U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE PROGRAM
CFDA # 84.165A
PR/Award # U165A070046
Grants.gov Tracking#: GRANT00253533

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

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OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

* 3. Date Received:	4. Applicant Identifier:
04/26/2007	3210000010000

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
3620580	

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: New York City Department of Education, Community District 10

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
13-6400434	103669289

d. Address:

* Street1:	One Fordham Plaza
Street2:	
* City:	Bronx
County:	Bronx
* State:	NY: New York
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	10458

e. Organizational Unit:

Department Name:	Division Name:
Community School District 10	New York City Department of Ed

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

Prefix:	Mrs.	* First Name:	Tiffany
Middle Name:			
* Last Name:	Carlo-Correa		
Suffix:			

Title: Director of the Magnet Grant

Organizational Affiliation:

New York City Department of Educaton, Community District 10

* Telephone Number:	718-741-7073	Fax Number:	718-584-5502

* Email: tcarloc@schools.nyc.gov

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-030907-002

* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

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

Bronx, New York

*** 15. Descriptive Title of Applicant's Project:**

MSAP Inter-District 9 and 10 Application

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 16, 17

* b. Program/Project: NY-017

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

17. Proposed Project:

* a. Start Date: 09/01/2007

* b. End Date: 08/31/2010

18. Estimated Funding ($):

* a. Federal	1,666,365.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,666,365.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

○ a. This application was made available to the State under the Executive Order 12372 Process for review on .

● b. Program is subject to E.O. 12372 but has not been selected by the State for review.

○ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

○ Yes ● No

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

☑ **** I AGREE**

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

Authorized Representative:

Prefix: Mrs. * First Name: Sonia

Middle Name:

* Last Name: Menendez

Suffix:

* Title: Community Superintendent District 10

* Telephone Number: 718-741-5792 Fax Number: 718-584-5502

* Email: smenend@schools.nyc.gov

* Signature of Authorized Representative: Sylvia Jamison * Date Signed: 04/26/2007

Authorized for Local Reproduction

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name **Mime Type**

AdditionalProjectTitle

File Name **Mime Type**

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06 30 2005

Name of Institution Organization:
New York City Department of Educ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 854,710	$ 987,030	$ 983,011	$ 0	$ 0	$ 2,824,751
2. Fringe Benefits	$ 249,535	$ 311,362	$ 311,038	$ 0	$ 0	$ 871,935
3. Travel	$ 31,500	$ 31,500	$ 26,500	$ 0	$ 0	$ 89,500
4. Equipment	$ 134,400	$ 71,400	$ 71,400	$ 0	$ 0	$ 277,200
5. Supplies	$ 80,800	$ 70,450	$ 70,450	$ 0	$ 0	$ 221,700
6. Contractual	$ 214,800	$ 214,800	$ 217,800	$ 0	$ 0	$ 647,400
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 56,000	$ 56,000	$ 56,000	$ 0	$ 0	$ 168,000
9. Total Direct Costs (lines 1-8)	$ 1,621,745	$ 1,742,542	$ 1,736,199	$ 0	$ 0	$ 5,100,486
10. Indirect Costs*	$ 44,620	$ 50,134	$ 49,944	$ 0	$ 0	$ 144,698
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,666,365	$ 1,792,676	$ 1,786,143	$ 0	$ 0	$ 5,245,184

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7 1 2002 To: 6 30 2007 (mm dd yyyy)

Approving Federal agency: [ ] ED [X] Other (please specify): New York State Education Department

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[X] Is included in your approved Indirect Cost Rate Agreement? or. [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06 30 2005

Name of Institution Organization:
New York City Department of Educ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Sylvia Jamison	* TITLE Community Superintendent District 10
* APPLICANT ORGANIZATION New York City Department of Education, Community District 10	* DATE SUBMITTED 04-26-2007

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

Tracking Number: GRANT00253533

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
_a. contract	_a. bid/offer/application	*a. initial filing
*b. grant	*b. initial award	_b. material change
_c. cooperative agreement	_c. post-award	For Material Change Only:
_d. loan		year quarter
_e. loan guarantee		date of last report
_f. loan insurance		

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
*Prime _SubAwardee Tier if known: * Name: Community School District 10 * Address: One Fordham Plaza Bronx NY: New York 10458 Congressional District, if known: 16, 17	
6. * Federal Department/Agency: United States Department of Education	7. * Federal Program Name/Description: Magnet Schools Assistance CFDA Number, if applicable: 84.165
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: Mrs. Sonia Menendez * Address: One Fordham Plaza Bronx NY: New York 10458	b. Individual Performing Services (including address if different from No. 10a): * Name: Mrs. Sonia Menendez * Address: One Fordham Plaza Bronx NY: New York 10458
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was	* Signature: Sylvia Jamison * Name:

made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Mrs. Sonia Menendez Title: Community Superintendent District 10 Telephone No.: 718-741-5792 Date: 04-26-2007
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name	Mime Type
7326-R1_MSAP_GEPA.doc	application/msword

NYC Region One Magnet Schools Assistance Program
Information Addressing the Department of Education's General Education Provisions Act (GEPA)

In compliance with Section 427 of GEPA, Community School Districts 9 and 10 in New York City's Region One assure that all program beneficiaries with special needs will have equitable access to, and participate in, the proposed Magnet Schools Assistance Program (MSAP):

- All four schools in the CSDs 9 and 10 MSAP application are offering whole-school magnet programs, thus ensuring that all students attending these schools will fully participate in all magnet-funded activities. In keeping with the policies and practices of the New York State Education Department and the New York City Department of Education, all students in the four proposed magnet schools will be selected for program participation without any regard to their race, color, national origin, gender, age, or disability.

