analyze author's craft to improve writing skills, creativity and imagination. Partnered students read multicultural literature and write in a variety of genre, often using multicultural books as a springboard. Reading literature that is rich in language enables students to expand vocabulary and improve skills in sequencing, characterization, point of view, sentence structure, elaboration, and dialogue in writing.</p> <p>Students practice techniques necessary for positive, productive conferencing with interdistrict partners. They learn why feedback must be corrective, accurate, timely and useful (Brookhart, 2008). Explicit instruction in revising and editing, aligned with the CMT, leads to improved skills. Students develop listening skills collaborating with partners, a published author, storyteller and poets provided by the program. A diverse group of staff serves as positive role models for students.</p> <p>Friendships develop as the interdistrict partners share ideas in respectful ways. Conflict resolution skills emerge as students understand and appreciate the perspectives of others as they work toward common goals. They gain experience in problem solving and learn valuable life lessons in friendship, diversity and cooperation.</p> <p>The 300 students publish and receive a <i>Writing Buddies Anthology</i> of student writing. An Author night will be held that will showcase the student's writing and put in on public display for the community at large.</p>		

12-245-28	Time Travelers	Award: \$62,159
Applicant	LEARN	
Participating School District	Hartford, New London, Norwich, Waterford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 3 - 5	
Summer/Academic Year Program	Academic Year	
Total Number of Students	165	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p><i>Can humans travel through time? Of course they can, and <u>Time Travelers</u> will prove it.</i></p> <p>TIME TRAVELERS - More than 165 children from eight classrooms of 3rd, 4th and 5th graders across urban and suburban districts will begin their journey by traveling through American History. Time Travelers begin with Native Americans and Early American settlers, covering the Colonial period, the Revolutionary period, westward expansion, and the industrial revolution. Time Travelers enhance their knowledge of the 20th century by bridging the generation gap that exists in today's families.</p> <p>Students' trek through time as they enhance their language arts skills by reading fiction and non-fiction, writing expository and narrative pieces, and visiting cultural and historical sites across Connecticut. According to Bob Marzano (2009), these experiences will expand children's background knowledge increasing academic achievement.</p> <p>Early exposure to diversity and other cultures has a lasting positive influence on reducing racism as proven by conclusive research by the Anti-Defamation League, the United Nations and Head Start. <u>Time Travelers</u> offers young learners opportunities to broaden their views about people who are not just like themselves.</p> <p>Students from three diverse school districts –Norwich, New London, Hartford and Waterford will meet six times throughout the school year to share their work, to explore each other's communities, and to celebrate both their community's similarities and differences. Through the variety of enriching field trips and the opportunity to partner with another school, children will build positive and meaningful relationships, learn respect for other generations and cultures, and form friendships with children who would not typically meet. Throughout the year, when not meeting face-to-face, students will communicate with their buddies via letters to foster writing skills and to encourage friendships.</p> <p>Program goals of <u>Time Travelers</u> are to increase academic achievement and reduce racial, ethnic and economic isolation by:</p> <ol style="list-style-type: none"> 1 Increase verbal and written communication skills; 2 Provide opportunities to use the writing process and to increase writing skills as measured by the CMTs; 3 Promoting interactive learning using hands-on materials, and differentiated teaching strategies to reach all learners; 4 Provide cultural/learning opportunities to expand students' background appreciation and knowledge of immigration, Connecticut's natural and cultural history, cultures of a different place and time, and each other's communities; and 5 Provide oral stories, tales, songs, poetry, letters, journals, and diaries about leaving one place, culture or time and traveling to and embracing another. <p>Students in <u>Time Travelers</u> do not need a time machine....they travel through their imagination!</p>		

12-245-29	Authors & Amigos	Award: \$54,245
Applicant	LEARN	
Participating School District	Groton, LEARN, New London, Norwich, Waterford	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. - 4:30 p.m., weekends and evenings as scheduled	
Age Ranges of Students	7 - 9	
Summer/Academic Year Program	Academic Year	
Total Number of Students	175 each year	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p data-bbox="253 779 1430 869"><i>“The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together.”</i></p> <p data-bbox="1016 873 1516 905">~ Eric Hoffer (American Writer, 1902-1983)</p> <p data-bbox="144 934 1511 1121"><i>Authors and Amigos</i> creates a learning society among 5 districts in southeastern Connecticut. The program offers a place where 175 students in Grades 2 and 3 are challenged to read, write, and think critically within the framework of language arts. Families will be involved in the learning society – grandparents, parents and children will share books, cultural traditions, and experiences. <i>Authors and Amigos</i> exposes students to people who may be different from themselves and to new settings that many students may not be able to have unless they participate. One hundred seventy five students from 5 diverse districts, with diversity of 41% are expected to participate.</p> <p data-bbox="144 1155 1484 1245">In an effort to reduce racial, ethnic and economic isolation, <i>Authors and Amigos</i> partners classrooms in urban, suburban and rural areas, offering the chance for diverse children to get to know each other in meaningful relationships over the course of an academic year.</p> <p data-bbox="144 1278 1516 1465"><i>Authors and Amigos</i> introduces students to at least eight different literary genres, selected from fiction (folk tales, fairy tales, legends, fables, tall tales, pour quoi tales, picture books) and non-fiction (personal narrative, poetry, biography and informational literature)—all multicultural in nature. (CT State Framework) Instruction will include sharing the text and a classroom reading extension activity that is writing-based. Students will meet on a face-to-face basis with peers in a diverse grouping 5 times. <i>Authors and Amigos</i> will provide resources for these activities, including transportation for partner visits and field visits, high-quality multicultural literature books, and all supplies.</p> <p data-bbox="144 1499 1516 1717">The <i>Authors and Amigos</i> Program Teacher will teach 6 days in each participating classroom, at 1.25 hours each time, for a total of 7.5 hours, providing high quality instruction to children and modeling the use of the instructional strategies for the participating classroom teachers. The program teacher will provide explicit instruction in: clarifying, comparing and contrasting, connection to prior knowledge, inferring, predicting, questioning, identifying relationships, summarizing and visualizing. (CT State Framework, CMT connections) Classroom teachers will meet to plan and align program activities and curriculum at least two times during the school year. Additionally, children will spend roughly 10 hours in extension activities and writing to their partners, for a program impact of over 30 hours.</p> <p data-bbox="144 1751 1516 1871"><i>Authors and Amigos</i> students engage in team building activities that will impact their beliefs providing a venue for developing communication and problem solving skills and assist them both in the classroom and beyond. This partnership will place students from diverse backgrounds both ethnically and economically together to learn and work truly creating learning societies within schools.</p>		

12-245-30	Moonlight Mythology	Award: \$49,622
Applicant	LEARN	
Participating School District	Galesferry, Ledyard, Middletown	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. to 4:30 p.m.	
Age Ranges of Students	9 – 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	140	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p>Moonlight Mythology, first introduced in 2003, provides a unique opportunity for six classes of middle school students in Ledyard (suburban-rural), Middletown and New London (urban) to challenge regional socioeconomic and cultural barriers. Partnered classes of 4th and 5th grades, engage in a variety of academic and social activities that increase cultural competence, by providing students with opportunities to discuss and reflect on diversity in their schools and communities.</p> <p>Moonlight Mythology addresses academic objectives in science, social studies, literacy, and technology. Exchange visits to partner schools highlight the portable StarLab planetarium where students “observe” the night sky and identify common star constellations. Traditional stories from several countries are shared emphasizing how local cultural experiences can produce different interpretations of the same constellation. Activities allow students to expand learning by asking questions, researching and discussing the cultures introduced in the planetarium. Project-based cooperative lessons and activities help improve literacy, history, and science skills by engaging students in myth-writing, the study of cultures while researching stars and constellations. A variety of technological tools are used that require team-work and cooperative skills, and enhance student learning and communication between partner meetings. These are extended with educational visits to the Mystic Seaport, Children’s Museum and Planetarium, and Science Center in Hartford, CT.</p> <p>Culturally relevant activities will also be provided by Moonlight Mythology, where students will practice appropriate communication skills to develop respectful relationships with partners throughout the year. Using character and team building activities adapted from Barbara Lewis’ book, What Do You Stand For? participants challenge local and regional stereotypes that isolate populations within and between these school districts.</p> <p>Students and teachers are provided with journals and write reflectively about their experiences throughout the program simultaneously, improving literacy skills and internalizing understanding of their experiences in a diverse community. Both districts have implemented Positive Behavior Support (PBS) expectations in their schools. The program provides participating students an opportunity to expand their practice of positive social behavior skills “outside school walls” as guests in other schools and in public areas.</p>		

12-245-31	Number Kids	Award: \$47,560
Applicant	LEARN	
Participating School District	Essex, Middletown, Old Saybrook	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 4:00 p.m.	
Age Ranges of Students	7 - 8	
Summer/Academic Year Program	Academic Year	
Total Number of Students	120	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	ltompson@learn.k12.ct.us	
<p>Math is a part of our everyday lives; we use it in so many ways; it is critical that our students have a strong understanding of all mathematical concepts. All children must understand numbers, spatial relationships, relationships between numbers, mathematical operations and computation and how to solve problems using these concepts. Number Kids focuses on the math skills as defined by the NCTM Focal Points and the Common Core State Standards. The mathematics community realizes the role that math plays in our diverse society and the contributions of different cultures to mathematics (NCTM, 1989, Joseph, 1993, D’Ambrosio, 1985). Using a rich assortment of literature and picture books, narrative writing, fun math projects, and cooperative grouping, students from diverse districts are brought together to learn and communicate while increasing their math skills. Working with others and sharing school resources reduces the isolation between students in SE Connecticut.</p> <p>Number Kids pairs six 2nd grade classrooms from urban and rural central and shoreline Connecticut. It brings 120 students together across town and district borders to explore mathematics through literature, projects and games as well as to develop skills, conquer fears and bias and celebrate the newfound strength of diversity. Student partners from the diverse school districts meet 6 times in one another’s classrooms and other settings to explore and develop greater understanding of math. Additional meeting times and opportunities are made available as requested by the participating classroom teachers. Integrating literature, hands-on activities, and real life math, everyday math problems, the students will receive an academically intensive experience.</p> <p>Parents are strongly encouraged to participate in the Number Kids program activities. Using the literature of different cultures, adult-child pairs solve math problems, parents learn how to ask questions related to the story; parents learn several of the problem solving strategies we teach our children: guess and check, make a chart or table, or draw a picture (Strutchens, NCTM, 2002). Extension activities are sent home to parents after each program so that the students have additional opportunities to master new concepts.</p> <p>Research suggests that by exposing children to a variety of learning experiences, including working with patterns, sorting, classifying, playing number games and exploring geometric shapes (Polino, 2001), students will begin to visualize themselves as doers, not observers. Student partnerships created the opportunity for students to work and learn together as they nurture friendships. Using picture books as a springboard to perform math activities developed by the program teacher will provide common learning experiences. Math projects, games and activities were drawn from the student’s world--school, home, neighborhoods or town. Real life math problems (supermarket math and graphing information about the individual students, classrooms or schools) provided rich concrete examples of math application and analysis.</p> <p>Number Kids students engage in team building activities that impact their beliefs, thus providing a venue for developing communication and problem solving skills, and assist them both in the classroom and beyond. This partnership places students from diverse backgrounds, both ethnically, economically, together to explore, learn, and succeed.</p>		

12-245-32	Science Explorers	Award: \$49,502
Applicant	LEARN	
Participating School District	Cromwell, Hartford	
Days of Week and Hours of Operation	Monday - Friday; 8:00 a.m. - 4:00 p.m.	
Age Ranges of Students	9 - 11	
Summer/Academic Year Program	Academic Year	
Total Number of Students	120	
Contact Person	Lynmarie Thompson	
Telephone	860-434-4800	
Fax	860-434-4899	
E-mail Address	lthompson@learn.k12.ct.us	
<p style="text-align: center;">Science Explorers</p> <p style="text-align: center;">What does my eye have in common with a camera?</p> <p style="text-align: center;">Why does that trumpet sound like that?</p> <p style="text-align: center;">What causes night and day? Why does the moon look like that?</p> <p style="text-align: center;">How do I know that ice is cold, or that an apple tastes good? How are sound and light forms of energy?</p> <p style="text-align: center;">These are just some of the questions that the fifth graders in the <i>Science Explorers</i> program will have a chance to answer through hands-on investigation and experimentation.</p> <p><i>Science Explorers</i> will bring 120 fifth-grade scientists together to learn and explore across district lines. Six classes from diverse districts of Hartford and Cromwell will work together as partners for the 2011-12 school year of science investigations. These classes will meet in each other's classrooms and at off-site locations, such as museums, or nature centers, to explore (1) sound and light as forms of energy, (2) the senses and their connection to survival, (3) the phases of the moon and how Earth plays a starring role and (4) our eyes and the connection to other things we use to see.</p> <p>Students will design and conduct simple hands-on investigations to explore and analyze each of these topics. Through cooperative group work students will use scientific procedure while incorporating fundamental reasoning and creative, divergent investigation and analysis to discover and gain insights into the wonders of science. Through <i>Science Explorers</i> these fifth graders will have the opportunity to work with science specialists from the Connecticut Science Center. They will visit a planetarium and the Bushy Hill Nature Center. Experts in sound and light will make presentations to the partnered classes. Science will be much more than just something they read in a book.</p> <p>The partnerships of the diverse school districts will encourage new friendships that cross-racial, ethnic and economic barriers. These teams of young scientists will be working together in small groups that will encourage sharing responsibility, active group participation, high quality interactions and support of team members' contributions. Through scientific questioning of our constantly changing world, these students will see how science is an integral part of our daily lives.</p> <p style="text-align: center;"><i>"If we lived on a planet where nothing ever changed, there would be little to do. There would be nothing to figure out. There would be no impetus for science. And if we lived in an unpredictable world, where things changed in random or very complex ways, we would not be able to figure things out. But we live in an in-between universe, where things change, but according to patterns, rules, or as we call them, laws of nature. If I throw a stick up in the air, it always falls down. If the sun sets in the west, it always rises again the next morning in the east. And so it becomes possible to figure things out. We can do science, and with it we can improve our lives." - Carl Sagan, Cosmos</i></p>		

12-246-01	Summer Marine Studies Program	Award: \$80,137
Applicant	Interdistrict Committee for Project Oceanology	
Participating School District	Bozrah, Colchester, East Lyme, Franklin, Groton, Hartford, Lebanon, Ledyard, Lisbon, Montville, New London, North Stonington, Norwich, Preston Salem, Sprague, Stonington, Waterford, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:30 p.m.	
Age Ranges of Students	12 - 17	
Summer/Academic Year Program	Summer	
Total Number of Students	84	
Contact Person	Thaxter Tewksbury	
Telephone	860-445-9007	
Fax	860-449-8008	
E-mail Address	ttewks@aol.com	
<p>The Summer Marine Studies Program (SMSP) brings 84 urban and suburban/rural students in grades 7 through 12 together to take part in hands-on, inquiry-based marine science research. The SMSP is a renewal of a highly successful proposal previously funded in 2005-2011. The SMSP provides the framework to introduce students to scientific inquiry while they are learning about the diversity of students from other districts.</p> <p>Students from 18 school districts will be grouped in small research teams for field and laboratory activities. Student teams will board Project Oceanology’s small boats and use sophisticated oceanographic technology to collect, examine and record marine life as well as analyze water conditions in coastal marine environments. Students will also participate in an overnight research expedition to Long Island. Working in the same cooperative teams they delineate questions for investigation, collect data, perform lab tests, analyze results using computers and discuss and critique their findings. In addition, student teams produce a written scientific report of their findings and they will present their scientific conclusions to their parents and extended families. The experiences of writing a scientific paper and public presentation of findings are strengths of this program, as it corresponds directly with the skill set necessary of a research scientist.</p> <p>While students explore their shared watershed, they learn that the whole picture can only be seen by integrating information collected by different groups. For each activity students from different towns and cultures work together, sharing new experiences inherent in a first encounter with the marine environment. As students go about their explorations, they learn that tolerance, understanding and cooperation are necessary if the group is to be successful.</p>		

12-246-02	Ocean Explorer Academy	Award: \$70,849
Applicant	Interdistrict Committee for Project Oceanology	
Participating School District	Bozrah, Colchester, East Lyme, Franklin, Groton, Lebanon, Ledyard, Lisbon, Montville, New London, North Stonington, Norwich, Preston, Salem, Sprague, Stonington, Waterford, Windham	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 3:30 p.m.	
Age Ranges of Students	9 - 12	
Summer/Academic Year Program	Summer	
Total Number of Students	75	
Contact Person	Thaxter Tewksbury	
Telephone	860-445-9007	
Fax	860-449-8008	
E-mail Address	ttewks@aol.com	
<p>The Ocean Explorer Academy brings 75 urban and suburban/rural students in grades 4 through 6 together to take part in hands-on, inquiry-based marine science research. The Ocean Explorer Academy provides the framework to introduce students to scientific inquiry while they are learning about the diversity of students from other districts.</p> <p>Students from 18 school districts will be grouped in small research teams for field and laboratory activities. Student teams will board Project Oceanology’s small boats and use sophisticated oceanographic technology to collect, examine and record marine life as well as analyze water conditions in coastal marine environments. Sophisticated oceanographic technology will be utilized by students in their pursuit of understanding the nature of marine environments. Students will participate in daily workshops to enhance their communication and team-building skills.</p> <p>While students explore their shared watershed, they learn that the whole picture can only be seen by integrating information collected by different groups. For each activity students from different towns and cultures work together, sharing new experiences inherent in a first encounter with the marine environment. As students go about their explorations, they learn that tolerance, understanding and cooperation are necessary if the group is to be successful.</p>		