- The Region One magnet initiative includes extensive professional development strategies designed to ensure that students regardless of background are able to fully participate and succeed in the rigorous educational programs being offered through the grant. For example, all teaching staff in the four proposed magnet schools will receive training from Schools Attuned in the area of differentiated instruction, so that they are fully conversant with teaching strategies to ensure that exceptionalities are not a barrier to receiving a high quality, rigorous educational experience. The Region will collaborate with Learner-Centered Initiatives, under the direction of Dr. Giselle Martin-Kniep, to develop best practices in quality curriculum, instruction and assessment through the creation of professional learning communities.

- All of the proposed magnet schools are "in good standing," and have made a commitment to reserve ten spaces per grade per year for students attending other low-performing high schools in the Region who have not had access to the kinds of innovative and rigorous educational programs being offered through the MSAP initiative.

- A wide array of student support services are built into the project design to assist students who are struggling to meet program and State standards, including those with special education needs and those who are English language learners (e.g., AVID, Quality Teaching of English Language Learners, after-school tutoring).

- Any written materials developed and disseminated in conjunction with the parent awareness activities that are sponsored by the magnet programs will be translated into languages other than English, should the need arise, and translators will be available during parent involvement activities (e.g., meetings, workshops) to enable non-English speaking parents to derive the same benefits as their English speaking peers.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION New York City Department of Education, Community District 10
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mrs. * First Name: Sonia Middle Name: * Last Name: Menendez Suffix: * Title: Community Superintendent District 10
* SIGNATURE: Sylvia Jamison * DATE: 04/26/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Mr.

Edison

Teano

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2. Applicant Experience:

_Yes _No • Not applicable to this program

3. Human Subjects Research

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

_Yes • No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName MimeType

Tracking Number: GRANT00253533

Project Narrative

Abstract Narrative

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Title: Pages: Uploaded File: **6632-Region_1_MSAP_Proposal_Abstract.rev.doc**

New York City Region 1 (CSD 9/CSD 10) - Magnet Schools Assistance Program (2007-2010)

Proposal Abstract

Region One, comprised of Community School Districts (CSDs) 9 and 10, has a student enrollment of 91,049 as of the 2006-07 school year, and is the local educational agency applying for funding from the Magnet Schools Assistance Program for an inter-district magnet initiative which will serve four high schools (two in each CSD). According to the October 2006 registers, the ethnic makeup of the Region is predominantly Hispanic at 65.1%, with 26.0% Black students, 4.9% Asian-American, 0.4% American Indian, and 3.6% White, with over 20,000 English language learners.

The 2007-2010 Region One MSAP initiative is designed to address several emerging needs. First and foremost is the commitment on the part of both Districts to focus more intensive energies on improving student achievement at the secondary level, which is also a problem of national concern. The second priority is to provide organizational supports and resources to some of our newest secondary schools to ensure that they hit their stride and can live up to the promise held out for this new generation of high schools. And the third priority is to promote equity of access of educational opportunities to students who for too long have been languishing in under-performing, over-crowded and uninspired school settings. During the 2007-2010 funding cycle, Districts 9 and 10 in Region One will address all six objectives of the Magnet Schools Assistance Program through the following initiatives:

- Design and implement aggressive outreach and recruitment strategies in order to attract a more diverse pool of applicants and thereby reduce minority isolation in four high schools with substantial proportions of minority students (Celia Cruz Bronx High School of Music, Kingsbridge International High School, Mott Hall Bronx High School, and The Bronx Center for Science and Mathematics) and expand opportunities for students in low-performing high schools to participate in these rigorous and innovative educational programs.
- Develop and design innovative educational methods and practices and provide courses of instruction that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational, technological and professional skills of students attending the magnet schools. The four schools will offer a wide array of theme-based curricula (e.g., music, math and science, international studies) and instructional program models (e.g., International Baccalaureate) to facilitate greater levels of student engagement and performance. A collaboration with **Education for Careers**, directed by Michelle Mickelson, Ph.D., will provide a professional development program designed to increase the capacity of the proposed magnet schools to provide learning opportunities that enhance student awareness of and preparation for the world of work. Staff from each proposed magnet school will participate in training on career awareness/development content, National Career Development Guidelines, and resources for integrating classroom career awareness activities across the curriculum that will prepare them to design activities to aid the development of individual student career plans.
- Offer comprehensive professional development programs to assist the magnet schools in substantially strengthening students' knowledge of academic subjects and enabling all students to meet challenging State content and performance standards. The Region will collaborate with **Learner-Centered Initiatives,** under the direction of Dr. Giselle Martin-Kniep, to develop best practices in quality curriculum, instruction and assessment through the creation of professional learning communities. A partnership with **Schools Attuned** will offer training in the four proposed magnet schools to enhance staff's understanding about differentiating instruction for students. The professional development will increase staff's capacity to enhance student self-esteem by building on their strengths while identifying areas of need.

Project Narrative

Project Narrative

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280.32 Competitive Priorities

Need for Assistance

(1) The Secretary evaluates the applicant's need for assistance by considering the cost of fully implementing the magnet schools project as proposed.

Overview of Region One

In June 2002, New York City Mayor Michael Bloomberg implemented the largest reorganization of the New York City educational system in history, gaining the authority over the schools that had eluded former mayors for decades. The mayor abolished the Board of Education and appointed Joel Klein as the Chancellor of the New York City Department of Education. Each Region comprises two, three or four of the community schools districts, as well as the high schools located within their geographic boundaries. Aimed toward greater individualized support and supervision, the ten regions are each led by a Regional Superintendent appointed by the Chancellor who, together, function as the senior instructional management team for the school system and report directly to the Deputy Chancellor for Teaching and Learning. Each region has a Learning Support Center that houses the instructional leadership for the region as well as a full service Parent Support Office. Six of the Learning Support Centers also house Regional Operations Centers that provide operational support to schools.