12-246-03	Connecticut River Connections	Award: \$153,665
Applicant	Interdistrict Committee for Project Oceanology	
Participating School District	Berlin, Glastonbury, Hartford, Manchester, Middletown, Region 8, Westbrook	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 1:30 p.m.	
Age Ranges of Students	12 - 15	
Summer/Academic Year Program	Academic Year	
Total Number of Students	400	
Contact Person	Thaxter Tewksbury	
Telephone	860-445-9007	
Fax	860-449-8008	
E-mail Address	ttewks@aol.com	
<p>Connecticut River Connections links 400 6th through 8th grade students for the study of marine and aquatic ecosystems of the Connecticut River. This valuable and shared natural resource provides the framework to introduce students to scientific inquiry while they are learning about the diversity of students from other districts. Connecticut River Connections, previously funded from 2003-2011, is a highly successful program that is in demand by both teachers and students from participating districts.</p> <p>Students from urban districts (Hartford, Manchester, Middletown) and a nearby suburban/rural district (Berlin, Glastonbury, Region 8, Westbrook), will be grouped together in small research teams (4-6 students) for classroom, laboratory, and field activities. Sophisticated oceanographic technology will be utilized by the students in their pursuit of understanding the nature of aquatic and marine environments. Student teams will board Project Oceanology's research vessel and visit Haddam Meadows State Park to collect, examine and record marine life as well as measure water conditions in the Connecticut River. In order to foster a better understanding of diversity, students will visit each other's schools to conduct further analysis of data and perform additional inquiry-based lab activities.</p> <p>Parents of participating students will have an opportunity to observe the work that students accomplished during the program with a culminating Connecticut River Connections Open House. Students will demonstrate scientific principles and skills learned during the course of the program while parents will be able to ask questions about their experiences and the environment.</p> <p>During Connecticut River Connections, students from different towns and different cultures work together, sharing new experiences inherent in a first encounter with the marine environment. As students go about their explorations, they will learn that tolerance, understanding and cooperation are necessary if the group is to successfully complete its task.</p>		

12-246-04	Saturday Ocean Science Academy	Award: \$59,299
Applicant	Interdistrict Committee for Project Oceanology	
Participating School District	Berlin, Bloomfield, Cromwell, East Hartford, Farmington, Glastonbury, Hartford, Manchester, Middletown, New Britain, West Hartford, Wethersfield	
Days of Week and Hours of Operation	Saturday, 9:00 a.m. – 3:00 p.m.	
Age Ranges of Students	9 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	30	
Contact Person	Thaxter Tewksbury	
Telephone	860-445-9007	
Fax	860-449-8008	
E-mail Address	ttewks@aol.com	
<p>The Saturday Ocean Science Academy (SOSA) links 30 4th through 6th grade students for the study of marine and aquatic ecosystems of the Connecticut River and Long Island Sound, integrating concepts of both natural and social history into their learning. This valuable and shared natural resource provides the framework to introduce students to scientific inquiry while they are learning about the diversity of students from other districts. Students from different towns and cultures will work together, sharing new experiences inherent in a first encounter with the marine environment.</p> <p>Students from urban districts will be grouped with students from suburban/rural districts in small research teams (2-3 students) to delineate questions for investigation, collect data, perform lab tests, analyze results using computers and discuss and critique their findings. Sophisticated oceanographic technology will be utilized by students in their pursuit of understanding the nature of marine environments. Student teams will board Project Oceanology's research vessel to collect, examine and record marine life as well as analyze water conditions in Long Island Sound and along the Connecticut River. In addition, students will visit other relevant institutions (i.e. The Connecticut River Museum) to provide a cultural/historical perspective on the Connecticut River Valley.</p> <p>Students will participate in daily workshops to enhance their communication and team-building skills. During these sessions, students examine aspects of multiculturalism and diversity and learn that tolerance, understanding and cooperation are necessary if the group is to be successful.</p>		

12-246-05	Marine Science Elementary Program	Award: \$137,265
Applicant	Interdistrict Committee for Project Oceanology	
Participating School District	East Lyme, Groton, Montville, New London, Norwich, Waterford	
Days of Week and Hours of Operation	Monday – Friday, 10:00 a.m. – 2:00 p.m.	
Age Ranges of Students	9 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	400	
Contact Person	Thaxter Tewksbury	
Telephone	860-445-9007	
Fax	860-449-8008	
E-mail Address	ttewks@aol.com	
<p>The Marine Science Elementary Program links 400 4th and 5th grade students to study marine ecosystems of the Thames River and Long Island Sound and provides the framework to introduce students to scientific inquiry while they learn about the diversity of students from other districts. The Thames River is a valuable natural resource that borders every school district involved in this program. This program, previously funded from 2005-2011, is highly successful in introducing science skills and concepts at the elementary level.</p> <p>Students from two school districts, New London or Norwich, and a nearby suburban/rural district, will be grouped together in small research teams (4-6 students) for classroom, laboratory, and field activities. Sophisticated oceanographic technology will be utilized by the students in their pursuit of understanding the nature of marine environments. Student teams will board Project Oceanology's research vessel to collect, examine and record marine life and analyze water conditions in the Thames River and at Bluff Point Coastal Reserve. Students will visit each others' schools to set up marine aquaria, conduct further analysis of data and perform additional inquiry-based lab activities.</p> <p>Parents of participating students will have an opportunity to observe the work that students accomplished during the program with a culminating Marine Science Elementary Program Open House. Students will demonstrate scientific principles and skills learned during the course of the program while parents will be able to ask questions about their experiences and the environment.</p> <p>While students explore their shared watershed, they learn that the whole picture can only be seen by integrating information collected by different groups. For each activity, students from different towns and different cultures work together, sharing new experiences inherent in a first encounter with the marine environment. As students go about their explorations, they learn that tolerance, understanding and cooperation are necessary if the group is to be successful.</p>		

12-246-06	Coastal Connecticut Connections	Award: \$137,382
Applicant	Interdistrict Committee for Project Oceanology	
Participating School District	Branford, Bridgeport, East Lyme, Guilford, Hartford, New Haven	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 1:30 p.m.	
Age Ranges of Students	14 - 18	
Summer/Academic Year Program	Academic Year	
Total Number of Students	250	
Contact Person	Thaxter Tewksbury	
Telephone	860-445-9007	
Fax	860-449-8008	
E-mail Address	ttewks@aol.com	
<p>Coastal Connecticut Connections links 250 9th through 12th grade students for the study of the coastal marine ecosystems of Long Island Sound. This valuable and shared natural resource provides the framework to introduce students to scientific inquiry while they are learning about the diversity of students from other districts.</p> <p>Students from urban districts (Bridgeport, Hartford, New Haven) and a suburban/rural district (East Lyme, Guilford, Branford), will be grouped together in small research teams (4-6 students) for classroom, laboratory, and field activities. Sophisticated oceanographic technology will be utilized by the students in their pursuit of understanding the nature of coastal marine environments. Student teams will board Project Oceanology's research vessel to collect, examine and record marine life as well as measure water conditions in Long Island Sound. In order to foster a better understanding of diversity, students will visit each others' schools to conduct further analysis of data and perform additional inquiry-based lab activities.</p> <p>Students in Coastal Connecticut Connections will compare and contrast the biotic and abiotic characteristics (i.e. the overall health) for the four major river systems that empty into Long Island Sound. These systems include the Thames River (between New London and Groton); the Connecticut River (between Old Saybrook and Old Lyme); the Quinnipiac River (between East Haven and New Haven) and the Housatonic River (between Stratford and Milford).</p> <p>During Coastal Connecticut Connections, students from different towns and different cultures work together, sharing new experiences inherent in a first encounter with the marine environment. As students go about their explorations, they will learn that tolerance, understanding and cooperation are necessary if the group is to successfully complete its task.</p>		

12-246-07	Ocean Diversity Institute	Award: \$137,280
Applicant	Interdistrict Committee for Project Oceanology	
Participating School District	Statewide	
Days of Week and Hours of Operation	Sunday - Friday	
Age Ranges of Students	14 - 18	
Summer/Academic Year Program	Summer Residential	
Total Number of Students	40	
Contact Person	Thaxter Tewksbury	
Telephone	860-445-9007	
Fax	860-449-8008	
E-mail Address	ttewks@aol.com	
<p>The Ocean Diversity Institute brings 40 8th through 12th grade urban and suburban/rural students together for the study of marine and aquatic ecosystems of Long Island Sound. Two, four-week summer residential sessions will be conducted the Ocean Diversity Institute. Students will reside in Project Oceanology's hostel and dine in the on-site cafeteria. The Ocean Diversity Institute provides the framework to introduce students to scientific inquiry while they are learning about the diversity of students from other districts. Students from different towns and cultures will work together, sharing new experiences inherent in a first encounter with the marine environment. This program will also include opportunities for some students to gain intensive, career-oriented training.</p> <p>The Ocean Diversity Institute is an expansion of a proposal previously funded from 2003-2011. The Ocean Diversity Institute has been highly successful in stimulating student interest in pursuing the sciences at the undergraduate level. In addition, students have often commented on the change in their attitudes/behaviors with others after their participation. Students from urban districts will be grouped with students from suburban/rural districts in small research teams (2-3 students) to delineate questions for investigation, collect data, perform lab tests, analyze results using computers and discuss and critique their findings. Sophisticated oceanographic technology will be utilized by students in their pursuit of understanding the nature of marine environments. In addition, students will visit other relevant institutions (i.e. The Connecticut River Museum and the Pequot Museum) that provide a cultural/historical perspective on the Connecticut River Valley.</p> <p>Student teams will board Project Oceanology's research vessel to collect, examine and record marine life as well as analyze water conditions in coastal marine environments. Working in cooperative teams they will delineate questions or investigation, collect data, perform lab tests, analyze results using computers and discuss and critique their findings. In addition, student teams produce a written scientific report of their findings and they will present their scientific conclusions to their peers, parents and extended families. The experience of writing a scientific paper and public presentation of findings are strengths of this program, as it corresponds directly with the skill set necessary of a research scientist.</p> <p>Students will participate in daily workshops to enhance their communication and team-building skills. During these sessions, students examine aspects of multiculturalism and diversity and learn that tolerance, understanding and cooperation are necessary if the group is to successfully complete its task.</p>		

12-253-01	Creating Community Builders	Award: \$44,000
Applicant	EASTCONN	
Participating School District	Canterbury, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grade 5	
Summer/Academic Year Program	Academic Year	
Total Number of Students	100	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>Creating Community Builders</i> promotes community service as a civic and cultural value, while engaging students in collaborative teams to undertake research about local issues and community needs. Student teams develop a framework for thinking about community challenges, needs, and issues, and undertake a collaborative research project to determine the story behind the local issues – and develop creative solutions. Students undertake and complete local community projects in a team approach, and in the process, develop their basic research, planning, project development, and management skills. Students build their leadership capabilities while they work together to solve meaningful problems. As part of their research, students, working in an interdistrict team format, meet with community representatives (customers) who present specific problems or challenges, and undertake a design project from start to finish. Teams select a text from the current Nutmeg Award nominees, such as <i>The Lemonade War</i>, <i>The Thing About Georgie</i>, <i>Iron Thunder</i>, <i>Attack of the Turtle</i>, and <i>Drita, My Homegirl</i>, to read and analyze. Working collaboratively, student teams develop a framework, based on their reading, to illustrate how cultural, environmental, personal, and social challenges were undertaken and solved by youth. Using this framework as a context for thinking about local issues, students experience the service learning strategy as a model for effective problem solving.</p> <p>A series of experiential workshops based on EASTCONN’s <i>Domains of Diversity</i> Program, a multicultural education curriculum that promotes positive relationships and cultural competence, are integrated with an interdisciplinary academic curriculum that focuses on the development of English Language Arts, Social Studies, Mathematics, and Education Technology skills. These instructional sessions guide students as develop the academic skills and techniques necessary to work as an effective team to complete their projects. Guest presenters provide skill instruction, while also helping students probe the connections between their classroom studies and their research and community projects. Besides face-to-face, team meetings, students communicate with one another through an online platform, where they will correspond through wikis and blogs, posting their reflections, designs, writing, and plans online, and receive input and feedback. In addition, Skype or Bridget technologies will be utilized for class-to-class sessions, between face-to-face meetings.</p> <p>The program addresses specific content standards in the State Department of Education’s Curriculum Frameworks, Common Core of Learning and EASTCONN’s <i>Domains of Diversity</i>. Pre and post assessments will demonstrate the degree to which students meet identified goals and objectives. Results of these assessments will help program staff adjust and refine aspects of the program to address student-learning needs on an ongoing basis.</p> <p>Students will engage in differentiated learning experiences: the content, process and product of which is designed according to their readiness, interest and learning profile to ensure that they will be able to develop and apply the knowledge and skills embedded in all content areas of this grant.</p>		

12-253-02	Minds in Motion	Award: \$55,000
Applicant	EASTCONN	
Participating School District	Brooklyn, , Ellis Technical School, Plainfield, Region 8 (RHAM), Stafford, Vernon, Wethersfield, Windham, Windham Technical School, Woodstock Academy	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 7 - 9	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>What are two of the most promising career fields in the United States?</i> Engineering and engineering technologies! Yet, even as the demand for engineers increases, the number of college degrees in engineering is decreasing. Graduates of two-year postsecondary programs who are trained in emerging technologies are in short supply, as well.</p> <p>Students enrolled in EASTCONN’s <i>Minds in Motion</i> explore new frontiers in science as they gain direct knowledge and practice skills in engineering, technical reading and writing, science, and mathematics. The program introduces 175 students to emerging technological developments in a hands-on/minds-on environment, which celebrates racial, ethnic, and economic diversity. Students in grades 7–9 from northeastern and central Connecticut—Brooklyn, Colchester, Columbia, H.H. Ellis Technical High School, Plainfield, RD 8, Stafford, Vernon, Wethersfield, Windham, Windham Technical School, and Woodstock Academy—learn to appreciate those of different ethnicities, races, and cultures, improve academically, and prepare for employment in our changing global marketplace.</p> <p><i>Minds in Motion</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Minds in Motion</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Students enhance science/scientific inquiry, literacy and team skills in the context of collaboration. Together, investigative units research nanotechnology, photonics/optics, astronomy, and engineering. Diverse guests—professors, engineers, science writers, entrepreneurs, astronomers, and others—conduct collaborative, hands-on workshops. Field-based team experiences bring the workshops to life and consolidate relationships.</p> <p>Many students throughout northeastern Connecticut report feeling isolated, alienated, and unappreciated —different and separate from their peers in other schools and towns. With reduced budgets, students have limited-to-no exposure to enrichment activities that move them out of the classroom, engage them in the real-world application of their skills, or expand their relational network.</p> <p>Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. The Program addresses specific content strands in the State’s science, mathematics, and language arts Curriculum Frameworks; technology education standards; and the Common Core of Learning, as well as specific strands of EASTCONN’s <i>Domains of Diversity</i>.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, photographs, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE mid-year and final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-03	Learning Lands: Stewardship and Conservation in Northeast Connecticut	Award: \$44,000
Applicant	EASTCONN	
Participating School District	Columbia, Mansfield, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 5 - 8	
Summer/Academic Year Program	Academic Year	
Total Number of Students	125	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>Why is the moustached clubtail disappearing from northeastern Connecticut?</i> Students enrolled in <i>Learning Lands</i> will explore this and other concepts as they engage in a sustained exploration of Connecticut’s open spaces, forests, and wetlands.</p> <p><i>Learning Lands</i> fosters academic achievement in a hands-on/minds-on environment which celebrates the racial, ethnic, and economic diversity of students in grades 5--8 from Coventry, Mansfield, and Windham. The program increases student achievement and multi-cultural appreciation, helping students better prepare for academic success and employment in our changing global marketplace.</p> <p><i>Learning Lands</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Learning Lands</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Collaborative teams explore the rich history of local lands, biodiversity, land use/development, invasive species, and environmental science. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in science, language arts, mathematics, visual arts, and technology; • reduces student isolation; • develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study skills; and • promotes student leadership. <p>Students enhance science/scientific inquiry, literacy, social studies, and team skills in the context of collaboration. The program kicks off with a series of team-building activities that promote the development of positive relationships. Students generate annotated text, sketches, charts, and graphs to document their project experience in illustrated, bi-lingual notebooks. They record questions, hypotheses, and changes in conceptual understanding as a function of their real-world investigations. Diverse guests—scientists, researchers, conservationists, writers, and artists—conduct collaborative, hands-on workshops. Field-based team experiences bring the workshops to life and consolidate relationships. When not working in person, students communicate with team peers through wikis, Bridget, and Skype.</p> <p>Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in the Science Curriculum Frameworks, English Language Arts, Mathematics and Technology, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p> <p>This academic-year long program serves 125 students in grades 5--8 from rural and urban-peripheral communities throughout eastern Connecticut.</p>		

12-253-04	The 4 th R: Robotics	Award: \$49,500
Applicant	EASTCONN	
Participating School District	Coventry, Franklin, Stafford, Sterling, Vernon, Voluntown, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 4 - 8	
Summer/Academic Year Program	Academic Year	
Total Number of Students	125	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p>Attend any of the sessions of the <i>The 4th R: Robotics</i> program and you will see a range of exciting activities including exquisitely engineered robots and simple machines at work, while highly animated students discuss how specific design and construction challenges were overcome. Students demonstrate for you how the use of informational texts, blueprints and diagrams helped their teams design and construct solutions to real-world problems. They will readily share their own contributions, as well as that of their teammates, as they demonstrate what their creative, inventive, and problem-solving skills were able to produce in a collaborative learning environment. Central to this program is an understanding of the engineering design model, which students experience and employ in an iterative manner throughout the year – all the while, guided by engineers, science educators, researchers, inventors, and other specialists. Overall, the <i>4th R: Robotics</i> program illustrates the ability of young students to build positive, supportive, and respectful relationships, while working together as diverse engineering teams to tackle “big ideas” and solve complex challenges. The work is rigorous and exciting; the relationships that emerge, strong and powerful.</p> <p>Initially, students participate in EASTCONN’s <i>Domains of Diversity</i> Adventure Program, a multi-cultural education curriculum that promotes effective communication and team-building strategies, fosters positive interpersonal relationships, and builds cultural competence among 150 students from 7 districts in grades 4 – 8. In addition, <i>The 4th R: Robotics</i> program uses a diverse, interdistrict team format so that students can work collaboratively throughout the year. Each team builds a series of products that compete in public events. During the year, teams meet to design their models, outline their production plans, assign and undertake specific tasks, and construct simple machines and powered robots that satisfy specified criteria. As teams work together, students’ complete research and learning logs about their actions, create video and digital representations of their experiences and outcomes, and use online technology (Bridget or Skype) between meetings to share their problems, ideas, and work. Students use a technology platform to conduct research on-line, share their learning on the program’s wiki web site, and maintain reflective journals. Teams will participate in the annual Robotic Challenge that authenticates their achievements and attend an engineering conference.</p> <p>Students will engage in differentiated learning experiences: content, process and product are designed according to students’ readiness, interest and learning profiles to ensure that they learn and apply the knowledge and skills embedded in all content areas (engineering, science, mathematics, technology, and English Language Arts) of this grant.</p> <p>This academic-year long program will serve 150 4th–8th grade students from Coventry, Franklin, Stafford, Sterling, Vernon, Voluntown, and Windham Schools.</p>		

12-253-05	New Images	Award: \$46,750
Applicant	EASTCONN	
Participating School District	Bloomfield, Lebanon, Manchester, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 10 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	125	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	

Part of what is hard about being a teenager is thinking that you are alone in your feelings and that no one understands or appreciates you. *New Images* helps students realize that they have, in fact, powerful stories to tell about the cultural influences that impact them, their peers, families, schools, and communities. *New Images* provides a vehicle for students to explore, through the lens of culture, their inner and outer worlds, while developing personal, powerful stories – and, in the process, realize that they are not alone, and others can understand, empathize, and appreciate them.