Region One, comprised of Community School Districts (CSDs) 9 and 10, has a student enrollment of 95,205 as of the 2006-07 school year, and is the local educational agency applying for funding from the Magnet Schools Assistance Program for an inter-district magnet initiative which will serve four high schools (two in each CSD). Region One is comprised of 66 elementary schools, one K-8 school, 28 middle schools, 9 secondary schools, and 33 high schools. Region One is situated in the northwest corner of the Bronx, with the Westchester County line at its northern end and bordered on the west by the Hudson and Harlem Rivers. The Region encompasses neighborhoods ranging from the affluent enclave of Riverdale to the economically distressed communities of Crotona, Morrisania, Tremont, Mount Hope and High Bridge on

the southern edge of the Region. According to the October 2006 registers, the ethnic makeup of the Region is predominantly Hispanic at 65.1%, with 26.0% Black students, 4.9% Asian-American, 0.4% American Indian, and 3.6% White, with over 20,000 English language learners.

Overview of Region One Magnet Proposal

During the 2007-2010 funding cycle, Districts 9 and 10 in Region One will:

- reduce minority isolation in four high schools with substantial proportions of minority students (Celia Cruz Bronx High School of Music, Kingsbridge International High School, Mott Hall Bronx High School, and The Bronx Center for Science and Mathematics);
- develop and implement magnet programs that will assist the two districts and schools in achieving systemic reforms and providing all students with the opportunity to meet challenging State content and performance standards;
- develop and design innovative educational methods and practices and provide courses of instruction that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational, technological and professional skills of students attending the magnet schools;
- improve the capacity of Districts 9 and 10 to continue operating magnet schools after federal funding through professional development; and
- ensure that all students at the magnet schools have equitable access to high quality educational programs that will enable them to succeed academically and continue with postsecondary education or productive employment.

The table below provides a thumbnail sketch of the four proposed magnet high schools. Complete descriptions of the schools' magnet program designs are included in the Quality of Project Design section.

Table 1

Region One Proposed Magnet Schools (2007-2010)

School (Number)	District	Year Opened	Current Enrollment (Grades)
Bronx Center for Science and Mathematics (X260)	CSD 9	2005	249 (9-10)
Celia Cruz Bronx HS of Music (X442)	CSD 10	2003	342 (9-12)
Kingsbridge International HS (X268)	CSD 10	2005	220 (9-10)
Mott Hall Bronx HS (X252)	CSD 9	2005	234 (9-10)

As shown above, the total current enrollment at these schools is 1,029 students in grades 9-12. Student enrollment projections provided as an attachment to the amended Voluntary Desegregation Plan show that on average, a total of 1,667 students will be served each year, across the four magnet schools. This represents 6% of the total Region One high school student population served through the proposed magnet school programs on average across the three project years.

(2) The secretary evaluates the applicant's need for assistance under this part, by considering the resources available to the applicant to carry out the project if funds under the program were not provided.

Budget Climate Facing NYC Public Schools

Analysis of education spending patterns in New York State reveals that schools -- and students -- in both the state and the city are getting shortchanged. According to the New York: State of Learning Report (October 2006), the average New York City school district spent an average of $13,640 in the 2003-2004 school year while the average for New York State was $13,826, the latest year for which comparative figures are available. Many New York State districts spent far above or below this figure; some small rural districts spent approximately $9,200 per pupil, while some suburban districts spent as much as $49,000. The average downstate[1] suburb spent $16,349. Moreover, the current funding system does not adequately

[1] Including Nassau, Rockland, Suffolk, and Westchester counties

account for the enormous educational needs of the 1.1 million NYC students, many of whom live in areas of concentrated poverty, are disabled or are English language learners. Although the State Legislature recently passed a large increase in education aid, this increase barely compensates for cuts made in the early 1990s.

Current budget projections for the 2006-2007 school year indicate that NYC schools will be provided with less than a two percent increase over last year. It is ironic that in a national study conducted by *Education Week*, New York ranked #1 among the states in the quality of standards and assessments, but #48 in equity of school funding. Moreover, the Education Trust found in a 2005 report (that used 2002-2003 data) that New York State's funding gap between low-minority and high-minority districts is $2,419 per student, which amounts to about $60,000 for each class of 25 students (The Funding Gap 2005, Winter 2005).

Trying to rectify these funding inequities, the Campaign for Fiscal Equity (CFE) Inc., a non-profit coalition of parent organizations, community school boards, concerned citizens and advocacy groups, has been working for the past ten years to place the New York State education funding debate at the center of the larger national discussion of educational equity in our nation's public schools. In 1993, CFE filed suit against the state in an effort to reform its school financing system (*CFE v. State of New York*). Despite the January 10, 2001 ruling by Manhattan Supreme Court Judge Leland DeGrasse that New York's school financing system deprives New York City students of the funds needed to provide them with a constitutionally mandated "sound basic education"—a decision upheld by the New York State Court of Appeals—these decisions have been met with repeated appeals.

The Court of Appeals gave the state until the end of July 2004 to remedy the problem with its current school funding formula. Unfortunately, the state did not comply by the deadline. On February 14, 2005, the Court of Appeals, using recommendations made by a special panel it appointed, ruled that NYC schools need $5.6 billion to provide their students with a "sound basic education" and bring every NYC

school up to constitutional standards. To date, New York State still has not complied with the court's decision and as of July 2006 submitted a reply brief to the Court of Appeals, noting that "the increases the governor and the legislature added to the education budget this year (2006-2007) for New York City's operating aid are in line with the increases that were mandated by the courts." The state determined that only $1.93 billion more is needed. (CFE, 7/13/06).

Teacher salaries in New York City are among the lowest in the state, despite the high cost of living in the city. New York City's median teacher salary in 2004-05 was $52,947, more than $2,700 below the state median ($55,665). The median salary for a teacher in Region One was even less. The median teacher salary in 2004-05 for CSD 9 was $48,837 and for CSD 10, it was $49,798; both more than $5,000 less than the New York State median, and more than $20,000 below the median salary for a teacher in the average downstate suburb[2] ($72,056) (New York: The State of Learning, October 2006). Studies show that districts that pay teachers more attract teachers with higher verbal abilities and more experience (Kazal-Thresher, 1993). Furthermore, Randi Weingarten, President of the United Federation of Teachers, which serves NYC teachers, testified, on 11/18/04 regarding the implementation of CFE, that "Suburban salaries are not standing still. At most points on the salary schedule our teachers are still $10,000 to $15,000 behind." To be effective and attractive to all students, magnet schools need the resources to pay for qualified and experienced teachers as well as ongoing professional development.

Finally, it is important to note that new schools such as those we are proposing to establish as magnet sites have additional fiscal challenges by virtue of their small size (Rotherham, 1999; Deloitte Research, 2005). All four proposed magnet schools share space with other schools and therefore have limitations with regard to their physical plants that have significant programmatic implications. Both KIHS and Celia Cruz are located within a large educational complex that houses a total of five small high schools, while BCSM is housed in a remodeled former elementary school which it shares with three other schools.

[2] Including Nassau, Rockland, Suffolk, and Westchester counties.

In its first year, Mott Hall Bronx was also housed in an intermediate school in District 9 but moved this year to its own new facility housed in a state of the art high school campus containing three new innovative schools. The small size of their student bodies also limits the range and scope of services for students with special needs, which has been a source of controversy as parents feel this limits access to these new and innovative programs for their children who may need additional supports. In his February 2007 testimony to the NYC Council Education Committee on the NYCDOE's Small Schools Initiative, Matthew Lenaghan, the Deputy Director of Advocates for Children (AFC), discussed the negative impact of phasing out larger schools in favor of smaller ones on English Language Learners (ELLs) and students with special education needs. He notes that smaller schools often explicitly exclude ELLs and special education students, pushing them into large failing schools, as they eliminate programs and services needed by these populations. *The magnet grant will serve to address many of the concerns expressed in Matthew Lenaghan's testimony by promoting the twin principles of equity and excellence in education.* In a socially conservative era where accomplishments made in the area of equity over the past three decades are threatened from both judicial and legislative quarters, it is reassuring that districts that are committed to achieving these intertwined goals have a potential source of support.

(3) The secretary evaluates the applicant's need for assistance under this part, by considering the extent to which the costs of the project exceed the applicant's resources.

In order to implement the amended Voluntary Desegregation Plan attached to this MSAP application, and the robust magnet program designs painstakingly crafted by each of the school's planning teams over the past year, we estimate the total cost of the magnet initiative in Year 1 to be $3,244,346. While Region One will be allocating substantial fiscal, personnel and technological resources averaging approximately 49% of the total operating costs of the magnet program each year (this contribution is detailed throughout the application, e.g., in the Plan of Operation, Quality of Personnel, Budget and Resources), to ensure the project's success will require a federal investment totaling $5,239,183 over the

three-year project period. After calculating the costs related to personnel and other than personal services (OTPS) expenditures, we estimate that the incremental expense of operating the modified desegregation plan is less than 1% of the two districts' total operating budgets. This is based on annual desegregation plan expenses of $3,244,346 (i.e., in-kind plus MSAP funds), and a total annual operating budget for Districts 9 and 10 of $714,238,407 in tax levy and reimbursable funds (in FY 07).

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

In the absence of MSAP support, the following activities could not be carried out, and thus the accomplishment of the Region's dual agenda of educational excellence and equity would be seriously jeopardized.

- *Implementation of targeted, extensive outreach and recruitment at the Region and school levels.* Aggressive outreach and recruitment, combined with effective and innovative dissemination strategies, will be used to inform and attract non-minority families back into our schools. Both Regional Office and school-based staff, with support and guidance by the Project Director, will engage in numerous activities (e.g., development of promotional materials, establishment of relationships with local press, linkages with community-based organizations) throughout the project period to inform families about Region One's magnet schools.
- *Provision of the necessary district-level coordination.* The implementation of a magnet initiative in four high schools, three of which are less than two years old, requires the management and coordination of a full-time Project Director. The Project Director will ensure that all of the proposed

magnet school activities are proceeding on schedule and in accordance with program guidelines, and will be responsible for meeting with magnet school staff on a regular basis. For example, among many other responsibilities, the Project Director will work with the school-based MSAP site coordinators to design targeted outreach and recruitment strategies, review student applications to ensure the diversity of the applicant pool, and conduct biannual reviews of the ethnic enrollment data of the magnet schools to ensure that the schools are moving towards their desegregation goals.