New Images brings together voluntarily 125 diverse students, in grades 10 – 12, from seven districts (Bloomfield, Coventry, Manchester, Lebanon, Putnam, Region 11, and Windham) to investigate and use various media literacy-related tools (particularly digital photography and photojournalism) to explore and describe their personal and collective experiences. The program’s overarching goals include reducing isolation among students, building cultural competencies, and deepening their skills and knowledge in selected domains (Language Arts, Math, Visual Arts, and Technology Education Curriculum Frameworks, as well as the Common Core of Learning, and media literacy). Students’ work is exhibited in various community sites. Students also develop personal portfolios demonstrating their peer-reviewed work.

A multi-cultural education curriculum (EASTCONN’s Domains of Diversity), which includes a cultural competence and team-building skills workshop series for developing effective, positive communication skills and promoting positive relationships among students, is integrated throughout the year. Examples of youth photography from around the world, historical photography that has captured America’s cultural history are studied, and students tour various museums, and use such texts as SEEN and HEARD, Click, and The Ten Most Compelling News Images to guide their work and develop their ability to see, view, analyze, and evaluate expressive narratives. Other workshop series, led by program staff and guest presenters, promote students writing, study and learning skills, and creative and practical technical skills in using professional-quality media tools, such as digital cameras, sound and lighting, animation software, and others. Personal learning journals, illustrated and annotated, are maintained throughout the year to document the student’s experience, as well.

A digital photographer and writer-in-residence co-facilitate the program, supported by a technology integration specialist, and guests, who address dimensions of multiculturalism and expressive media. Students use a variety of photographic and technological avenues for studying, capturing, and expressing their perspectives. This exposure to their peers’ work increases their multi-racial and multi-cultural understanding and appreciation, while contributing to a deeper understanding of their individual and collective experiences in a changing world.

Pre and post assessments are used to determine the degree to which students meet specifically identified goals and objectives.

12-253-06	Building Skills, Growing Futures	Award: \$44,000
Applicant	EASTCONN	
Participating School District	Lebanon, Manchester, Region 11, Region 19, Thompson, Windham, Woodstock Academy	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 9 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	100	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>What skills will I need to succeed in a changing workforce and in changing work environments? In Building Skills, Planning Futures, students explore this and other concepts as they engage in a sustained exploration of financial management.</i></p> <p><i>Building Skills, Planning Futures fosters academic achievement in a hands-on/minds-on environment which celebrates the racial, ethnic, and economic diversity of students in grades 9–12 from Lebanon, Manchester, Region 11, Region 19, Thompson, Windham, and Woodstock Academy. The program increases student achievement and multi-cultural appreciation, helping students better prepare for academic success and employment in our changing global marketplace.</i></p> <p><i>Building Skills, Planning Futures brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—Building Skills, Planning Futures and EASTCONN’s Domains of Diversity—increase student skills and competencies. Collaborative teams explore personal financial planning, small business management, budgeting, and tax systems. The curriculum:</i></p> <ul style="list-style-type: none"> • fosters academic achievement in language arts, mathematics, and social science; • reduces student isolation; • develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study skills; and • promotes leadership. <p>Students enhance literacy, mathematics, social studies, and team skills in the context of collaboration. The program kicks off with a series of team-building activities that promote the development of positive relationships. Students generate annotated text, sketches, charts, and graphs to document their project experience in illustrated, bi-lingual notebooks. They record questions, hypotheses, and changes in conceptual understanding as a function of their real-world investigations. Diverse guests—professors, business owners, banking, and accounting professionals—conduct collaborative, hands-on workshops. Field-based team experiences bring the workshops to life and consolidate relationships. When not working in person, students communicate with team peers through wikis, Bridget, and Skype.</p> <p>Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in the English Language Arts, Mathematics and Technology, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-07	Forensics 101	Award: \$44,000
Applicant	EASTCONN	
Participating School District	Colchester, Plainfield, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 9 - 10	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>What is “computer forensics”?</i> Students enrolled in <i>Forensics 101</i> investigate this, plus other concepts, as they gain direct knowledge and practice skills used in specific disciplines as they learn about the preparation and training necessary for careers in forensics.</p> <p><i>Forensics 101</i> fosters academic achievement in a hands-on/minds-on environment, which celebrates the racial, ethnic, and economic diversity of students in grades 9—10 from high schools throughout central and eastern Connecticut: A.I. Prince Technical High School, H.H. Ellis Technical High School, Norwich Free Academy, Plainfield, and Windham. The program increases student achievement and multi-cultural appreciation, helping students better prepare for academic success and employment in our changing global marketplace.</p> <p><i>Forensics 101</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Forensics 101</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Together, collaborative investigative units explore genetics, chemistry, anatomy, statistics, and psychology. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in science, mathematics, language arts, and technology; • reduces student isolation; • develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study skills; and • promotes leadership. <p>Students enhance science/scientific inquiry, literacy, mathematics, and team skills in the context of collaboration. The program kicks off with a series of team-building activities that promote the development of positive relationships. Students generate annotated text, sketches, charts, and graphs to document their project experience in illustrated, bi-lingual notebooks. They record questions, hypotheses, and changes in conceptual understanding as a function of their real-world investigations. Diverse guests—professors, scientists, criminologists, psychologists, writers, and others—conduct collaborative, hands-on workshops. Field-based team experiences bring the workshops to life and consolidate relationships.</p> <p>Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. The Program addresses specific content strands in the State’s science, mathematics, and language arts Curriculum Frameworks; Career Awareness and Education; and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, photographs, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE mid-year and final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-08	Mosaic	Award: \$49,500
Applicant	EASTCONN	
Participating School District	A.I. Prince Tech, Coventry, Harvard H. Ellis Technical School, Manchester, Norwich Technical School, Windham, Windham Technical School	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 9 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p>For youth, participating in activities that promote greater personal understanding is critical in helping them actualize their potential as community leaders and meaningful contributors to the democratic process. Communication, literacy, and leadership skills are important ingredients of an active citizenship. Having knowledge, skill, practice, and confidence in one’s written, spoken, and visual forms of literacy is also essential to the empowerment of an individual. The <i>Mosaic</i> program helps fill a need for creative approaches to literary arts education and literacy development by providing youth with a sustained process for personal growth and transformation, while enriching their educational and leadership skills, and improving their cultural competence. By helping students make connections between written, spoken, and visual language; youth development; and civic engagement, <i>Mosaic</i> fosters an active exploration of biases, prejudices, stereotyping, bullying, and other harmful attitudes and behaviors. Students learn strategies that build toward a more inclusive and active engagement in their classrooms, schools, and communities.</p> <p>In <i>Mosaic</i>, students participate in a community of diversity leaders, that includes both in-person and online sessions, as they build their cultural competence through direct instruction, guided practice, and personal exploration. Working as members of collaborative teams, students improve their leadership skills by developing and conducting diversity-focused learning activities for a younger audience. For their presentations on diversity, students explore the <i>Looking Glass Theater</i> model, as well as animated, visual representations, as teaching tools suitable for a young audience. In addition, they meet with community representatives in identifying and researching community challenges that they address using the service learning strategy. This unique diversity leadership training program helps students learn to teach, model, and facilitate activities for their peers – skills that transfer to their classrooms, schools, and communities.</p> <p><i>Mosaic</i> has refined its “<i>Diversity as a Value</i>” curriculum over several years. Specific experiential exercises are shown to be very effective in promoting new ways of building cultural competence among students that will serve them well now and in the world of work they will enter. <i>Mosaic</i> focuses on improving specifically identified content strands of the State’s English Language Arts, Social Studies, and Technology Education Curriculum Frameworks; the Common Core of Learning; and EASTCONN’s <i>Domains of Diversity Adventure Program</i>, based on a multi-cultural education curriculum. Pre and post assessments will be used to determine the degree to which students meet specifically identified goals and objectives. Students will engage in differentiated learning experiences: the content, process, and product of which will reflect their readiness, interests, and learning profile, and ensure that they are able to apply the knowledge and skills embedded in all content areas of this grant.</p> <p>This academic-year long program will serve 200 students, from diverse backgrounds, in grades 9 – 12, from Coventry, Hartford, Killingly, Manchester, Regional 11, and Windham Public School Districts.</p>		

12-253-09	Skills for Success	Award: \$44,000
Applicant	EASTCONN	
Participating School District	EASTCONN Northeast Regional Program, Griswold, Killingly, Lisbon, Region 19, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 8 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	100	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p>Business and college administrators, interviewing applicants, often want to know if the individual possesses the necessary educational skills and technological sophistication needed to be successful; and whether or not s/he possesses the personal and interpersonal skills and habits necessary to succeed in an increasingly pluralistic society and diversity-rich workplace?</p> <p><i>Skills for Success</i> prepares students to meet these expectations by strengthening their academic skills in identified content strands and developing their cultural competencies. The program brings together 100 students with diverse backgrounds in alternative programs in grades 9 – 11, from the Northeast Regional Academy, Griswold, Killingly, Lisbon, Region 19, and Windham districts, for a series of experiential workshops. The workshop series integrates two curricula – one, a multi-cultural education component that fosters positive relationships and team-building skills, using experiential team challenges that require trust, respect, various creative problem-solving strategies, and the contributions of all team members to succeed. The second, academic component strengthens skills in the English Language Arts and Learning Resources and Information Technology domains using career awareness and readiness as a framework. Through an extensive series of field experiences, students investigate various career pathways by visiting sites, conducting interviews, and using learning resources and information technologies for research purposes. Students conduct various interviews to build their understanding of the skills, habits, behaviors, training and preparation needed for entrance and success in specific fields. Job shadowing opportunities with adult mentors, college campus tours, and on-site orientations to community employment and career resources are also featured.</p> <p>Career awareness exploration and academic skills development, including understanding action and project planning strategies, goal and timeline setting practices, learning to reduce projects to manageable tasks, assign responsibilities, and hold teammates accountable, represent some aspects of the learning program. Working in diverse, interdistrict teams, students undertake a sustained investigation into selected career paths and publicly report their findings, based on data obtained from multiple sources, and analyzed using appropriate methods. Students also prepare personal career plans and digital portfolios; create new style resumes; and improve their study and test-taking skills. Between workshop sessions and field experiences, students maintain their relationships and continue to collaborate using selected online technologies.</p> <p>Iterative opportunities for explicit instruction, modeling, coaching, deliberate practice, constructive feedback, skill refinement, and customized support – all beneficial to the at-risk student – are provided throughout the program.</p> <p>Specific content standards in the English Language Arts, Learning Resources and Information Technology, and the Common Core of Learning, and EASTCONN’s Domains of Diversity are addressed in this project. Pre and post assessments determine the degree to which students meet identified goals and objectives.</p>		

12-253-10	Waves of History	Award: \$49,500
Applicant	EASTCONN	
Participating School District	Coventry, Hartford, Plainfield, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 9 - 10	
Summer/Academic Year Program	Academic Year	
Total Number of Students	175	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p>Through <i>Waves of History</i>, students explore the stories of immigrants as they moved to eastern CT through an intensive study using primary and secondary source documents. Students participate in diverse interdistrict teams to collaboratively research and produce an anthology describing the immigrant experience. Students also develop a character to portray, conduct research, and produce a script that illustrates an individual immigrant’s experience in our region. Teams work together in writing workshops, led by writers and poets, historians, and performers, and conduct research through readings, interviews, and various historical resources, that they will distill into a finely crafted performance. A writer-in-residence facilitates the process-writing activities to help teams write together and refine their skills.</p> <p><i>Waves of History</i> focuses on a history of cultural change, reflecting the many different voices, cultural heritages, and experiences of the waves of immigrants who found their way to our region. This program works with local writers and historians in selecting literature and original source documents (journals, diaries, letters, newspaper articles and editorials, town meeting reports, etc.) to help describe the immigrant experience. Realizing the experiences of French-Canadian, Hispanic/Latino, African-American, and Puerto Rican families, for instance, helps students realize the impact of diverse cultures and traditions on local American life, such as the role of child labor laws in making regional work environments safe for all. The voices of young and old, as told through oral stories, songs, poems, letters, and diaries, all talk about change – about leaving one home and embracing another. The vibrancy of these experiences underscores our common heritage.</p> <p><i>Waves of History</i> is a sustained, experiential learning opportunity, bringing students together in deeper study of those who experienced tremendous change – culturally, geographically, personally, and communally - in forging a new life for themselves in a new world. There is much that students learn from this research – through rich discussions and creative writing products. Students participate in EASTCONN’s <i>Domains of Diversity Adventure Program</i>, a multi-cultural education curriculum that instills effective communication and team-building skills, trust, and fosters positive relationships through a series of experiential challenges. <i>Waves of History</i> addresses specific content standards of the English Language Arts, Social Studies, and Education Technology Curriculum Frameworks, and specific strands of the <i>Domains of Diversity</i> curriculum, and the Common Core of Learning. The program’s pre and post assessments illustrate the degree to which students meet the program’s goals and objectives.</p> <p>Students engage in differentiated learning experiences; the content, process and product are designed to address students’ readiness, interest, and learning profile to ensure that they learn and apply the knowledge and skills embedded in all content areas of this grant.</p> <p>This academic-year long program will serve 175 9th and 10th grade students from Plainfield and Windham High Schools.</p>		

12-253-11	Energy for the Future	Award: \$44,000
Applicant	EASTCONN	
Participating School District	Columbia, Hartford, Stafford, Wethersfield, Windham, Windham Technical School	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 8 - 9	
Summer/Academic Year Program	Academic Year	
Total Number of Students	100	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>How safe is nuclear power safe? What new forms of energy are emerging?</i> Students enrolled in <i>Energy for the Future</i> explore this and other issues as they engage in a sustained investigation of evolving energy sources. <i>Energy for the Future</i> fosters academic achievement in a hands-on/minds-on workshops that celebrates the racial, ethnic, economic, and cultural diversity of 100 students in grades 8 and 9 from Columbia, Lebanon, Hartford, Stafford, Wethersfield, and Windham Public School Districts. The program reduces student isolation, promotes positive interdistrict relationships, promotes multi-cultural appreciation, and increases academic achievement; and in the process, helps students better prepare for success in our rapidly changing world.</p> <p><i>Energy for the Future</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities; this facilitated exploration acts to reduce racial, ethnic, and economic isolation by building positive bonds of trust and relationships among an extended network of peers. Two integrated curricula—<i>Energy for the Future</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies in identified content standards in the domains of science, mathematics, English Language Arts, social studies, and education technology. Collaborative teams explore energy myths, nuclear power technology/controversy, solar photovoltaics, wind turbines, and other emerging technologies, while they design and construct their own energy models – such as solar ovens and cars that must meet certain performance criteria. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in language arts, mathematics, science, social studies, and technology • reduces student isolation by promoting positive relationships among an extended network of peers; • develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study and flexible thinking skills; • promotes student leadership. <p>Students enhance literacy, social studies, science/scientific inquiry, and team skills in the context of collaboration. The program begins with a series of team-building, experiential activities that can only be achieved by students coming to respect and depend upon the skills, problem solving, flexible thinking, talents, and abilities of all their team’s members. During the year, students engage in an integrated, interdisciplinary curriculum that uses Energy as a learning lens. Teams design their own energy models, including solar ovens and solar cars that compete in challenges, and are viewed and judged by university representatives. Throughout the year, students generate sketches, charts, and graphs to document their experiences in annotated and illustrated, bi-lingual science notebooks. They record questions, hypotheses, and changes in conceptual understanding as a function of their real-world investigations. Diverse guests - scientists, researchers, writers, and energy conservationists, and others - work with program staff in conducting a series of experiential workshops. Field-based team experiences bring the workshops to life and consolidate relationships. When not working in person, students communicate with interdistrict team peers using online technology.</p>		