- *Implementation of a targeted professional development program.* In order to reform the current teaching and learning practices among our educators and equip them with the skills and knowledge needed to incorporate innovative educational methods and practices into classroom instruction, a strong and targeted professional development program must be implemented. Specifically, MSAP funds will support training for school staff in key areas such as standards- and research-based curriculum development and assessment strategies and providing differentiated instruction to meet the diverse learning needs of students.
- *Support for school-based curriculum development efforts needed to create attractive, theme-based programs, incorporating the development of career awareness and exposure opportunities for students.* Curriculum development around the magnet themes will revitalize the curriculum and enable magnet school students to meet challenging academic standards. Region One has requested funds to provide sufficient time for magnet school teachers to engage in curriculum development activities both during and after school. The MSAP-funded teacher specialists, in collaboration with classroom teachers and other school-based staff, will be responsible for developing, enhancing, and strengthening the magnet themes at their schools, including the development and/or modification of theme-related enrichment and/or curricular materials to be

aligned with the New York State and New York City standards in the core content areas and with the 2006 Report of the New Commission on the Skills of the American Workforce.

- *Development of outside collaborations.* Successful collaboration with community partners will be needed to successfully implement a systemic reform initiative of this magnitude. In addition to benefiting from region-wide collaborations in support of MSAP objectives, each of the individual magnet schools will be establishing or expanding collaborations with a variety of outside organizations (from local community-based organizations to institutions of higher education), to be used to enhance their curricular offerings as well as their school-based professional development efforts.

280.32 Expanding Capacity to Provide Choice

(1) The extent to which the applicant proposes to help parents whose children attend low performing schools (that is, schools that are in school improvement, schools that have been identified for or are in corrective action, and schools that are in the planning year for restructuring) by

(b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools funded under the project

Region One Magnet Program and NCLB Choice

Currently, the four high schools included in the Region One magnet initiative are all "in good standing," and therefore can serve as "receiving" schools under NCLB choice. Included in the pool of potential applicants that these schools will be trying to recruit are the students currently attending the low-performing high schools located within the boundaries of Region One (see Table 2 below).

Table 2

Low-Performing High Schools within Region One

School	Enrollment (2006-07)	
	# / % Minority	# / % Non-Minority
Dewitt Clinton HS	4,173 / 97.3%	116 / 2.7%
Grace H. Dodge Vocational HS	1,384 / 98.6%	20 / 1.4%
John F. Kennedy HS	2,471 / 97.8%	55 / 2.2%
University Heights HS	433 / 99.5%	2 / 0.5%
Walton HS	914 / 99.2%	7 / 0.8%
Total	9,375 / 97.9%	200 / 2.1%

Each of the four proposed magnet high schools has agreed to reserve up to 10 seats per grade per year to accommodate choice transfer requests. The MSAP Project Director will work very closely with the NYCDOE's Office of Student Enrollment, Placement and Operations to ensure that this competitive priority of the magnet initiative is being given due consideration in the administration of the

student assignment process under NCLB. As shown in Table 3, by the end of the three-year funding cycle, a total of 450 students from low-performing schools in the Region will have been able to exercise their "choice" option and attend innovative and rigorous educational programs made available through the magnet grant.

Table 3

Projected Enrollments of Students from Low Performing High Schools in Region One Magnet Schools

	2007-08	2008-09	2009-10	Yrs 1-3
Bronx Center for Science and Math	30	40	40	110
Celia Cruz	40	40	40	120
Kingsbridge International	30	40	40	110
Mott Hall Bronx	30	40	40	110

(2) Effectively informing parents whose children attend low-performing schools about choices that are available to them in the magnet schools to be funded under the project and meaningfully involving them in the magnet schools their children attend.

NCLB Choice Process in NYC

In accordance with the provisions of No Child Left Behind, schools receiving Title I funding that fail to show adequate yearly progress for two years in a row in the same subject and grade are considered "in need of improvement" and are required to offer parents the option of public school choice. The District informs parents of this option via letter at the beginning of the school year, and parents may submit an application to request that their child be transferred to a higher performing public school in the same district. All letters and supporting materials are made available in nine languages, including English. Parents of all eligible students are notified directly via mail, as well as via letters distributed by the schools.

This year's NCLB Choice Process included several improvements to provide additional information and choice to parents. The notification procedures include letters informing parents of their right to request a transfer out of a school identified as a school in need of improvement to a school that has not been identified as in need of improvement, and information on efforts the identified school is making to improve academic performance. Application materials describe in detail the process for submitting a transfer request and provide parents with the opportunity to indicate their preferences from among a list of schools available to receive transferring students. Parents also are provided with a Parent Information Package, which include school-by-school academic achievement data and parent-friendly tools, such as a parent checklist, a program timeline, and answers to frequently asked questions. All materials are available in nine languages, including English. There is also a special section of the NYCDOE website devoted to the NCLB Public School Choice program that describes program eligibility and procedures and from which parents can download copies of all notification and application materials. For the 2006-2007 school year, the NCLB Public School Choice Program is being administered centrally by the Department's Office of Student Enrollment Planning and Operations. Schools help operate the program by distributing materials and conducting outreach to parents, with additional support from our ten Regional Learning Support Centers. A centralized approach maximizes the effort to inform parents by combining mailings directly to students' homes with school-level distribution of information.

Title I schools that remain in need of improvement for a second year are obligated to provide supplemental educational services to students at the school, in addition to offering school choice. These supplemental educational services, which are paid for by the Districts, may include tutoring in core academic subjects that is provided outside of the regular school hours by an organization selected by the parent from a list of qualified providers approved by the State Education Department.

The New York City Department of Education NCLB Pubic School Choice program is a "race neutral" process that is centrally administered by the Department of Education and managed on a citywide

basis without geographic constraints, in order to increase the number of better-performing transfer options available to parents and students. In compliance with NCLB rules, for any school identified for Title I School Improvement or Corrective Action, districts provide all students in the school with the option to transfer to another public school that has not been so identified. Furthermore, districts give priority to the lowest-achieving children from low-income families, provide transportation to the receiving schools, and allow transfers to remain in the receiving schools until they have completed the highest grade in that school.