12-253-12	Healthy Youth, Mind & Body	Award: \$44,000
Applicant	EASTCONN	
Participating School District	Brooklyn, Hartford	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 6 - 7	
Summer/Academic Year Program	Academic Year	
Total Number of Students	100	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>How do I stop a bully?</i> Students enrolled in <i>Healthy Youth, Mind & Body</i> will explore this and other concepts as they engage in a sustained exploration of health and physical/cyber safety issues.</p> <p><i>Healthy Youth, Mind & Body</i> fosters academic achievement in a hands-on/minds-on environment, which celebrates the racial, ethnic, and economic diversity of students in grades 6–7 from Brooklyn and Hartford. The program increases student achievement and multi-cultural appreciation, helping students better prepare for academic success and employment in our changing global marketplace.</p> <p><i>Healthy Youth, Mind & Body</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Healthy Youth, Mind & Body</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Collaborative teams explore health/safety issues, wellness strategies, and the healthcare field. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in science, language arts, mathematics, and technology; • reduces student isolation; • builds awareness of new fields; • develops interpersonal skills and cultural competence; • develops effective study skills; and • promotes student leadership. <p>Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in the Science Curriculum Frameworks, English Language Arts, Mathematics and Technology, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotes from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-13	Legacy Explorations	Award: \$55,000
Applicant	EASTCONN	
Participating School District	Coventry, Hebron, Mansfield, Voluntown, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 5 - 8	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>Where did slave children get their clothing?</i> Students enrolled in <i>Legacy Explorations</i> research this, and other concepts, as they engage in a sustained exploration of African American history, from plantation life through contemporary human rights issues.</p> <p><i>Legacy Explorations</i> fosters academic achievement in a hands-on/minds-on environment, which celebrates the racial, ethnic, and economic diversity of students in grades 5–8 from Hebron, Pomfret, Voluntown, and Windham. The program increases achievement and multi-cultural appreciation—necessary proficiencies for academic success and employment in our changing global marketplace—as students learn to recognize and appreciate African American influences on contemporary culture.</p> <p><i>Legacy Explorations</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Legacy Explorations</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Collaborative teams survey African American history, tracing heritage contributions to the arts, language, and human rights. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in language arts, history, art, music, and technology; • reduces student isolation; • develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study skills; • introduces new research resources; • promotes leadership. <p>Students enhance literacy, social studies, and team skills in the context of collaboration. The program kicks off with a series of team-building activities that promote the development of positive relationships. Students generate annotated text, sketches, charts, and graphs to document their project experience in illustrated, bi-lingual notebooks. They record questions, hypotheses, and changes in conceptual understanding as a function of their real-world investigations. Diverse guests—historians, humanitarians, writers, musicians—conduct collaborative, hands-on workshops. Field-based team experiences bring the workshops to life and consolidate relationships. When not working in person, students may communicate with team peers through wikis, Bridget, and Skype.</p> <p>Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in the Social Studies Framework, English Language Arts, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-14	MAPPS	Award: \$55,000
Applicant	EASTCONN	
Participating School District	Ashford, East Hartford, Hebron, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grade 3	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>Who are my neighbors?</i> Students enrolled in <i>MAPPS</i> explore this and other concepts as they engage in a sustained exploration of geography.</p> <p>The program fosters academic achievement in a hands-on/minds-on environment which celebrates the racial, ethnic, and economic diversity of students in grade three from Ashford, Hebron, Vernon, and Windham. The program increases student achievement and multi-cultural appreciation, helping students better prepare for academic success and employment in our changing global marketplace.</p> <p>The program brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>MAPPS</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Collaborative teams discover firsthand the concepts of place, belonging, and community—both locally and globally. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in science, technology, mathematics, and language arts; • reduces isolation; develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study skills; and • promotes leadership. <p>Students enhance science/scientific inquiry, literacy, technology, and team skills in the context of collaboration. The program kicks off with a series of team-building activities that promote the development of positive relationships. Students learn first-hand about the geography of their communities in the field as they measure, estimate, and record distances. They draw and interpret simple maps using the coordinate system. Diverse guests—researchers, naturalists, horticulturalists, authors, and educators—conduct collaborative, hands-on workshops. Field-based team experiences bring the workshops to life and consolidate relationships; activities are balanced between five mapmaking (classroom) activities and five environmental explorations. Using Global SchoolNet, an online project-based learning program, students bridge the geographic gap as they collaborate on specially designed activities with peers from <i>around the world</i>.</p> <p>Students engage in differentiated learning, which research shows is effective for individuals with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in the Science Curriculum Frameworks, Mathematics and Technology, English Language Arts, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE final reports. To quantify academic progress, teachers rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-15	Successful Journey	Award: \$49,500
Applicant	EASTCONN	
Participating School District	Killingly, Norwich Free Academy, Plainfield, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grade 9	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p>The transition from middle to high school is a challenging period for many students. Increased expectations in academics, personal independence, and self-management, necessitate greater personal responsibility. At the same time, students’ bodies are changing in many ways, as are their relationships with peers and families. As a result, students transition into high school with a broad range of needs, as well as special gifts and talents. Learning how to be effective in meeting increased expectations requires explicit instruction in appropriate strategies, opportunities to practice and master skills, and the development and application of effective study and work habits.</p> <p><i>Successful Journeys</i> begins with a diverse group of interdistrict ninth grade students collaborating in a series of experiential challenges that promote effective communication and collaboration skills, trust, and positive relationships. This series, EASTCONN’s Domains of Diversity, a multicultural education program, fosters new friendships, promotes cultural competencies, and builds team work skills. The diversity education curriculum is interwoven with an academically focused component that teaches effective communication, strengthens English Language Arts skills, promotes personal goal setting and action planning strategies, and helps students develop a sense of belonging and social responsibility.</p> <p>Throughout the year, students work as members of interdistrict teams, selecting a theme or myth featured in the text <u>High School: The Real Deal</u> as a foundation for a script they will research, create, and present to a public audience. The themes of the text, selected by students, relate to their real experiences in the first year of high school. The students present their scripts using the <i>Looking In Theatre</i> model, which necessitates open-ended situations that students use to invite audience participation. In this way, students obtain diverse perspectives on the issues and challenges being presented. Throughout the year, students maintain a learning journal that they use as a jumping off point for discussions that will deepen their understandings of themselves, their peers, and their experiences. Students also conduct a career-focused research project and develop a learning success plan, including study skills and time management strategies reflecting their unique learning profiles and needs. In a series of writing workshops, as well as specific study and learning skill sessions, students experience direct instruction and guidance to help them develop new habits and skills that transfer to the classroom and result in improved learning outcomes. Teams sustain and build upon their new relationships through a program of in-person and online activities facilitated by program staff.</p> <p>Intensive writing workshops, journals and learning plans, and public performances, as well as visits to each other’s schools, and guest speakers, are features of this program. Specific content standards in the State’s English Language Arts Curriculum Frameworks, the Common Core of Learning, and EASTCONN’s Domains of Diversity will be addressed. Pre and post assessments will be used to determine student success in meeting identified goals and objectives.</p>		

12-253-16	Faces of Culture	Award: \$55,000
Applicant	EASTCONN	
Participating School District	A.I. Prince Technical School, Coventry, Norwich Free Academy, Region 11, Region 19, Windham, Woodstock Academy	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 9 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	175	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>What is art?</i> Students enrolled in <i>Faces of Culture</i> will examine this, and other questions, as they explore the vast and exciting world of multicultural art.</p> <p><i>Faces of Culture</i> fosters academic achievement in a hands-on/minds-on environment, which celebrates the racial, ethnic, and economic diversity of 175 students in grades 9–12 from Coventry, Norwich Free Academy, Regional Districts 11 and 19, Windham, and Woodstock Academy. The program helps enhance student performance and multi-cultural appreciation, enabling students to better prepare for academic success and employment in our changing global marketplace.</p> <p><i>Faces of Culture</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Faces of Culture</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Collaborative teams explore the world of art in all its rich and varied dimensions. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in art, history, and culture, as well as technology and language arts; • reduces isolation; • develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study skills; and • promotes leadership. <p>Students enhance literacy, research, technology, and team skills in the context of collaboration. The program kicks off with a series of dynamic activities that promote the development of positive relationships. As members of a team, students identify artists to invite to workshops, travel to museums throughout New England, and learn new art forms as they practice multicultural techniques. Diverse guests—sculptors, painters, fiber artists, cartoonists, photographers, and others—conduct collaborative, hands-on studio workshops, including two <i>pleine aire</i> sessions. Museum trips reinforce studio lessons and consolidate relationships. When not working in person, students communicate with team peers through wikis, Bridget, and Skype.</p> <p>Students engage in differentiated learning, which research shows is effective for those with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in Language Arts, Social Studies, Visual Arts Curriculum Frameworks, Career Awareness, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises parental review, student product samples (many presented at a juried end-of-year symposium), and completed CSDE final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review standardized test scores.</p>		

12-253-17	Growing Green Ideas	Award: \$44,000
Applicant	EASTCONN	
Participating School District	Lebanon, Manchester, Region 11, Region 19, Thompson, Windham, Woodstock	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 9 - 12	
Summer/Academic Year Program	Academic Year	
Total Number of Students	100	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>What is the difference between an heirloom and a hybrid tomato?</i> Students enrolled in <i>Growing Green Ideas</i> will explore this and other concepts as they engage in a sustained exploration of Connecticut’s farming industry.</p> <p><i>Growing Green Ideas</i> fosters academic achievement in a hands-on/minds-on environment, which celebrates the racial, ethnic, and economic diversity of students in grades 9–12 from Lebanon, Manchester, Region 11, Region 19, Thompson, Windham, and Woodstock Academy. The program increases student achievement and multi-cultural appreciation, helping students better prepare for academic success and employment in our changing global marketplace.</p> <p><i>Growing Green Ideas</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Growing Green Ideas</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Collaborative teams explore food cycles, Connecticut farming and food industry, and healthy eating. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in science, language arts, mathematics, and technology; • reduces student isolation; • develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study skills; and • promotes student leadership. <p>Students enhance science/scientific inquiry, literacy, social studies, and team skills in the context of collaboration. The program kicks off with a series of team-building activities that promote the development of positive relationships. Students generate annotated text, sketches, charts, and graphs to document their project experience in illustrated, bi-lingual notebooks. They record questions, hypotheses, and changes in conceptual understanding as a function of their real-world investigations. Diverse guests—scientists, researchers, farmers, writers, and nutritionists—conduct collaborative, hands-on workshops. Field-based team experiences bring the workshops to life and consolidate relationships. When not working in person, students communicate with team peers through wikis, Bridget, and Skype.</p> <p>Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in the Science Curriculum Frameworks, English Language Arts, Mathematics and Technology, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE mid-year and final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-18	Imagination Connections	Award: \$55,000
Applicant	EASTCONN	
Participating School District	Chaplin, Coventry, East Hartford, Hartford, Stafford, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grade 2	
Summer/Academic Year Program	Academy Year	
Total Number of Students	150	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>Do I really get to write a book with my new friend?</i> Pairs of cross-district second-graders enrolled in <i>Imagination Connections</i> are thrilled to learn that their illustrated, multi-cultural book may become part of the permanent collection of their classroom or school libraries.</p> <p><i>Imagination Connections</i> fosters academic achievement in a hands-on/minds-on environment, which celebrates the racial, ethnic, and economic diversity of students in grade two from Chaplin, Coventry, East Hartford, Hartford, Stafford, and Windham. It is one of EASTCONN's most popular interdistrict programs; it increases student achievement and multi-cultural appreciation, helping students better prepare for academic success and (ultimately) employment in our changing global marketplace. Parents/guardians are keen to participate-- past programs have maintained waiting lists.</p> <p><i>Imagination Connections</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated <i>curricula-Imagination Connections</i> and EASTCONN's <i>Domains of Diversity-increase</i> student skills and competencies. Collaborative pairs explore different cultures and family traditions in the context of developmentally-appropriate folktales and poetry. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in language arts, artistic appreciation and expression, social science, and technology; • reduces student isolation; develops interpersonal skills and cultural competence; builds awareness of new fields, concepts, and ideas; • builds awareness of new fields, concepts, and ideas; • develops effective study skills; and • promotes leadership. <p>Students enhance literacy, artistic, technology, and collaborative team skills in the context of collaboration. The program kicks off with letters to a pen pal, which promote the development of positive relationships. Students meet and team together 15 times in a series of indoor and outdoor activities, which help, build collaborative skills. Nine of the activities, adventure workshops, foster positive relationships, cooperation, and sharing. Students read with guest writers and storytellers, and listen to illustrators describe new and exciting artistic concepts.</p> <p>Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. Process, content, and product are designed according to each student's readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State's standards in the English Language Arts and the Common Core of Learning. Specific strands of EASTCONN's <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN's Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE mid-year and final reports. To quantify academic progress, teachers' rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-19	Our Changing Earth, Our Connected World	Award: \$44,000
Applicant	EASTCONN	
Participating School District	Andover, Hartford, Sterling, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grade 5 - 7	
Summer/Academic Year Program	Academy Year	
Total Number of Students	100	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>How does geology impact my life?</i> Students enrolled in <i>Our Changing Earth, Our Connected World</i> explore this and other concepts as they engage in a sustained exploration of geoscience.</p> <p>The program fosters academic achievement in a hands-on/minds-on environment, which celebrates the racial, ethnic, and economic diversity of students in grades 5–7 from Hartford, Lebanon, Sterling, and Windham. The program increases student achievement and multi-cultural appreciation, helping students better prepare for academic success and employment in our changing global marketplace.</p> <p>The program brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Our Changing Earth, Our Connected World</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Collaborative teams explore geosciences issues, including global warming, resource depletion, water quality, and hazardous waste disposal. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in science, technology, mathematics, and language arts; • reduces isolation; • develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study skills; and • promotes leadership. <p>Students enhance science/scientific inquiry, literacy, technology, and team skills in the context of collaboration. The program kicks off with a series of team-building activities that promote the development of positive relationships. Students generate annotated text, sketches, charts, and graphs to document their project experience in illustrated, bi-lingual science notebooks. They record questions, hypotheses, and changes in conceptual understanding as a function of their real-world investigations. Diverse guests—geologists, atmospheric scientists, petrologists, environmental engineers and educators—conduct collaborative, hands-on workshops. Field-based team experiences bring the workshops to life and consolidate relationships. When not working in person, students communicate with team peers through wikis, Bridget, and Skype.</p> <p>Students engage in differentiated learning, which research shows is effective for individuals with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in the Science Curriculum Frameworks, Mathematics and Technology, English Language Arts, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE mid-year and final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-20	Water, Wildlife & People	Award: \$49,500
Applicant	EASTCONN	
Participating School District	Andover, Coventry, Plainfield, Sterling, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 4 - 6	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>Water, Wildlife, and People (WWP)</i> brings together 175 students, in grades 4 – 6, with diverse racial, ethnic, cultural, social, and economic backgrounds from the school districts of Andover, Coventry, Plainfield, Sterling, and Windham, to reduce their isolation, build positive relationships among an extended network of peers, and improve their academic skills and knowledge in identified content strands of the Science, Social Studies, Education Technology, and English Language Arts Curriculum Frameworks and the Common Core of Learning. Initially, students participate in EASTCONN’s <i>Domains of Diversity</i> Adventures Program, an experiential, multicultural education curriculum that develops team building, collaboration, and effective communication skills. In this component, student teams experience a series of challenges that require collaboration, trust, and belief in the value of each member’s contribution, if they are to succeed. These exercises lay the groundwork for helping students understand the interdependencies of our social, interpersonal, and cultural worlds. In addition, students participate in a yearlong series of multidisciplinary-based field investigations, working alongside environmental and conservation specialists, naturalists, and researchers, for example, to understand how all elements within an ecosystem are integrated and interdependent. Students undertake experiments that help them evaluate the quality of the region’s waterways and estuaries, and determine the conditions necessary for all elements within the ecosystem to thrive. A series of guided discovery walks in the region’s parks, watersheds, river ways, Long Island Sound, etc., led by local naturalist writers, park rangers, and environmental stewards, helps students learn to appreciate the diverse elements of our habitats and the power of each element to impact and interact with the larger ecosystem. Students build their observation, research, listening, writing, and non-fiction reading comprehension skills – as well as other skills identified within the grant. In beginning to understand the value of diversity in a real and profound way, students design and undertake meaningful environmental team projects that address the real issues they uncover. Besides group meetings, students use E-mail and the <i>WWP</i> wiki, an electronic web site, to communicate, share work and ideas, and post articles and information between face-to-face meeting, thereby, sustaining their emerging friendships and academic skills between sessions.</p> <p><i>WWP</i> provides an in-depth exploration in the concept of diversity through the study of our personal relationships and natural watershed environments. Besides identified skills in the Science, Social Studies, Education Technology, and English Language Arts Curriculum Frameworks; the Common Core of Learning; and the <i>Domains of Diversity</i> curriculum, students also gain early career awareness in environmental and research sciences, while improving academic competencies, reducing their isolation fostering positive relationships, and promoting multi-cultural/multi-racial understanding. Pre and post assessments determine the degree to which students meet identified goals and objectives.</p>		

12-253-21	Farming the Land and Sea	Award: \$55,000
Applicant	EASTCONN	
Participating School District	Andover, Hartford, Plainfield, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 2 - 3	
Summer/Academic Year Program	Academic Year	
Total Number of Students	175	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>How many stomachs does a cow have?</i> Students enrolled in <i>Farming the Land and Sea</i> explore this question, and others, as they investigate how food is raised, processed, and consumed across the globe – and what that reveals about cultures, economies, human settlement, migration, and changing worldviews. Students explore new concepts, and engage in a scientific exploration of the food cycle—from growth, production, and distribution to putting the family meal on the table. <i>Farming the Land and Sea</i> fosters academic achievement in a hands-on/minds-on learning environment that celebrates the racial, ethnic, cultural, social, and economic diversity of 125 students in grades 2 and 3 in the Andover, Hartford, Plainfield, Stafford, and Windham Public School Districts. The program increases student academic achievement in identified domains and builds their cultural competence, helping them be better prepared for success in a rapidly changing world.</p> <p>“<i>Farming</i>” brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities as a means of reducing student isolation. Using a series of experiential exercises that promote collaboration and teamwork, students learn that they can only succeed by appreciating and valuing the skills, talents, critical thinking, and problem solving capabilities of all of their team’s members. Two integrated curricula—<i>Farming the Land and Sea</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies in specified content strands. Working in a collaborative team format, students explore local farming, aquaculture, the food cycle, and mealtime customs. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in science, language arts, mathematics, visual arts, and technology; • reduces student isolation • develops interpersonal skills and cultural competence; builds awareness of new fields; • develops effective study skills; and • promotes leadership. <p>Students enhance their English Language Arts, Science, Social Studies, Education Technology, and team skills in the context of collaboration and real world explorations. The program begins with a series of team-building activities that promote the development of positive relationships, as students develop communication and positive behavior guidelines. Students also participate in a year-long series of integrated, interdisciplinary workshops about the food cycle, including creating their own earth gardens. In the process, students generate sketches, charts, and graphs to document their experiences in illustrated, bi-lingual science notebooks, where they record questions, hypotheses, and changes in conceptual understanding. Program staff and diverse guests - scientists, farmers, fishing men/women, chefs, conservationists, writers, and others - conduct a series of workshops, including field-based explorations. The field-based team experiences bring the workshops to life and consolidate relationships and content knowledge. Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. The process, content, and products are designed according to students’ readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills that the program promotes. Content is aligned with the State’s standards in the Science Curriculum Frameworks, Mathematics and Technology, English Language Arts, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p>		