Following the spirit of NCLB, a prioritization scheme was developed to match the "lowest achieving students from low-income families" to their highest preference of school transfer. This scheme categorizes students based on their standardized test scores from the previous year in math and English language arts (scores and scaled on 1-4, with 1 as below standards and 4 as exceeding standards); and upon poverty standards (eligibility for free lunch, reduced cost lunch, or ineligibility for these benefits). For example, a student who is in level 1 in ELA and Level 1 in Mathematics receives a scale score achievement level of 2 (Level 1 ELA + Level 1 Math); if that student is eligible for free lunch, he or she is given top placement priority for his first transfer preference. Students with similar test scores but who are eligible for reduced-price lunch may receive a score of 3, and thus have a slightly lower placement priority than the student in the example above. However, academic performance is weighted more heavily than free-lunch eligibility. A student, who receives a level 1 on both math and ELA but is eligible only for reduced price lunch, will have a higher priority for transfer than a student with a 3 on each test who is eligible for free lunch.

Parent Involvement Initiatives in Magnet Schools

As described in detail in the Plan of Operation section (280.31a), the Region One magnet initiative includes a comprehensive, multi-faceted and aggressive recruitment campaign to ensure that parents and children from throughout the community are knowledgeable about the magnet program options available at the four high schools. All of the recruitment strategies that will be implemented to inform parents about the

Region One magnet programs will include targeted outreach to the students who are attending the low-performing schools highlighted in Table 2.

Moreover, as described in detail in the Quality of Project Design section (280.31c), all of the proposed magnet schools will build upon the successful parent engagement practices already in place and expand the types of activities in which parents can become involved in the day-to-day operations of the magnet programs:

At **BCSM**, school leadership and staff realize that effective communication and a strong partnership with parents support the achievement of higher success rates in every aspect of our school. Parents will be kept abreast of students' academic progress by mailing home student reports every three weeks. In addition, there is regular communication with parents through a phone chain and an email distribution list. Through the magnet program, staff will work with the school's Parent Coordinator and the Parent Association to conduct curriculum nights that will focus on each of the magnet strands, as well as parent workshops on topics such as college admissions, technology, and multiculturalism.

Family and community involvement are key to the creation of school culture at **Celia Cruz**. School staff recognizes the importance of parents and families as well as other community members to the well-being and successful grounding of the school. To encourage strong involvement from all of our students' families, parents and family members are invited to attend and participate in the preparation for and performance of the student ensembles. Parents are also invited to participate in the Parent Association, the School Leadership Team, Parent Teacher conferences, and in the high school recruitment fairs and Open Houses. Furthermore, all parents are kept abreast of school activities through telephone, e-mail, and written communications.

At **KIHS,** a majority of the students are English language learners, making it extremely important to provide information to parents in their native languages. All communications with families are translated into as many languages as possible. In addition, translators are present at parent meetings to ensure that

all participants understand what is being discussed. The parent constituency is further supported by access to service organizations that offer assistance to new immigrants. At KIHS, parents are also engaged in school activities through monthly Parent Association meetings and workshops and classes that are arranged by the school's Parent Coordinator. Parents are key participants in community service projects like the community garden and annual events like the international dinner. Through the magnet program, family members will be invited to cultural shows and curriculum nights to highlight the program's accomplishments and the development of the school's international theme. In addition, parent feedback on the magnet program will be solicited through surveys and focus groups.

Parents are an essential element of a student's success in school, and therefore, parent engagement is a critical component at **Mott Hall Bronx HS**. Advisors conduct ongoing outreach to parents through telephone and e-mail communication and parent conferences, and parents are invited to attend all Parent Association and School Leadership Team meetings, Open Houses for prospective students, and orientations for incoming families. In addition, parents are invited to awards ceremonies, math and science fairs, school productions, and presentations, and are kept abreast of school news through our school newsletter and web site. Parents are included in academic programs through weekly work summaries which are sent to parents to provide information on their child's homework assignments and progress. Teachers conduct daily agenda checks with students about their homework and weekly phone calls to parents to ensure that parents are aware of and able to discuss their child's academic progress and needs.

Selection Criteria

280.31 (a) Plan of Operation

(1) The Secretary reviews each application to determine the quality of the plan of operation for the project.

District Management Structure

As noted earlier, this inter-district Magnet Schools Assistance Program application is being submitted by the two school districts -- Community School Districts Nine and Ten -- that comprise New York City's Region One in the borough of the Bronx. The Superintendent of Region One, Yvonne Torres, provides overall direction, supervision and leadership for a staff of more than 10,000 teachers, 123 principals, 230 assistant principals, and 100 Regional Office staff serving over 91,000 students in grades pre-K through 12.

A 25-year veteran of the New York City Public school system, Ms. Torres has served as the Regional Superintendent since February 2006. Prior to becoming the Region One Community Superintendent, Ms. Torres served as the Superintendent of CSD 9 and as a Local Instructional Superintendent for three years in Region One, having been appointed to this dual position because of her strong record of reforming failing schools. For two years (200-2002), Ms. Torres serve as a Lead Principal Coach, a role developed and nurtured through District Ten's five-year leadership initiative funded by the Wallace Foundation. To better support the principals she was coaching, Ms. Torres actively participated in various professional development activities, including those focused on the 'Principles of Learning' and Curriculum Mapping. She has also taken courses at Harvard University's Principals Center. Ms. Torres has ten years of school-based supervisory experience, having served as an assistant principal for five years and a principal for five years. During her tenure as principal of PS 291, the school was removed from the Schools under Registration Review list. Ms. Torres rose through the ranks of the school system, starting as an educational associate in District Ten's PS 94 over 30 years ago, then serving as a classroom

teacher for 15 years, and finally as a bilingual coordinator and staff developer before becoming a school-based administrator.