12-253-22	Heroes & Heroines	Award: \$55,000
Applicant	EASTCONN	
Participating School District	Chaplin, Coventry, East Hartford, Hartford, Stafford, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grade 3	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>Who is my hero?</i> Students enrolled in <i>Heroes and Heroines</i> will explore this and other concepts through fiction and non-fiction as they engage in a sustained exploration of heroic figures past and present throughout different cultures.</p> <p><i>Heroes and Heroines</i> fosters academic achievement in a hands-on/minds-on environment which celebrates the racial, ethnic, and economic diversity of students in grade three from Chaplin, Coventry, East Hartford, Hartford, Stafford, and Windham. The program increases student achievement and multi-cultural appreciation, helping students better prepare for academic success and employment in our changing global marketplace.</p> <p><i>Heroes and Heroines</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Heroes and Heroines</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Collaborative teams explore cultural archetypes, family traditions, and contemporary definitions of heroism. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in language arts, social science, and technology; • reduces student isolation; • develops interpersonal skills and cultural competence; • builds awareness of new fields, concepts, and ideas; • develops effective study skills; and • promotes student leadership. <p>Students enhance literacy, social studies, collaborative inquiry, and team skills in the context of collaboration. The program kicks off with a series of team-building activities that promote the development of positive relationships. Students generate annotated text, sketches, as well as simple charts and graphs to document their project experience in illustrated, bi-lingual notebooks. They record questions, hypotheses, and changes in conceptual understanding as a function of their real-world investigations. Diverse guests—politicians, firefighters, teachers, neighbors, and service personnel—conduct collaborative, hands-on workshops. Field-based team experiences bring the workshops to life and consolidate relationships.</p> <p>Students engage in differentiated learning, which research shows is effective for students with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in the English Language Arts and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples, parental review, and completed CSDE mid-year and final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p> <p>This academic-year long program serves 150 students in grade three from rural, suburban, and urban communities throughout central and eastern Connecticut.</p>		

12-253-23	Arts in the Afternoon	Award: \$44,000
Applicant	EASTCONN	
Participating School District	Columbia, Mansfield, Windham	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 4:00 p.m.	
Age Ranges of Students	Grades 6 - 8	
Summer/Academic Year Program	Summer/Academic Year	
Total Number of Students	75	
Contact Person	Nancy Vitale	
Telephone	860-455-1568	
Fax	860-455-1005	
E-mail Address	nvitale@eastconn.org	
<p><i>Does art mirror life?</i> Students enrolled in <i>Arts in the Afternoon</i> will examine this, and other questions, as they explore the world of the visual and performing arts.</p> <p><i>Arts in the Afternoon</i> fosters academic achievement in a hands-on/minds-on environment which celebrates the racial, ethnic, and economic diversity of 75 students in grades 6–8 from Columbia, Mansfield and Windham. The program helps enhance student performance and multi-cultural appreciation, enabling students to better prepare for academic success and employment in our changing global marketplace.</p> <p><i>Arts in the Afternoon</i> brings interdistrict teams together in a focused exploration of differences and similarities across customs and communities to reduce racial, ethnic, and economic isolation. Two integrated curricula—<i>Arts in the Afternoon</i> and EASTCONN’s <i>Domains of Diversity</i>—increase student skills and competencies. Collaborative teams meet after school, during vacation weeks, and over the summer to explore drama, dance, pottery, and critical writing. The curriculum:</p> <ul style="list-style-type: none"> • fosters academic achievement in technology and language arts, plus visual and performing arts • reduces student isolation; • develops interpersonal skills and cultural competence; • builds awareness of new fields; • develops effective study skills; and • promotes leadership. <p>Students enhance literacy, research, technology, performance, and team skills in the context of collaboration. The program kicks off with a series of dynamic activities that promote the development of positive relationships. As members of a team, students develop and record communications guidelines, design team logos, attend classes led by guest artists, research elements of acting, and participate in creative drama. Diverse guests—performing artists, designers, puppeteers, dancers, columnists, and others—conduct collaborative, hands-on workshops. Field-based experiences bring the workshops to life and consolidate relationships. When not working in person, students collaborate remotely on projects with team peers through protected Wikispaces.</p> <p>Students engage in differentiated learning, which research shows is effective for those with special learning needs, including English language acquisition. Process, content, and product are designed according to each student’s readiness, interest, and learning profile to ensure that each individual learns (and applies) the knowledge and skills embedded in all content areas. Content is aligned with the State’s standards in Cooperative Work Education Standards, CBIA, SCANS, and the Common Core of Learning. Specific strands of EASTCONN’s <i>Domains of Diversity</i>, a multicultural education model, are also addressed.</p> <p>Evaluation includes mid-year student assessment and end-of-year program analysis. Tools include EASTCONN’s Teaming Skills Checklist, exit cards, pre- and post-results of <i>Domains of Diversity Scale</i>, anecdotal comments from participants, and program-specific instruments. In addition to student self-assessment, the end-of-year evaluation comprises student product samples (many presented at <i>Family Night</i>), parental review, and completed CSDE final reports. To quantify academic progress, teachers’ rubric-rate assignments and quizzes, analyze attendance records, and review grade-appropriate standardized test scores.</p>		

12-253-24	UConn Mentor Connection	Award: \$156,877
Applicant	EASTCONN	
Participating School District	Bridgeport, East Hartford, Hartford, Manchester, Meriden, New Britain, New Haven, Norwalk, Plainfield, Putnam, Stamford, Windham	
Days of Week and Hours of Operation	Saturday through Sunday, 8:00 a.m. to 10:00 p.m.	
Age Ranges of Students	15 - 17	
Summer/Academic Year Program	Summer Residential	
Total Number of Students	75 - 80	
Contact Person	Heather Spottiswoode	
Telephone	(860) 486-0283	
Fax	(860) 486-2900	
E-mail Address	mentorconnection@uconn.edu	
<p>UConn Mentor Connection is a residential enrichment program, held during the summer on the Storrs campus of the University of Connecticut, serving young people entering the last two years of high school. The program is designed to provide rising juniors and seniors from diverse backgrounds with opportunities to participate in high level creative projects and research investigations under the supervision of university mentors. Accomplished university professors and advanced graduate students host the students in their labs and studios and work with them on projects in shared areas of interest. Students and mentors become a community of scholars of all ages working together on important issues on the cutting edge of various fields of study. The mentorship experience allows students to take on the role of practicing professionals, experience real-world research, enhance their awareness of their talent areas and career opportunities, and interact with students who share common areas of interest. Students may earn college credit for the research they perform.</p> <p>As an intensive, residential program, UConn Mentor Connection provides participants with a sense of the college experience and promotes the development of friendships that cross cultural and socioeconomic lines. We bring students from the state's priority school districts together with students from other backgrounds, creating a group with similar interests and talents but different prior experiences. Through structured activities and unstructured social interactions, students learn about peers who come from different backgrounds and share diverse perspectives.</p> <p>Program participants engage in a variety of academic and non-academic activities beyond the work at their mentorship sites. Prior to arriving on campus for the three-week, residential portion of the program, students engage in preparation activities including writing application essays to explore and communicate their interests, goals, and task-committed behaviors; communicating by email with their mentors about readings and questions that acquaint them with one another and prepare them for the program; and completing an interest inventory to promote reflection on their learning styles and interests. During the program, on select evenings, we offer workshops and presentations on topics such as college admissions and financial aid, the Honors program at UConn, SAT Preparation, transitioning to college and career planning. Every evening, we offer programs designed to build positive, meaningful relationships among students. Examples are a campus scavenger hunt, a coffeehouse, a talent show, a panel discussion, and team building activities. These events foster discussion and interactive experiences.</p> <p>UConn Mentor Connection takes students beyond the performance standards of the Connecticut Academic Performance Test (CAPT) and beyond the classroom door. Students enter the real world of research; engage in hands-on, high-level learning; reside and interact with culturally diverse students and staff; and emerge with greater confidence and new visions of the people they might become. The program allows students to achieve their highest potential by participating in projects that provide direct, apprentice-based involvement with university mentors. Students' awareness about their career opportunities is heightened, and high-level talent potential is developed across diverse cultural, ethnic, and socio-economic groups.</p>		

12-268-01	West Rock Rangers Afterschool Program	Award: \$16,715
Applicant	Common Ground High School	
Participating School District	Amity Regional District/Bethany, Hamden, Highville Charter School, New Haven	
Days of Week and Hours of Operation	3 days/week, 2 hours/day, for 18-weeks, plus 2 weekend sessions at 6 hours each and 1 10 hour overnight	
Age Ranges of Students	Grades 6 - 8	
Summer/Academic Year Program	Academic Year	
Total Number of Students	48	
Contact Person	Joel Tolman	
Telephone	203-389-333 x1214	
Fax	203-389-7458	
E-mail Address	jtolman@nhep.com	
<p>The West Rock Rangers Program brings together middle school students from across the New Haven area for authentic learning in the local environment. These students tackle serious environmental research and writing aligned with state literacy standards – and produce a guide to West Rock Park that includes conservation tips, flora and fauna, reflective writing, and a description of the park’s most popular trails. They build bridges across urban-suburban divides – supported by service learning and conservation experiences, and by leadership and personal development activities. They take action on environmental issues that cross community boundaries. All this happens in a unique setting: a demonstration farm, in a forested state park, in an urban area. Experienced educators and Common Ground High School students’ guide and support student learning.</p> <p>Common Ground seeks partners and participants who share our vision of hands-on, challenging environmental learning and leadership, and who want to help overcome racial and economic divides. We propose to offer this afterschool program to students from four different school districts during the 2011-2012 and 2012-13 school years.</p> <p>Now in its third year, West Rock Rangers meets real needs of middle school learners. Here is how it works:</p> <ul style="list-style-type: none"> • Content: West Rock Rangers combines challenging environmental writing and publishing opportunities with service, leadership and personal development. Specifically, the program focuses on producing written, oral and visual texts that express develop and substantiate ideas and experiences. The program is guided by middle school literacy standards, and includes personal and leadership development experiences that are critical to middle-school age students. • Learning experiences: West Rock Rangers integrates hands-on, minds-on literacy and leadership experiences. In both the fall and spring, students investigate the ecological and natural history of West Rock State Park: examining geological and biological features, trails and human history, and the environmental issues shaping the park. Using their research, students create and publish a field guide, taking this publication through all the steps from research to print, and sharing what they learn with the public during a day of environmental education in West Rock Park. Along the way, they take on conservation projects and create permanent trail exhibits that educate the public on the environmental issues that inspired their projects. Throughout the year, West Rock Rangers engages students in outdoor challenges that build leadership, encourage community building, and explore personal identity. • Structure: West Rock Rangers is an 18-week program, offered three days per week throughout the fall and spring. Students come to Common Ground’s site for a two-hour hands-on writing, science and leadership workshop one afternoon each week; 16 students participate in each day of programming. In addition, Rangers includes two weekend programs and an overnight outdoor leadership program. Rangers puts unique learning experiences – field work, environmental stewardship, writing for real audiences – within reach of both urban and suburban students. Two professional educators lead the program and facilitate activities, with the help of high school assistant teachers. 		

12-301-01	Career Awareness and Academic Enrichment Camp	Award: \$55,307
Applicant	CT Technical High Schools (Bullard Havens)	
Participating School District	Bridgeport, Fairfield, Shelton, Stratford, Trumbull	
Days of Week and Hours of Operation	Monday through Thursday 7:30 a.m. to 12:00 p.m. (two twelve day sessions)	
Age Ranges of Students	12 - 15 (Grades 7 - 9)	
Summer/Academic Year Program	Summer	
Total Number of Students	400	
Contact Person	Sandi Casberg	
Telephone	860-807-2203	
Fax	860-807-2196	
E-mail Address	Sandi.casberg@ct.gov	
<p>Bullard-Havens Technical High School, Bridgeport, CT, is proposing to continue its successful Interdistrict Summer Enrichment program for surrounding area seventh and eighth grade students. The intent of the program is to draw from diverse cultural, socioeconomic and ethnic backgrounds to include open enrollment from participating districts such as Bridgeport, Fairfield, Stratford, Shelton, Milford and Trumbull. The program is designed to provide students with multifaceted learning experiences in academics and trade technology areas and will run two 12 day sessions from June 29, 2011 through July 31, 2011.</p> <p>The Bullard Havens Interdistrict Summer Enrichment program will begin 7:30 a.m. to 12:00 p.m. daily for two 12 half-day sessions and serve a total of 400 students: 150 seventh graders and 250 eighth graders. The overall goal of the program is to increase student achievement, reduce racial, ethnic and economic isolation and promote multicultural understanding. Additional goals of this program are to promote problem-solving skills in a career setting to include technology related experiences as well as provide opportunities for students to learn higher-level math and science knowledge and skills.</p> <p>The seventh grade component will provide students with enrichment activities in careers related to Bullard-Haven's Tech technology areas including electrical, hairdressing/barbering, carpentry, culinary arts, bakery, automotive, plumbing and Information Systems Technology (IST). Seventh grade students will choose six out of the eight available technology areas. They will be grouped in diverse cohorts of 15 and rotate through each technology area. This program is an opportunity to promote interest in the Connecticut Technical High School System beyond the Bridgeport city limits and to encourage diversity specifically through the unique experience in a <i>non-traditional</i> educational program.</p> <p>The eighth grade component will focus on academic enrichment in math, science and the humanities (music, art, history and language arts). These students will also be provided with an orientation to various careers related to Bullard-Haven's Technology areas, including but not limited to: electrical, hairdressing/barbering, carpentry, culinary arts, bakery, automotive, plumbing, masonry and Information Systems Technology (IST).</p> <p>Diverse cohorts of 15 students will participate in collaborative learning groups to complete academic and trade technology projects. The project curriculum mirrors:</p> <ol style="list-style-type: none"> (1) the district's academic curriculum content standards in Humanities, mathematics, and science, which are aligned with the Connecticut Curriculum Frameworks and State Standards; and, (2) the district's technology curriculum content standards, which are aligned with the National Occupational Competency Institute (NOCTI) standards. <p>For eighth graders, in the science rotation, students will perform and write/describe lab experiments, becoming more familiar with the use of scientific calculators. In the math rotation, students will work cooperatively using mathematics to solve real world problems and demonstrate their knowledge of basic algebra and measurement. In the Humanities component, students will share written and creative responses to multicultural literature and cultural experiences through various mediums including art, music, theater, and literature. In the technology rotation of eight areas listed above, students will learn and apply basic skills of the associated technology, work as a member of a team to achieve specific goals and gain knowledge of basic safety rules required for each technology.</p>		

12-301-02	Young Manufacturers Summer Academy	Award: \$52,437
Applicant	CT Technical High Schools	
Participating School District	Goodwin Tech program: Bristol, Hartford, New Britain, Newington, Southington Kaynor Tech program: Naugatuck, Waterbury, Watertown Wolcott Windham Tech program: Coventry, Mansfield, Windham	
Days of Week and Hours of Operation	Monday – Thursday, 8:30 a.m. – 2:30 p.m. (Tuesday – Friday during July 4 th week) Session I: June 27 – 30 and July 5 – 8 Session II: July 11 – 14 and July 18 – 21 Student may attend one of the two sessions	
Age Ranges of Students	12 - 14	
Summer/Academic Year Program	Summer	
Total Number of Students	150	
Contact Person	Susan Palisano	
Telephone	860-282-4224	
Fax	860-291-8874	
E-mail Address	spalisano@ccat.us	
<p>To remain competitive in today's global economy, industry has embraced advanced manufacturing strategies, processes, and environments. This movement toward next generation manufacturing has created unique job opportunities for a well-educated workforce with a diverse set of skills. However, while the field of manufacturing has evolved, the public's perception has not. Most people still think of manufacturing jobs as being on dirty, dangerous assembly lines, requiring low skill and offering poor pay. In reality, manufacturing today takes place in clean, high-tech facilities, with many opportunities for students to be innovative, creative, and entrepreneurial. Manufacturing offers a broad range of high-wage, interesting careers at average annual compensation of \$60,000+ for young people with the right training.</p> <p>The Young Manufacturers Summer Academy (YMSA) is an experiential education program that: 1) promotes an integrated, hands-on, applied technology curriculum; 2) introduces students to the 21st century advanced manufacturing workplace; and 3) reduces racial, socioeconomic, and cultural barriers through the shared experience of participating in real-world education and career activities. YMSA offers rising seventh, eighth, and ninth graders from diverse communities the opportunity to learn more about each other as they work together to explore high-tech manufacturing fields, visit industry partners, and attend a mock Job Fair. The program is a cooperative initiative of the Connecticut Technical High School System (CTHSS) and the Connecticut Center for Advanced Technology (CCAT), a not-for-profit organization that works to strengthen the region's technology-led economy.</p> <p>YMSA provides an introduction to industries and technologies such as aerospace and aviation, propulsion and power systems, photonics and lasers, and hydrogen fuel cells. The program recognizes that growing the talent pipeline means developing the technicians, machinists, programmers, and quality control workforce that these manufacturing industries require. The Academy includes hands-on shop floor experiences that leverage school resources, presentations from industry partners, and site visits to manufacturing facilities. Academy activities will demonstrate different career levels, from touch laborer to engineer, and will introduce students to the variety of educational pathways within Connecticut that support careers in manufacturing. Students will also begin to develop "soft skills," creating career portfolios informed by industry needs, writing resumes, and receiving coaching in effective communication and collaboration.</p> <p>The Academy will be held twice in June/July, at three locations - Goodwin Tech, Windham Tech, and Kaynor Tech - and will expose students to the Connecticut's Technical High Schools' workforce development opportunities. YMSA will run from 8:30-2:30, Monday-Thursday for two weeks. The program will begin with a manufacturing simulation activity that serves as both a team-building experience and an overview of lean principles. Over eight days, instructors will introduce a variety of machining tools and procedures, students will travel to local manufacturing facilities, and CCAT will host two day-long workshops. Students will participate in-group discussions about race, ethnicity, socioeconomics, and gender and their relation to the skilled workforce. On the final day, families will be invited to attend an industry attended luncheon and Job Fair. The Academy will be staffed by certified CTHSS teachers, CCAT educators and application engineers, college interns, and mentors.</p>		

12-415-01	CAPT-ivating Kids	Award: \$82,720
Applicant	Eli Whitney Museum	
Participating School District	Ansonia, Cheshire, Derby, Hamden, Milford, Seymour	
Days of Week and Hours of Operation	Selected Friday afternoon/evening, Saturday mornings and school vacations	
Age Ranges of Students	13 - 15	
Summer/Academic Year Program	Academic Year	
Total Number of Students	190	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>CAPT-ivating Kids seeks funding to bring together a diverse population of middle school students to improve academic performance on the Connecticut Aptitude and Performance Test. This school year program will reduce racial, ethnic, and socio-economic isolation as approximately 190 students from the diverse communities of Ansonia, Cheshire, Derby, Hamden, Milford, and Seymour, participate in a sequence of inquiry based “hands-on” laboratory and field investigations linking Science, Technology and Society with a special emphasis placed on career opportunities in these fields. These formal and informal educational experiences will promote mutual and self-respect as inter-district teams of students meet, share information about themselves and their communities, while becoming cooperative learning partners. Initially students will engage in a sequence of activities selected from Project REACH and the Diversity Council to promote self- awareness/identity and enhance multicultural understanding. Diverse inter-district teams will complete team challenges designed by the staff of Pine Lake Challenge Course to foster the development of communication, cooperation, and team-building skills. As students participate in these task-oriented challenges they will realize that as members of diverse communities, individuals have much in common as learners and young citizens in a diverse global community.</p> <p>Throughout the year, diverse student teams will engage in a sequence of inter-disciplinary, “hands-on” units focusing on a major science content area from the Connecticut Curriculum Framework, a current scientific/ technological topic, or a social issue rooted in science that also has relevance to them and their community. While acquiring necessary content knowledge, an emphasis will be placed on the utilization and integration of technology, higher order science process skills, and reading/writing competencies as students investigate and explore “real-world” topics and issues in the physical and life sciences. In meeting, the challenges of these activities students will come to appreciate one another as valuable and contributing members of the team and also realize the importance of these life-long skills. Racial, ethnic, gender, and socioeconomic forms of isolation will be reduced as students communicate and develop strategies to deal with the continuum of team building, multicultural, and science based activities.</p> <p>Students will be guided in their efforts to locate appropriate sources of information to incorporate into their studies and be encouraged to identify contributions of scientists of diverse backgrounds pertaining to their studies. Reading comprehension exercises focusing on the topic/content area will be incorporated into the program to evaluate students’ improvement. Each student will maintain a comprehensive journal to chronicle his/her efforts, reflections, experiences, knowledge, writing exercises, and proficiency in understanding the scientific process. Entries will be shared and discussed throughout the program in large and small group discussions to monitor student progress. The Pre-Kindergarten – Grade 12 Science Curriculum Standards, teacher-derived tests, CAPT rubrics, and group discussions will be used as assessment tools for each major concept covered. Additionally a comprehensive pre and post-test will be administered to evaluate students’ academic progress. Diversity attitudinal surveys, activity worksheets from Project REACH, the Diversity Council, and teacher observations will assess the multicultural goals of the program.</p>		

12-415-02	Ecosystem Cultural & Scientific Exchange	Award: \$87,423
Applicant	Eli Whitney Museum	
Participating School District	Ansonia, Hamden, Seymour, Southington, West Haven	
Days of Week and Hours of Operation	July weekdays, Academic Year TBD February vacation	
Age Ranges of Students	7 – 11	
Summer/Academic Year Program	Summer/Academic Year	
Total Number of Students	275+/-	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>This proposal seeks the continuation and expansion of the long-running (14 years) Ecosystem Cultural and Scientific Exchange project. This yearlong collaboration between the second-fifth grade students, staff, and parents of schools in the urban centers of Hamden, and West Haven and their counterparts in suburban Seymour and Southington establishes a cultural and scientific “learning bridge.” This “learning bridge” is established through the use of multicultural education strategies and practices focused on the exploration, investigation and exchange of knowledge pertaining to the human, cultural, and ecological histories of these towns. The program will serve approximately 275 students. Participating students become cooperative learning partners during the 10-day summer camp, become aware of their cultural diversities and similarities and are thereby provided an opportunity to minimize racial, ethnic, gender, and socio-economic forms of isolation, indifference and intolerance. Team challenges, task oriented science activities and explorations of local ecosystems provide numerous cooperative learning opportunities for students to build meaningful relationships and provide a framework for the school year component of the program.</p> <p>In their initial summer camp exchange days (5.5 hours), students participate in a number of team-building and “hands-on” task-oriented activities designed to address the diversity and student achievement goals of the proposal. These activities require students to communicate, develop, and implement strategies/solutions and therefore facilitate the development of peer acceptance and respect. Students then begin a multidisciplinary study of the ecological, historical, cultural, and geographical connections shared by their communities, its watershed and associated landforms. Students will construct and acquire knowledge as they learn the fundamental principles of an ecosystem, life cycles, and patterns of change on our planet. Students will practice math, language arts, and basic science process skills in several of these activities as they share knowledge and perspectives about the environment, visit a number of schools and other appropriate sites during camp and gain a better appreciation of their role as caretakers and stakeholders of their communities and their world.</p> <p>During the school year, each grade level will meet 8 times (4.5 hr./day) to renew friendships and build on their summer learning experiences as they examine local ecosystems (pond, forest, rocky shore), study and hike their shared watershed, and explore their communities’ cultural/historical links predating the Revolutionary War. Additionally a two-day mini-camp will be held during February vacation. Each student exchange day will include selected activities that are designed specifically to build respect for cultural diversity and provide relevant and meaningful learning experiences that are adaptable to varying learning styles. Lessons, activities, field trips and special presentations will link and align the schools’ curriculum and this program’s goals with CSDE new and revised curricular frameworks to raise CMT scores and better prepare students for CAPT. Students will also meet in their own district for assistance, review, completion of current activities and be introduced to upcoming lessons. Pre and post-tests, performance based assessments, attitudinal surveys, student worksheets, and teacher/student discussions will be the primary assessment tools.</p>		

12-415-03	Dynamic Careers in Aquaculture	Award: \$85,965
Applicant	Eli Whitney Museum	
Participating School District	Meriden, Stratford, Wallingford, West Haven	
Days of Week and Hours of Operation	July weekdays and selected Friday, Saturday school year	
Age Ranges of Students	12 – 14	
Summer/Academic Year Program	Summer/Academic Year	
Total Number of Students	155	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>This proposal seeks to bring together 155 middle school students of diverse backgrounds to reduce isolation, enhance multi-cultural understanding, improve academic performance, and acquaint students with career pathways in the field of aquaculture. Students from the urban centers of Meriden, Stratford, and West Haven, will be brought together with their counterparts in the suburban cities of Seymour and Wallingford. They will meet during the summer and school year to build positive meaningful relationships as they engage in teambuilding activities, solve task oriented team challenges, and participate in an inquiry based learning model focusing on the scientific, ecological, economic, and career aspects in the field of aquaculture with the assistance of professors from Quinnipiac University's Educational Center on the Mill River and the Department of Marine Sciences at UCONN's Avery Point campus.</p> <p>Initially, small inter-district teams will be formed to participate in numerous Project Adventure team challenges to establish friendships and build interpersonal skills. Simultaneously this structured sequence of challenges will promote the development of trust, respect, and appreciation of the talents and individuality of their teammates and thereby enhance cross-cultural understanding and acceptance while reducing prejudice and intolerance.</p> <p>This framework will allow these student teams to begin their investigation of the science of Aquaculture through an in depth study of the waters of Long Island Sound. This “hands-on” investigation of Connecticut’s most valuable natural resource will provide an overview of its biological/physical character and its economic and cultural impact on the state through time. Students will conduct in depth studies of its waters to learn its physical, chemical, and biological make up and its importance as Connecticut’s most valuable natural resource. This fundamental knowledge will allow them to begin their study of the science of aquaculture as it relates to the fin and shellfish industry of Connecticut. Students will learn the global implications of this science as they assume responsibility for establishing and maintaining various types of aquatic systems to raise trout, clownfish, and exotic species of fish from Africa. They will also grow flowering plants and vegetables in aquaponic gardens that they construct. The inherent nature of this program will require students to participate in numerous “in-house” sessions to work with the staff in aquaculturing these life forms and allow the staff time to assist students in these multidisciplinary studies</p> <p>Students will investigate the global impact various cultures have had on the oceans' biodiversity by overfishing. They will research aquaculturing practices in various regions around the world to learn the economic, environmental, and societal impact of aquaculture in these regions. The “in-house” sessions will also provide an on-going exposure to real world applications of science content and process skills. Students will also visit Roger Williams University School of Aquaculture, commercial hatcheries, shellfish beds, and farms to see real world applications of this science. This yearlong endeavor will provide ample opportunities for students to acquire practical knowledge, understand/practice real world applications of science, and gain the interpersonal and communication skills demanded by the expanding workforce in this field.</p>		

12-415-04	Cosmic Cultures II	Award: \$93,459
Applicant	Eli Whitney	
Participating School District	Ansonia, Hartford, Meriden, New Haven, Wolcott	
Days of Week and Hours of Operation	July weekdays, selected school days, Friday after school and school vacation	
Age Ranges of Students	11 - 13	
Summer/Academic Year Program	Summer/Academic Year	
Total Number of Students	200	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>This proposal seeks the continuation and expansion of the Cosmic Cultures II program to bring together sixth grade students from the urban centers of Ansonia, Hartford, Meriden, and New Haven with their counterparts in suburban Wolcott. This program explores the evolution and nature of Man’s diverse cultural heritage through a multi-disciplinary investigation using Astronomy as the unifying theme. Through the millennia, the cosmos has been a source of inspiration, reverence, story-telling, and legends illustrating human creativity, imagination, and intelligence. Attempting to explain astronomical phenomena led ancient people to develop the science of Astronomy and helped spur human cultural and technological development. Their search for knowledge throughout human history provides us with unique and profound glimpses into our rich and varied heritage and thereby allows us to gain an enhanced appreciation of the cultural diversity in today’s world. Expansion of this program will allow approximately 200 sixth grade students from these diverse towns to explore the cultural and scientific links to both ancient and present day civilizations.</p>		
<p>Cosmic Cultures II will begin with a one week, full day summer session during which students from participating districts will meet, share information about themselves and their communities, and work together as they explore Man’s diverse cultural heritage. Cooperative learning and task- oriented activities throughout the program will foster the development of communication and inter-personal skills among this diverse student population and promote multi-cultural awareness, tolerance, and respect for others. School year activities will build on and compliment the framework established during the summer as students continue to engage in large and small group team challenges in an effort to reduce prejudice and promote social justice. Multi-disciplinary activities will illustrate Man’s cultural and scientific links to ancient cultures as students investigate their art, music, language, math and science. Students will also learn the basic concepts of the Sun-Earth-Moon System, sail on Cosmic cruises to learn the fundamentals of celestial navigation, and construct Egyptian barges from reeds. Appropriate field trips including Hayden Planetarium, Pequot Museum, and Ellis Island will reinforce student learning and help students link their lives with the people of antiquity. Professional artists such as Chariot of the Sun, Karim Mohammed, W. Che’ Cartafalsa, and Crelin Creative will augment students’ multi-cultural experiences. Additionally Akhmim Mummy Studies Consortium will illustrate how modern science (MRI) is used to unwrap the secrets of the mummies and engage the students in “Mummy Art” activities. Evening programs, through partnerships with Naugatuck Valley Community College’s observatory and the Discovery Museum will acquaint students with the fundamentals of Astronomy as they study the night sky. Additionally, evening programs will be held at local observatories for students and parents.</p>		
<p>Cosmic Cultures II originated a number of years ago in response to the Connecticut State Department of Education’s request for the expansion of successful of programs to meet the needs of surrounding districts requesting participation.</p>		

12-415-05	Connecticut Kids Fueling the Future	Award: \$91,677
Applicant	Eli Whitney Museum	
Participating School District	Meriden, New Haven, Wallingford, West Haven	
Days of Week and Hours of Operation	Selected Fridays, Saturdays, April vacation, July camps	
Age Ranges of Students	13 – 15	
Summer/Academic Year Program	Summer/Academic Year	
Total Number of Students	275	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>This proposal seeks the continuation and expansion of the Connecticut Kids Fueling the Future Project to bring together middle and high school students from seven diverse school districts to improve academic achievement and reduce racial, ethnic, and economic isolation. Approximately 175 students from Meriden, New Haven, Wallingford and West Haven will come together to investigate and explore the evolving and expanding technologies of renewable/sustainable energy sources.</p> <p>This multidisciplinary school year and summer program will provide opportunities for students of different backgrounds to meet, develop friendships, and become cooperative learning partners as they become informed citizens and stakeholders in protecting and preserving their environment and community.</p> <p>Partnerships with the University of Connecticut, Talcott Mountain Science Center, and industry leader Proton Energy will help acquaint staff and students with the complexities of the multi-faceted global energy crisis and demonstrate the relevance of this crisis to them, their families, and their communities. This foundation will help students realize that renewable/sustainable energy technologies exist, are cost effective, and must be relied upon to sustain human populations in the future. Diverse student teams will work to design and conduct an in-depth examination of the scientific, geo-political, technological, and economic aspects of America’s current and future energy needs. Through these efforts, students will understand that enlightenment and education are essential steps in the transition from fossil fuels to renewable/sustainable energy sources.</p> <p>The students will meet approximately 16 times during the summer and throughout the school year to participate in "exchange days" held at each of the participating schools. During the school year, students will meet on Friday afternoons (5.5 hours) and Saturday mornings (6 hours) to further their studies and continue to build meaningful relationships. Additionally, a mini-camp will be held in April for specified field trips or programs to view various production facilities, and buildings using renewable/sustainable energy within these districts. One day will be spent at UCONN’s Fuel Cell Center and Bio-diesel lab.</p> <p>The summer component of the project will serve to promote multi-cultural awareness and understanding, foster appreciation, build interpersonal skills, and friendships through a series of task oriented activities to build mutual respect, reduce prejudice, and promote social justice. This sequence of activities is specifically designed to enhance self-discovery, personal growth, and communication skills. Team membership will rotate periodically to ensure all students meet and interact. Computer simulation games “Power A City” will be used to help students understand the complexities of energy conservation and distribution within communities such as theirs. Their acquired knowledge will enable them to work with a partner(s) for the balance of camp and into the next school year during which time they will design, construct, and test models utilizing sustainable energy, perform energy audits in school and at home and visit facilities to learn about and synthesize bio-fuels.</p> <p>The objectives, closely aligned with Pre K-12 Curriculum Frameworks, will provide opportunities for these students to develop interpersonal skills build meaningful relationships and improve academic performance.</p>		

12-419-01	Links: A Quality Interdistrict Cooperative Program for 4th Grade	Award: \$133,279
Applicant	New Canaan Nature Center	
Participating School District	New Canaan, Norwalk	
Days of Week and Hours of Operation	6 days a week (8:30 a.m. – 4:00 p.m.)	
Age Ranges of Students	9 - 10	
Summer/Academic Year	Academic Year	
Total Number of Students	652	
Contact Person	Geoff McCann	
Telephone	203-966-9577 x 38	
Fax	203-966-6536	
E-mail Address	gmcann@newcannaannature.org	
<p>LINKS is an interdisciplinary IDCG grant program that focuses on science education and a diversity curriculum. LINKS is coordinated, supervised, and presented by the New Canaan Nature Center.</p> <p>Over 650 fourth grade urban and suburban students come together and work in partnered pairs and integrated teams throughout the school year during several face-to-face interdisciplinary education programs. Students in partner classes will draw connections and value between the significance of biodiversity in ecosystems and the significance of human diversity within local and neighboring communities via a dynamic and engaging science based curriculum utilizing the natural environment as the primary classroom. Focused on learning about science and the environment, the hands-on experiential LINKS curriculum fully integrates into Connecticut state curricula objectives and standards in science, math, social studies, language arts and citizenship, while utilizing culturally responsive teaching strategies and 21st Century educational methods. We incorporate Inquiry Learning methodology used by participating school districts and work closely with District science curriculum staff to ensure program alignment to classroom curricula and increasing academic performance in conjunction with teachers.</p> <p>The student meetings will consist of three school day sessions, three Saturday meetings, and five afterschool workshops throughout the school year. Between meetings, student partners correspond by written letters, e-mail, and other electronic media further reducing student isolation as they develop long-standing bonds with their partners that support future meetings.</p> <p>Participating teachers join their partner teachers for a professional training workshop in the fall. This professional development training further develops the skills the teachers will need to fulfill the goals and objectives specific to this program. Additionally, teachers will attend a diversity awareness-training seminar.</p> <p>The school day meetings take place throughout the school year at the Nature Center. Each meeting has activities that focus on teamwork, cooperation, academic performance and increased awareness and appreciation for diversity in our world. During meetings, students participate in scientific field studies, science notebook journaling, and hands-on outdoor/indoor laboratory workshops.</p> <p>During the afterschool workshops, students take part as partner pairs in hands-on activities and labs related to studying the natural world as scientists using the various plants and animals of the pond, forest, and field habitats found onsite. Students will also focus on group diversity dynamics through team initiatives on our low ropes course.</p> <p>Students and their families will further participate in 3 Saturday “Community Diversity” sessions (October, March and June). During these times, students and their families will participate in activities that utilize the knowledge gained from prior LINKS programs and prepare them for future sessions. The first Saturday is a celebration of the start of LINKS, a review of the first school day session, and an introduction to what is to come where parents and students interact together as a greater community. The second Saturday session allows students to participate in activities related to native and diverse cultures, sustainability, science, environmental stewardship, team and community building. The final Saturday session is a celebration of the conclusion and community sharing of the transformative experience of LINKS.</p>		