Ms. Torres was named an Honoree in the Salute to Heroes of Education ceremony in 2002. She has a Certificate of Advanced Study in Administration and Supervision from City College, CUNY where she graduated as Danford Scholar. She also holds a M.Ed. in Curriculum and Teaching from Fordham University. She holds licenses as School District Administrator, School Administration and Supervision, Supervisor of Bilingual Education, and Bilingual Teacher (Spanish) among others.

When Ms. Torres was appointed Superintendent of Region One, Frank Paliotta assumed the role of CSD 9 Superintendent. Mr. Frank Paliotta, Local Instructional Superintendent and Superintendent of Community School District 9, has been involved with the New York City education system since 1970, beginning as a middle school teacher of language arts and social studies. Over the course of his 37-year career, he has won a number of awards, including the CSA Performance Incentive two years in a row and the NYCDOE's Supervisor's Award.

Among his many professional accomplishments, Mr. Paliotta coordinated and supervised CSD 11's balanced literacy initiative in elementary and middle schools and was responsible for the CSD 11 district-wide implementation of Everyday Mathematics, TERC and Math in Context, as well as for the district-wide supervision and implementation of the Teaching American History Grant. In addition, he promoted the concept of data-driven schools, designing and implementing the Student Assessment Management System (SAMS). In promoting professional development, he organized and supervised the District's Mid-Level Supervisor's Institute and established the Elementary School Prinipals' Network, a monthly cohort designed to provide professional curriculum in a risk-free setting. Mr. Paliotta earned masters degrees in education and special education from Iona College, and Certification in Supervision and Administration from the College of New Rochelle.

As the Local Instructional Superintendent and Community Superintendent for CSD 10, Ms. Sonia Menendez is responsible for supervising and coaching principals in improving student achievement, working with them and their school teams in developing curriculum and principles of learning; understanding and using data; developing and using rubrics, and implementing a balanced literacy and mathematics program. Ms. Menendez brings to her current position 30 years of experience in New York City schools; immediately prior to her superintendency, she was the Principal of PS 310, a CSD 10 elementary school where, among other achievements, she worked collaboratively with the school community, when it became a federal magnet school, to implement an instructional program that resulted in the school's removal from the SURR list. She also served PS 310 as a principal coach and mentor, facilitating professional development and study groups with other principals and supported new principals in understanding and enhancing their role as school leaders.

Ms. Menendez has participated in many professional development conferences and institutes related to her school leadership positions, among them the Teachers College Literacy and Leadership Conferences; Leaders Count, a Summer Institute for Principals sponsored by the DeWitt Wallace LEAD grant; and the Principal's Institute at Harvard University.

Ms. Menendez' advanced education includes an MS in Bilingual Education from Hunter College, CUNY, and an Advanced Certificate in Administration and Supervision from City College, CUNY, as well as extensive coursework in Special Education at Lehman College, CUNY. She holds New York City licenses in Principal in DES, JHS; Assistant Principal; Bilingual Common Branches; Common Branches; ESL; and Early Childhood. Her New York State permanent certifications include Administration and Supervision, and Elementary Education (N-6).

As evidenced by the letter accompanying the amended Desegregation Plan attached to this proposal, these three exemplary instructional leaders will be at the helm of the MSAP initiative, and will bring their collective experience and knowledge to its successful implementation.

(2.i.) The Secretary determines the extent to which the applicant demonstrates the effectiveness of the management plan to ensure proper and efficient administration of the project.

Management Structure of the Region One Magnet Initiative

Edison Teano is the proposed candidate for Project Director during the 2007-2010 program cycle. (For a complete description of Mr. Teano's qualifications, please see the Quality of Personnel section of this proposal.) As MSAP Project Director, Mr. Teano will have overall programmatic and administrative responsibility for the project. In this position, he will be responsible for carrying out the following tasks:

- managing and providing support to the teacher specialists in the planning and implementation process at each magnet school;
- providing technical assistance to the magnet schools in their outreach and recruitment efforts by assisting them in the development of promotional materials (e.g., brochures, press releases), planning of events (e.g., open houses, school tours), and monitoring of enrollment data;
- editing Magnet publications and overseeing the development and maintenance of the Magnet website;
- attending professional conferences to gather and share the most current information about effective magnet school programs, and USDOE and OCR program mandates;
- coordinating Region-wide and school-based staff training activities, including those facilitated by outside agencies;
- researching and disseminating literature on areas related to the specific magnet school programs such as theme- and standards-based curriculum development and assessment, technology integration, and innovative instructional approaches;
- coordinating regular meetings with magnet school staff to disseminate pertinent information regarding federal MSAP guidelines and to build a professional support network among school-

based staff with similar responsibilities and interests;

- monitoring all project expenditures and providing school staff with technical assistance in meeting fiscal and budgetary guidelines;
- meeting with the Region's Senior Grants Specialist to review compliance with all program requirements and regulations;
- serving as the primary liaison to the MSAP program officer; and
- serving as a liaison to the project evaluator, assisting schools in the collection of required program data and documentation, and providing feedback to the evaluator on the evaluation design, instrument development, data collection procedures, preparation of required reports, etc.

Mr. Teano will commit (b)(4) of his time to magnet responsibilities, and will meet on a regular basis with the two Community Superintendents to apprise them of the status of project implementation efforts.