12-491-01	Project Poetry Live!	Award: \$96,580
Applicant	Litchfield Performing Arts, Inc.	
Participating School District	Litchfield, Plymouth, Thomaston, Watertown, Waterbury	
Days of Week and Hours of Operation	Monday – Friday, 8:00 a.m. – 5:00 p.m. Operates in and out of school hours	
Age Ranges of Students	Grade 7 (12 – 13) with opportunities to continue as an alumni through Grade 12 (14 – 18)	
Summer/Academic Year Program	Academic Year	
Total Number of Students	1,027 Students are exposed to program. Of these approx. 450 students sign-on for intensive interdistrict involvement.	
Contact Person	Vita West Muir	
Telephone	860-361-6285	
Fax	860-361-6288	
E-mail Address	vmuir@litchfieldjazzfest.com	
<p>“Since the inception of ID Programs, Project Poetry Live! (est.1994; ID Grant since 1995) has been one of a few outstanding programs to meet and exceed expectations for content, delivery and numbers of students affected.” *PPL! unites 1,027 7th graders in 5 districts bringing poor minority students alongside middle-class suburban and rural students for intensive interaction. PPL! students read and write poetry, play and compose music, create artworks, and dances, and display and perform their works in an interdisciplinary context of language arts, social studies, and visual and performing arts. <u>Students interact with each other and arts professionals of diverse backgrounds for some 56 hours, developing lasting relationships.</u> PPL! runs during the Fall, and is aligned with State criteria.</p> <p>PPL! participants have displayed higher achievement. In 2003-06, with a grant from USDE, Dr. Martin Gardiner, Brown University, mounted a controlled study to illuminate PPL’s! effects. <u>It showed participation in PPL! can result in improved standardized test scores in Writing and Reading in a statistically significant percentage of participants,</u> especially those who need it most-- students receiving free/reduced lunch.</p> <p>In PPL! Phase 1- students volunteer to participate in ID workshops (two sets, 16 hours, 175 students/set). Students from the 5 schools work with professional poets to, collectively and individually, write self-reflective poems. They then take these poems to workshops lead by arts professionals and transform their words into other art forms while meeting students from other schools. Through the language of art, students express words and emotions in positive ways. Students transform poems into silk-painting, music, dance, songs, sculpture, and more. Phase 2: A diverse professional dance company (Matthew Westerby Company, NYC) is in-residence for a week at each participating school. They work with students on using movement to express ideas and emotions. At week’s end, students can sign-on as members of an ID dance company. Phase 3: Those interested in playing music or designing sets can join the ID band or ID set design crew Phase 4: Dancers, big band and set crew rehearse in and out of school in preparation for 3 culminating performances for participating schools and general public (2,000 total attending). PPL program phases result in over 40 hours of face-to-face contact.</p> <p>In PPL! everything comes back to poetry. The Matthew Westerby Company and Kris Allen and Albert Rivera (Big Band Directors, musician/educators), knit words, movement and music together, selecting one poem representing each school as the basis for the instrumental score for the student band and dancers.</p> <p>For PPL!’s culmination, the big band plays in the pit, dancers dance on stage, and student artwork is mounted in a show of over 200 pieces at Naugatuck Valley College Fine Arts Center. Performances play to audiences of 2,000 students, families and the public, reflecting the work of over 1,027 students across 5 districts. This program is 100% supported by this grant. Today, more than ever, this work is needed in our schools.</p> <p>*Jack Hasegawa, PhD, CTDE</p>		

12-491-02	Litchfield Jazz Camp	Award: \$164,505
Applicant	Litchfield Performing Arts (LPA), Inc.	
Participating School District	64 Connecticut districts (all 169 districts invited)	
Days of Week and Hours of Operation	LPA - Monday – Friday, 8:00 a.m. – 5:00 p.m. Jazz Camp - 24/7 from July 10 – August 7, 2011	
Age Ranges of Students	12 – 18	
Summer/Academic Year Program	Summer Residential	
Total Number of Students	425 students expected for 2011 program year, of this we anticipate 250 will be CT students based on historical data	
Contact Person	Vita West Muir	
Telephone	860-361-6285	
Fax	860-361-6288	
E-mail Address	vmuir@litchfieldjazzfest.com	
<p>There may be no better way to eradicate prejudice and enhance achievement than by bringing people together to live and work as “family.” If that shared work is music and shared experience is a summer in a safe country setting (Kent School, Kent, CT) where students prepare for college and learn academic, artistic, technical, and life skills, you have hit the jackpot. That describes Litchfield Jazz Camp (LJC).</p> <p><u>LJC, in its 15th year (with 10 years of ID funding), brings students voluntarily together from up to 169 districts, grades 6th -12th, in a 4-week residential program at Kent School, Kent, CT. The curriculum teaches collaborative and improvisational music making and performance to a diverse student body at all levels of achievement.</u> LJC brings students from urban, suburban, and rural districts together through non-competitive admissions (placement on arrival) to learn from musicians of diverse racial/ethnic backgrounds. The student body is 425 (250 from CT, 54% minority), with 232 contact hours per student. Faculty minority is 41%.</p> <p>LJC recruits with 100,000 brochures, and follow-up calls and emails to superintendents, guidance counselors, music teachers, parents and students; through PSA's, articles and documentaries (e.g., '08 CPTV's, Positively Connecticut, and November 2010, NPR's JazzSet); regional/national educational music festivals; free clinics/concerts at urban schools; and through our Project Poetry Live! serving 1,100 middle schoolers annually for 18 years.</p> <p>Why study music at all? In addition to being an art, music is an exact science that encompasses math, history, foreign language, and the development of discipline, critical thinking, collaboration, insight, emotion and empathy. At LJC, students learn and perform in an interdisciplinary climate with multiple academic competencies embedded in jazz history, jazz theory, self-evaluations, lectures, master classes, study hall/tutoring sessions and more. Students are together 24/7 (99.3% board), in classes, ensembles and bands, at camp concerts and <i>The Litchfield Jazz Festival</i>, jam sessions, outreach concerts, composition workshops, recreation, exercise, music business seminars and more. Diversity awareness is measured weekly through before/after surveys aligned with state frameworks and proven culturally responsive teaching strategies.</p> <p>For urban children, LJC includes summer in “the country.” For economically challenged students, it is a chance to prepare for college admission through music scholarships (our College Fair attended by major university music programs moves this agenda along). For all students, LJC creates a heightened respect for ethnic diversity and an improved level of achievement in music and related and mediated competencies.</p> <p>Students have the thrill and esteem-building experience of performing at the world-renowned Litchfield Jazz Festival, in Kent, CT. Here, students hear and study with major jazz stars for three days immediately after camp (August 5 -7, 2011). They benefit from concerts, clinics and artist talks with artists like Roy Haynes and Jimmy Heath among others. LJC offers financial support to all Connecticut students with demonstrated (Tax Form 1040) need; no student is turned away. Our statewide recruitment focuses on minority/urban schools. Connecticut students are joined by others from around the world, and they develop a world-view which prepares them for the diverse workplace of tomorrow.</p>		

12-687-01	ECO-Saturdays	Award: \$85,470
Applicant	Talcott Mountain Science Center	
Participating School District	Hamden, New Haven, Seymour, Southington, West Haven	
Days of Week and Hours of Operation	Selected Saturdays during Academic Year	
Age Ranges of Students	8 – 12 years old	
Summer/Academic Year Program	Academic Year	
Total Number of Students	300	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>This proposal seeks the continuation and expansion of the ECO-Saturdays Program. This collaborative effort will bring together approximately 300 3rd-5th grade students from the urban towns of Ansonia, Hamden, New Haven, and West Haven with their counterparts in suburban Seymour and Southington. This long-standing program (10 years) will provide multi-disciplinary activities and community-based learning experiences through the exploration of the histories and ecologies of these diverse communities.</p> <p>Approximately 300 students will participate in one of the two, 7 session Saturday camps (6 hours each) to meet, become acquainted and ultimately become cooperative learning partners. Interpersonal and critical thinking skills will be enhanced as students participate in team-building challenges, problem solving activities, cultural, and nature studies. These highly engaging student-centered activities will employ best practices multicultural teaching strategies to foster an awareness and appreciation of students' cultural diversities and thereby provide a meaningful opportunity to reduce various forms of racial, gender, ethnic and social isolation, indifference and intolerance.</p> <p>ECO-Saturdays will be held at the participating schools and at various ecological, cultural, and historical sites of interest. The participating communities were chosen in part because they are linked historically through early human settlements and events of the Revolutionary War. These towns also provide a representative sampling of diverse ecologies including salt marsh, beach, forest, and inland wetland. Visits to these sites, field studies, nature hikes and boating trips will focus on patterns of seasonal change, land forms/landscapes, the fundamental components of ecosystems, and bird watching. Visits to various historical sites including home sites, farms, cemeteries, and battle sites will highlight the significant cultural and historical connections of these communities dating back to Early Native American settlement.</p> <p>Each student will construct a comprehensive journal to chronicle his/her experiences and knowledge. Journal entries will include photographs, sketches, personal reflections, ecological observations, and diversity/attitudinal surveys. Parents will be asked to provide three entries for their child's journal. Journals, pre-post testing, lesson specific rubrics, and student-parent surveys will serve as primary assessment tools. The staff will also complete self-assessments monitoring their utilization of multicultural teaching strategies. Periodically, students will share journal entries in small group discussions. Additionally, the staff will complete pre and post attitudinal surveys, and program evaluations to assess strengths and weaknesses.</p>		

12-687-02	CAPT-ivating Kids II	Award: \$85,825
Applicant	Talcott Mountain Science Center	
Participating School District	Bristol, Hartford, Meriden, Plymouth, Waterbury, Wolcott	
Days of Week and Hours of Operation	Selected Dates Academic Year	
Age Ranges of Students	13 - 15	
Summer/Academic Year Program	Academic Year	
Total Number of Students	200	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>CAPT-ivating Kids II seeks continued funding to bring together a diverse population of students to improve academic performance on the Connecticut Aptitude and Performance Test. This school year program will reduce racial, ethnic, and economic isolation as 200 students from the diverse communities of Bristol, Hartford, Meriden, New Britain, Plymouth, Waterbury and Wolcott participate in a sequence of inquiry based “hands-on” laboratory and field investigations linking Science, Technology and Society. These formal and informal educational experiences will promote mutual and self-respect as inter-district teams of students meet, share information about themselves and their communities, while becoming cooperative learning partners. Initially students will engage in activities selected from Project REACH to promote self- awareness/identity and enhance multicultural understanding. Teachers will establish diverse inter-district teams that will complete team challenges designed by the staff of Pine Lake Challenge Course. These activities are designed to foster the development of communication, cooperation, and team-building skills. As students participate in these task-oriented challenges they will realize that as members of diverse communities, individuals have much in common as learners and young citizens in a diverse global community.</p> <p>Throughout the year, student teams will engage in inter-disciplinary, “hands-on” units focusing on a major science content area from the Connecticut Curriculum Frameworks, a current scientific/ technological topic, or a social issue rooted in science. While acquiring necessary content knowledge, an emphasis will be placed on the utilization and integration of higher order science process skills, and reading/writing competencies as students investigate and explore “real-world” topics and issues in the physical and life sciences. In meeting, the challenges of these activities students will come to appreciate one another as valuable and contributing members of the team and also realize the importance of these life-long skills. Racial, ethnic, gender, and socioeconomic forms of isolation will be reduced as students communicate and develop strategies to deal with the continuum of team building and science based activities.</p> <p>Students will be guided in their efforts to locate appropriate sources of information to incorporate into their studies and be encouraged to identify contributions of scientists of diverse backgrounds and literary connections pertaining to their studies. Reading comprehension exercises focusing on the topic will be incorporated into the program to evaluate students’ improvement. Each student will maintain a comprehensive journal to chronicle his/her efforts, reflections, experiences, knowledge, writing exercises, and proficiency in understanding the scientific process. Entries will be shared and discussed throughout the program to monitor student progress. The Pre-Kindergarten – Grade 12 Science Curriculum Standards, teacher-derived tests, CAPT rubrics, and group discussions will be used as assessment tools for each major concept covered. Additionally a comprehensive pre and post-test will be administered to evaluate students’ academic progress. Diversity attitudinal surveys, activity worksheets from Project REACH, and teacher observations will assess the multicultural goals of the program.</p> <p>This proposal is submitted in response to a request from these districts to join Capt-ivating Kids. Geographic and enrollment constraints prevented this, and therefore at the suggestion of the CSDE this proposal is being submitted as CAPT-ivating Kids II.</p>		

12-687-03	Healthy Minds, Healthy Bodies	Award: \$89,848
Applicant	Talcott Mountain Science Center	
Participating School District	Avon, Bloomfield, Derby, Hartford, New Britain, Waterbury	
Days of Week and Hours of Operation	Selected Friday afternoons/evenings and school vacations	
Age Ranges of Students	9 - 13	
Summer/Academic Year Program	Academic Year	
Total Number of Students	200	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>Healthy Minds, Healthy Bodies seeks to bring together 200 elementary school students of diverse backgrounds to reduce isolation, enhance multi-cultural understanding, and improve academic performance, as students learn to establish healthy dietary and life styles. The program will demonstrate the interdependencies and interrelationships of culture, proper nutrition, physical fitness, school performance and psychological well-being as small inter-district teams of students engage in a multi-faceted wellness initiative centered on healthy choices. This collaborative effort will bring together a diverse group of students from the urban towns of Bloomfield, Derby, Hartford, New Britain, and Waterbury with their counterparts in suburban Avon, to address Connecticut and national standards for health education as small diverse inter-district teams of students participate in an array of multi-disciplinary activities and community-based learning experiences. Initially, students will meet, become acquainted, and ultimately become cooperative learning partners as they brainstorm components of "being well" and participate in teambuilding and other physical activity challenges/games. Membership in these teambuilding challenges will rotate periodically to ensure that all students meet and interact. With this framework in place students will then complete self and family surveys/inventories to assess their knowledge and behaviors about nutrition, physical activity and life style choices. The curriculum of Healthy Minds, Healthy Bodies, will use aspects of the "Eating is Elementary" and Planet Health's WOW(World of Wellness) Program models that have proven to be useful tools in designing, implementing, and evaluating health education/awareness programs. These models will serve as the blueprint for developing the four core content areas of the program; nutrition, physical activity/exercise, teamwork to enhance self-efficacy, and goal setting. It will also incorporate selected lessons from the Food, Land and People (FLP) guide that is available in English and Spanish. Highly engaging, fun, student-centered activities centered on the four content areas will also foster an awareness and appreciation for themselves, their cultural heritage and thereby provide a meaningful opportunity to reduce various forms of racial, gender, ethnic and social isolation, indifference and intolerance.</p>		
<p>Students participating in Healthy Minds, Healthy Bodies will meet approximately 13 times (5.5hours each day) during the school year on Friday afternoons, Saturday mornings and school vacation days to acquire the necessary knowledge, decision-making skills, and behaviors that will lead to a healthy, productive and balanced life. A concerted effort will be made to directly involve parents and caregivers in the program as the family plays a major role in shaping children's attitudes, knowledge, habits and beliefs regarding health and nutrition. Parents will participate in completing various home surveys/inventories (Family Survey Questionnaire, and Shelf Inventory Questionnaire), Family Snack Night, and a number of student take home activities designed to help reinforce exchange day activities and to facilitate the development of transferable life style skills/habits. Additionally, local experts and stakeholders including government agencies, health care providers, fitness centers, retail food stores, nutritionists, athletic/personal trainers and local farms will assist in the delivery of the program to ensure it meets its comprehensive curricular goals.</p>		

12-687-04	The Face of Connecticut: Its Past & Its People	Award: \$73,212
Applicant	Talcott Mountain Science Center	
Participating School District	Avon, Bloomfield, Hartford, West Hartford	
Days of Week and Hours of Operation	Selected Friday afternoons, Saturdays, April vacation	
Age Ranges of Students	12 - 14	
Summer/Academic Year Program	Academic Year	
Total Number of Students	150	
Contact Person	Jonathan Craig	
Telephone	860-677-8571	
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E-mail Address	jcraig@tmisc.org	
<p>The Face of Connecticut: Its People and Its Past* seeks funding to bring together a diverse population of students to explore Connecticut's cultural, historical, and geological past. A special emphasis will be placed on the manner in which Connecticut's face (land) affected the course of human events. This program will reduce racial, ethnic, and socio-economic isolation as 150 students from Avon, Bloomfield, Hartford, and West Hartford establish meaningful positive relationships, become cooperative learning partners and complete a sequence of "hands-on" investigations. These will involve field studies of, Connecticut's geologic beginnings, sculpting by earth processes, recent transformations at the hands of western culture, and its links to people past and present.</p> <p>Initially students will engage in a sequence of activities selected from Project REACH and the Diversity Council to promote self-awareness/identity and enhance cross-cultural understanding. These educational experiences will also promote mutual and self-respect as inter-district teams complete challenges to foster the development of communication, cooperation, and team-building skills. As students participate in these challenges they will realize that as members of diverse communities, individuals have much in common as learners and young citizens in a diverse global community. This foundation will also enable students to function effectively in their study of Connecticut as small diverse inter-district "study groups."</p> <p>These student teams will engage in a sequence of cross-disciplinary, "hands-on" units focusing on four major landscape provinces of Connecticut that delineate the entire State. Classroom lessons and activities will be strongly augmented by field studies centered on geology, geography, land use, natural resources, and historical connections, dating back to American Indian settlements. Students will use state-of-the-art technology including GPS, iPads and Internet sources. While acquiring content knowledge, students will realize that Connecticut's intricate landscape yields a complex picture that has influenced the history, industry, economy, and cultural character of our state. Students will visit appropriate cultural, historical, geological and archaeological sites to gain a better understanding and appreciation of how they through their communities are linked to a common heritage. They will learn that the diversity of Connecticut's landforms attracted and impacted a diverse population of settlers and subsequent waves of immigrants. Students will visit each of the four landscape provinces to conduct a multi-faceted examination of its topographic features, rock/soil type, ecology, land use, and general character. Additionally, cultural/historical trips will include visits to significant locations along the Freedom Trail, Peabody Museum, Connecticut Museum of Natural History, Institute for American Indian Studies, Wadsworth Atheneum, and historic town greens.</p> <p>In meeting the challenges of the program's student centered lessons and activities students will come to appreciate one another as valuable and contributing members of a team and also realize the importance of these life-long skills. Racial, ethnic, gender, and socioeconomic forms of isolation will be reduced as students communicate and develop strategies to deal with a continuum of multidisciplinary studies.</p> <p>Each student will maintain a comprehensive journal to chronicle his or her efforts, reflections, experiences, knowledge, and understanding the program's underlying theme. These are periodically reviewed to monitor student progress.</p>		

12-687-05	Connecticut Kids Fueling the Future II	Award: \$90,863
Applicant	Talcott Mountain Science Center	
Participating School District	Bloomfield, Farmington, Hartford, New Britain, West Hartford	
Days of Week and Hours of Operation	Summer weekdays, scheduled Friday after school, Saturday mornings and school vacation	
Age Ranges of Students	13 – 14	
Summer/Academic Year Program	Summer/Academic Year	
Total Number of Students	155	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>Connecticut Kids Fueling the Future II seeks funding to bring together middle and high school students from five diverse school districts to improve academic achievement and reduce racial, ethnic, and economic isolation. Approximately 155 students from Bloomfield, Farmington, Hartford, New Britain, and West Hartford will come together to investigate and explore the evolving and expanding technologies of renewable/sustainable energy sources.</p> <p>This multidisciplinary full year program provides opportunities for students of different backgrounds to meet, develop friendships, and become cooperative learning partners as they become informed citizens and stakeholders in protecting and preserving their environment and community.</p> <p>Partnerships with the University of Connecticut, Gateway Community College, and industry leader Proton Energy will acquaint staff and students with the complexities of the multi-faceted global energy crisis and demonstrate the relevance of this crisis to them, their families, and communities. This foundation will help students realize that renewable/sustainable energy technologies exist, are cost effective, and will be necessary to sustain human populations in the future. Small diverse inter-district student teams will design and conduct an in-depth examination of the scientific, geo-political, technological, and economic aspects of America’s current and future energy needs. Through these efforts, students will understand that enlightenment and education are essential steps in the transition from fossil fuels to sustainable energy sources.</p> <p>The students will meet approximately 15 times during the summer and school year to participate in “exchange days” held at the participating schools. The project will begin with a weeklong summer camp. During the school year, students will meet on Friday afternoons/evenings (5.5 hours) and Saturday mornings (6 hours) to further their studies and continue to build meaningful relationships with one another. A three-day (8 hours) mini-camp will occur in April to view various production facilities, businesses, and buildings using renewable/sustainable energy within these districts. One day will be spent at UCONN’s Fuel Cell Center and Bio-diesel lab.</p> <p>The summer component will promote multi-cultural awareness and understanding, foster appreciation, build interpersonal skills, and friendships through teambuilding, and task oriented activities to build mutual respect, reduce prejudice, and promote social justice. This sequence of activities is specifically designed to enhance self-discovery, personal growth, and communication skills. Computer simulation games ”Power A City” will be used to help students understand the complexities of energy conservation and distribution within their communities. Their acquired knowledge, and skills will enable them to work with a partner(s) for the balance of camp and into the next school year when they will design, construct, and test models utilizing renewable/sustainable energy and perform energy audits in school and at home and visit facilities to learn about various types of bio-fuels. The program’s close alignment with CSDE Curriculum Frameworks will provide opportunities for these students to develop interpersonal skills, build meaningful relationships, and improve academic performance.</p> <p>This proposal is submitted in response to a request from these districts to join Connecticut Kids Fueling the Future. Geographic and enrollment constraints prevented this. At the suggestion of the CSDE, this proposal is being submitted as Connecticut Kids Fueling the Future II.</p>		

12-687-06	Cosmic Cultures I	Award: \$93,470
Applicant	Talcott Mountain Science Center	
Participating School District	Bethany, Milford, Waterbury, West Haven	
Days of Week and Hours of Operation	July weekdays, selected school days, school vacation	
Age Ranges of Students	12 - 13	
Summer/Academic Year Program	Summer/Academic Year	
Total Number of Students	175	
Contact Person	Steve Pelosi	
Telephone	203-393-1541	
Fax	203-393-1541	
E-mail Address	Stevepelosi0@gmail.com	
<p>This proposal seeks the continuation and expansion of the highly successful Cosmic Cultures I (CC1) curriculum. CC1 links sixth grade students from the urban centers of Waterbury and West Haven with their peers from suburban/rural Milford and rural Bethany. Through the discipline of astronomy, CC1 explores the evolution and nature of man’s cultural heritage through a multi-disciplinary investigation of ancient exploration based celestial principles. Over the millennia, the cosmos has captivated man’s imagination, inspiring legends, myth making, and exploration. The science of astronomy grew out of these legends as ancient peoples turned to science and math to provide better explanations for celestial phenomena. CC1’s examination of ancient man’s search for knowledge provides students with unique and profound glimpse into man’s shared cultural heritage. Based on the success of CC1 in 2010, the program will enroll approximately 175 sixth grade students from diverse towns to discover the cultural and scientific links between ancient and modern civilizations. Just as ancient Chinese and Yemeni mariners were brought together through a shared love of scientific exploration, CC1 will bring together students from equally diverse backgrounds to engage in scientific discovery.</p> <p>CC1 will begin with a 10 day summer session during which students from participating districts will meet, share information about themselves and their communities, and work together as they explore man’s diverse cultural heritage. Cooperative learning and task- oriented activities throughout the program will foster the development of communication and inter-personal skills among this diverse student population and promote multi-cultural awareness, tolerance, and respect for others.</p> <p>Academic year activities will build on and compliment the framework established during the summer as students continue to engage in large and small group team challenges. Multi-disciplinary activities will illustrate man’s cultural and scientific heritage as students investigate ancient art, music, language, math and science. For example, students will construct Egyptian-style barges out of reeds. Based on ancient discoveries, students will learn about the relationship between the Sun, Moon, and earth. Building off of this, students will sail on Schooner to learn the fundamentals of celestial navigation. In addition to Schooner, other appropriate field trips include Hayden Planetarium and Pequot Museum, which will reinforce student learning and help students link their lives with the peoples of antiquity. Professional artists such as Chariot of the Sun, Karim Mohammed, W. Che’ Cartafalsa, and Crelin Creative will augment students’ multi-cultural experiences. Additionally Akhmim Mummy Studies Consortium will illustrate how modern science (MRI) is used to unwrap the secrets of the mummies and engage the students in “Mummy Art” activities. Evening programs, through partnerships with Naugatuck Valley Community College’s observatory and the Discovery Museum will acquaint students with the fundamentals of Astronomy as they study the night sky. Additionally, school vacation mini-camp(s) will offer programs in rocketry, jewelry making and ancient tool/ technologies.</p>		

12-693-01	Science Buddies	Award: \$67,715
Applicant	Environmental Learning Centers of CT, Inc.	
Participating School District	Waterbury, Wolcott	
Days of Week and Hours of Operation	Monday – Saturday, 9:30 a.m. – 2:30 p.m.	
Age Ranges of Students	8 – 11	
Summer/Academic Year Program	Academic Year	
Total Number of Students	130	
Contact Person	Daniel Casey	
Telephone	860-583-1234	
Fax	860-585-8886	
E-mail Address	DCasey@elcct.org	
<p>The 285-acre Indian Rock Nature Preserve in Bristol offers a unique setting to bring together a diverse population of students from the suburban town of Wolcott with their peers from the urban center of Waterbury to reduce various forms of socioeconomic isolation and improve academic performance on the CMT. Using the Connecticut Science and Social Studies Curriculum Frameworks for Grades 3-5, Science Buddies, a community based learning program will help 130 students explore the natural world as students build positive meaningful relationships, enhance interpersonal skills and become cooperative learning partners. Students will be paired with “buddies” from another school to participate in problem solving, team building challenges, cultural, and nature studies that encourage individual dialogue and partnership so as to enhance cross-cultural understanding, build mutual respect and improve academic performance. Lessons focusing the exploration of the histories and ecologies of these diverse communities will be drawn from hiking the Preserve’s wooded trails, exploring its 10-acre pond, visiting historical sites, feeding its farm animals, observing its beehive and apple orchard, photographing its plants and animals, and “hands on” problem solving science experiments. Students will develop the fundamental skills of science process as they learn to record appropriate observations, offer/test hypotheses, and draw conclusions based on scientific evidence. Their discoveries about the natural environment will foster a greater respect for the interdependencies, complexities, and diversity of local ecologies and therefore help them recognize and appreciate the importance and value of cross-cultural awareness and competence in their daily lives.</p> <p>The participating districts offer a diverse population of students for this Academic Year program. Science Buddies will bring students together approximately 11 times during the year to complete their exploration of the ecological, cultural, and historical links that these communities share. These 11-student exchange days will be comprised of school day, school vacation, and Saturday morning programs ranging between 4 and 5 hours in length.</p> <p>Trained instructors from Environmental Learning Centers and staff from the participating schools will develop and implement a series of experiential learning “hands on, minds on” lessons/activities focusing on the very numerous content/concept and science process skills provided in the newly revised CSDE P-K-12 Curriculum Frameworks. Students will visit inland wetlands, mixed forests, and ponds to learn the basic components of ecosystems, observe seasonal patterns of change, and conduct nature and watershed studies. They will also learn about their communities' current and past connections to these landforms and ecologies dating back to early American Indian settlements.</p> <p>Each student will construct a comprehensive journal to chronicle his/her experiences and knowledge. Entries will include photographs, sketches, personal reflections, ecological observations, and diversity/attitudinal surveys. Parents will provide three entries for their child’s journal. Journals, pre-post testing, lesson specific rubrics, and student-parent surveys will serve as primary assessment tools. The staff will also complete self-assessments monitoring their utilization of multicultural teaching strategies. Periodically, students will share journal entries in small group discussions.</p> <p>Additionally, the staff will complete pre and post attitudinal surveys, and program evaluations to assess strengths and weaknesses.</p>		

12-796-01	Oddfellows Playhouse Youth Theater	Award: \$52,558
Applicant	Oddfellows Playhouse	
Participating School District	Middletown, Portland, Regional District 13, Regional District 17, plus 15 other in central CT (Berlin, Clinton, Cromwell, Deep River, East Haddam, East Hampton, Essex, Farmington, Glastonbury, Madison, Meriden, New Britain, Old Saybrook, Rocky Hill Southington, Wallingford, West Hartford, Wethersfield)	
Days of Week and Hours of Operation	Monday – Friday, 8:30 a.m. – 9:30 p.m.	
Age Ranges of Students	5 - 19	
Summer/Academic Year Program	Summer/Academic Year	
Total Number of Students	400	
Contact Person	Matthew Pugliese	
Telephone	860-347-6143	
Fax	860-343-1592	
E-mail Address	info@oddfellows.org	
<p>Oddfellows Playhouse Youth Theater is an after-school interdistrict theater program for approximately 400 young people in grades 1-12. It offers a diverse group of students from Middletown and the 15 to 20 surrounding school districts throughout central Connecticut an opportunity, which they would not otherwise have, to study the challenging art of theater with professionally trained artists and teachers.</p> <p>Oddfellows offers a complete theater curriculum of classes and productions, designed to supplement and support in-school learning. Oddfellows' exemplary program stresses the highest academic and artistic standards in teaching the performing arts and makes this program available to every child through a generous financial aid policy that gives scholarships to all families who qualify. Oddfellows core curriculum consists of three 8-week terms between September and May, offering 25-30 classes in the fundamentals of theater training. While the emphasis of the program is on instruction in a classroom setting, the opportunity to perform in front of an audience is crucial to the theatrical experience. Each class term ends in a Share Day where students demonstrate what they have learned for family and friends. Students with more experience at the younger levels perform in 2 mini-productions per class semester each year; the Junior Repertory Company presents 2 full main stage productions in the professional equipped theater; and, the Teen Repertory Company presents main stage productions. Public performance allows all students an opportunity to gain self-confidence and demonstrate what they have learned. A Technical Theater program for grades 9-12 gives instruction and hands-on experience in scenery, lighting, sound, props, and running crew. A 4-week Summer Shakespeare Academy offers intensive daily training for high school students in acting, text analysis, character development, stage combat in Shakespeare, culminating in fully staged productions.</p> <p>The program has a 37-year history of bringing together diverse groups of students to study the challenging art of theater in a supportive, non-competitive environment in order to gain skills and forge friendships that bridge racial, cultural, socio-economic, and geographic boundaries. Oddfellows addresses racial, ethnic and cultural isolation by combining students from a diverse small city, Middletown, with students from suburban and rural towns to work together over an extended period of time in classes, rehearsals, and productions. The curriculum, taught by a diverse staff, is drawn from the literature and artistic traditions of many cultures, with special attention to non-Anglo traditions. Main stage productions chosen for the Teen Repertory Company regularly immerse students in the classics of dramatic literature or cutting-edge contemporary works that they would otherwise only be exposed to in college or in a top-notch high school with an AP curriculum.</p> <p>Complementing the core curriculum, Oddfellows undertakes in-depth explorations of the theater, art, and history of various cultures. These explorations through classes and productions at all age levels promote multicultural understanding and provide unique educational and artistic experiences that expand the worldview of our students and audiences.</p>		

12-814-01	Cyber-Teams Program	Award: \$184,925
Applicant	Connecticut Pre-Engineering Program, Inc.	
Participating School District	Hartford, Milford, New Britain, New Haven, Newington	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 2:30 p.m.	
Age Ranges of Students	11 - 13	
Summer/Academic Year Program	Summer	
Total Number of Students	130	
Contact Person	Bruce A. Dixon	
Telephone	860-638-1220	
Fax	860-638-1223	
E-mail Address	dixonb@cpep.org	
<p><i>How would you like to play 3D immersive video games all summer and increase your math and literacy proficiency?</i></p> <p>Research shows that “<i>Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement and summer learning loss is directly attributable to the rising achievement gap (Cooper, 1996)</i>”. <i>CPEP CYBER-TEAMS</i> is a comprehensive strategy that will mitigate summer learning loss and create transformational cultural experiences for 130 students, including 50% under-represented urban students. The five-week team oriented summer program, based on a college campus or CT High School, will employ cutting edge video game technology in a blended learning environment that builds academic skill in reading, writing, spelling and mathematics while fostering meaningful cultural sharing. To reinforce core concept knowledge, all participants will engage in the building of hands-on projects to connect theory to practical real-life application (for example, they will build a magnetically levitated vehicle).</p> <p>To accomplish our goals, we will use educational gaming software created by Tabula Digita. TabulaDigita (DimensionU) is an educational gaming company focused on delivering innovative and effective educational games to students and institutions. The games have all of the action adventure fun associated with mainstream games while simultaneously providing an efficient learning environment to better prepare students for high stakes exams. Students become so captivated in solving problems that they forget they are learning but they don't forget what they've learned. Research with the program demonstrates how well they align with the way today's students learn and how naturally immersed students become in their learning. The result: increase in student motivation, increase in time on task, and the ability to apply their learning in real world situations that have meaning for the student.</p> <p>All participating students, parents and community members will be invited to the <i>CPEP CYBER-TEAMS Celebration</i>, a culminating program where families will celebrate cultural diversity, as students will present their work for evaluation, prizes and awards. A program wide Math and Literacy competition will be held at the celebration and video streamed to families who cannot attend in person.</p>		

12-814-02	Cyber-Media Fluency Program	Award: \$92,513
Applicant	Connecticut Pre-Engineering Program, Inc.	
Participating School District	Hartford, Newington	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 4:00 p.m.	
Age Ranges of Students	14 - 16	
Summer/Academic Year Program	Academic Year	
Total Number of Students	65	
Contact Person	Bruce A. Dixon	
Telephone	860-638-1220	
Fax	860-638-1223	
E-mail Address	dixonb@cpep.org	
<p>A 2009 Kaiser Family Foundation study found <i>"Substantial differences in media consumption emerge between White youth and Black or Hispanic youth, with the latter two groups consuming nearly 4.5 hours more media daily."</i> The Pew Internet and American life project also found that <i>"Black, Hispanic and youth from low income households spend less time engaged in publishing on the Internet when compared to White upper income youth."</i> Unfortunately, since Black and Hispanic youth spend more time consuming media are they are therefore left with less time to study or create media. The <i>CPEP CMF</i> program seeks to increase academic skills through digital media to empower Black, Hispanic and low-income high school students with the ability to create and publish digital content while building meaningful relationships with their suburban counterparts. Students will create Animations, News Reports, Public Service Announcements and Documentary movies that present the diversity of engineers, scientists and mathematicians who have made major contributions to our society. Students will do research, script writing, story development, and film treatments that develop reading, writing, listening, speaking, viewing and presenting skills. The curriculum incorporates the Connecticut English language arts and Information Technology frameworks and is facilitated by certified teachers who have completed our professional development program. An academic support component of the program will also allow students and parents to access program materials from home and school as they communicate, collaborate and engage in literacy and digital media project activities.</p> <p>All <i>CMF</i> students, parents and community members are invited to the <i>CT Student Film Festival</i>, a culminating celebration where students will screen their work and compete for prizes and awards. College faculty and business professionals will use rubric assessment to evaluate all aspects of the student work from presentation style to content, creativity and technical expertise. The <i>CPEP CMF Program</i> will improve academic performance and English language proficiency thereby increasing the number of students who graduate high school prepared for 21st Century careers and college level course work.</p>		

12-814-03	Mission Possible Program	Award: \$154,450
Applicant	Connecticut Pre-Engineering Program, Inc.	
Participating School District	Bridgeport, Hartford, Milford, New Haven, Newington, Stamford	
Days of Week and Hours of Operation	Monday – Friday, 9:00 a.m. – 4:00 p.m.	
Age Ranges of Students	11 - 13	
Summer/Academic Year Program	Academic Year	
Total Number of Students	180	
Contact Person	Bruce A. Dixon	
Telephone	860-638-1220	
Fax	860-638-1223	
E-mail Address	dixonb@cpep.org	
<p>A 2009 Kaiser Family Foundation study found <i>"Substantial differences in media consumption emerge between White youth and Black or Hispanic youth, with the latter two groups consuming nearly 4.5 hours more media daily."</i> The Pew Internet and American life project also found that <i>"Black, Hispanic and youth from low income households spend less time engaged in publishing on the Internet when compared to White upper income youth."</i> Unfortunately, since Black and Hispanic youth spend more time consuming media are they are therefore left with less time to study or create media. The CPEP program seeks to increase academic skills through digital media to empower Black, Hispanic and low-income youth with the ability to create and publish digital content while building meaningful relationships with their suburban counterparts. Students will create Animations, News Reports, Public Service Announcements and Documentary movies that present the diversity of culture and ethnicity that have contributed to who they are and what they hope to become. Students will do research, script writing, story development, and film treatments that develop reading, writing, listening, speaking, viewing and presenting skills. The curriculum incorporates the Connecticut English language arts and Information Technology frameworks and is facilitated by certified teachers who have completed our professional development program. An academic support component of the program will also allow students and parents to access program materials from home and school as they communicate, collaborate and engage in literacy and digital media project activities.</p> <p>All <i>CMP</i> students, parents and community members are invited to the <i>CT Student Film Festival</i>, a culminating celebration where students will screen their work and compete for prizes and awards. College faculty and business professionals will use rubric assessment to evaluate all aspects of the student work from presentation style to content, creativity and technical expertise. The <i>CPEP MP Program</i> will improve academic performance and English language proficiency thereby increasing the number of students who graduate high school prepared for 21st Century careers and college level course work.</p>		