The magnet school principals will be responsible for overseeing the implementation of the Magnet Schools Assistance Program at their schools, and ensuring that the magnet school planning teams and the School Leadership Teams communicate regularly. They will also supervise all teaching staff working either directly or indirectly on magnet-related programs and activities during and beyond the regular school day and year. Periodically, the magnet school principals will meet as a group to exchange ideas and discuss topics of interest to all magnet schools in the District.

Mechanisms for MSAP Project Management

In order to support the school-based magnet staff in coordinating the magnet initiatives in their respective school buildings, the MSAP Project Director will meet with the magnet –funded teacher specialists as a group on at least a bi-monthly basis throughout each year of the grant. These meetings will be held on a rotating basis at the various magnet schools, which will give staff from across the magnet schools an opportunity to experience their colleagues' programs first-hand. Topics typically discussed at

these meetings will include effective strategies for outreach and recruitment, theme-based curriculum development and implementation, resources for professional development, successes and challenges working with outside partners, and evaluation activities and findings. At each meeting, the teacher specialists will provide an update of their schools' progress in implementing the various components of the program, share effective strategies and brainstorm solutions to implementation challenges encountered. Other meeting participants will include the local evaluators, magnet school principals, and members of the Regional Office staff as needed.

An additional mechanism for project management is the formative component of the program evaluation, which is carried out jointly by the project staff and the project evaluator. The formative evaluation consists of a variety of activities designed to gather information on program implementation including site visits and observations, internal monitoring procedures, and regularly scheduled meetings with Regional Office and magnet school staff in order to ensure that project activities are being carried out as planned and to address any concerns or issues as they arise. The presence of a formative evaluation component ensures a high likelihood of successful attainment of the project's objectives. (See Section 280.31(e) for a detailed discussion of the evaluation design.)

(2.ii.) The effectiveness of the plan to attain specific outcomes that will accomplish the purposes of the program, are attainable within the project period, are measurable and quantifiable, and for multi-year projects, can be used to determine the project's progress in meeting its intended outcomes.

As documented in the following section, the six objectives of the Magnet Schools Assistance Program and the Government Performance Results Act (GPRA) indicators established by USDOE are being addressed through this proposal. For each of the six MSAP objectives, the discussion provides the associated performance indicators to be attained in each project year, and an overview of the strategies the Region will use to accomplish the objectives and performance indicators of the MSAP. Please note that the strategies are described in greater detail in subsequent sections of the proposal.

Objective 1: ***The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students***

At the very core of the national magnet schools initiative is the effort to eliminate, reduce, or prevent minority group isolation. Despite consistent efforts over the half century to desegregate schools through voluntary and mandatory measures, segregated schools are still a common phenomenon, especially in the inner cities. A continuous influx of immigrants to the inner cities, coupled with "white flight" to the suburbs and private schools, has exacerbated the minority isolation in these cities' public schools. The perpetuation of self-segregation among inner city schools may be attributed to perceptions among non-minority families that the public schools in minority neighborhoods cannot offer their children a quality education in a safe environment.

Acknowledging the validity of the research citied above, Region One recognizes the need to ensure that the many benefits afforded by schools that are racially and socially integrated are provided by reducing minority isolation in the four schools targeted for its magnet program. The table below shows that as of October 2006, the proportions of minority students in the proposed magnet schools ranged from 95.5% at Kingsbridge International HS to 98.3% at the Bronx Center for Science and Mathematics.

Table 4

Student Enrollment by Ethnicity at Proposed Region One Magnet Schools

October 2006

Schools	Minority Students N (%)	Non-Minority Students N (%)	Total N
BCSM	245 (98.4%)	4 (1.6%)	249
Celia Cruz HS	334 (97.7%)	8 (2.3%)	342
KIHS	214 (97.3%)	6 (2.7%)	220
Mott Hall Bronx	229 (97.9%)	5 (2.1%)	234

During the 2007-2010 funding cycle, Region One proposes to reduce minority group isolation across the district through the creation of magnet programs at four existing high schools (Bronx Center for Science and Math, Celia Cruz Bronx High School, Kingsbridge International High School and Mott Hall Bronx High School).

Region One Performance Indicators to Address Objective #1: Desegregation

In order to address the preceding desegregation needs within the project period, the Region One magnet program proposes to accomplish the following outcomes:

Indicator 1-1: Reduce Minority Group Isolation in Magnet Schools

2007-2008: Through the implementation of innovative whole-school magnet programs, the following magnet high schools will affect decreases in the overall proportion of minority students:

- BCSM will reduce its minority student enrollment from 98.4% to 97.1%
- Celia Cruz will reduce its minority student enrollment from 97.7% to 94.1%
- KIHS will reduce its minority student enrollment from 97.3% to 93.9%
- Mott Hall Bronx will reduce its minority student enrollment from 97.9% to 96.0%

as measured by a systematic review of ATS registers as of June 30, 2008 and subsequently verified by a review of audited October 31st registers.

2008-2009: Through the implementation of innovative whole-school magnet programs, the following magnet high schools will effect decreases in the overall proportion of minority students:

- BCSM will reduce its minority student enrollment from 97.1% to 96.1%
- Celia Cruz will reduce its minority student enrollment from 94.1% to 90.1%
- KIHS will reduce its minority student enrollment from 93.9 % to 92.0%
- Mott Hall Bronx will reduce its minority student enrollment from 96.0% to 95.1%

as measured by a systematic review of ATS registers as of June 30, 2009 and subsequently verified by a review of audited October 31st registers.

2009-2010: Through the implementation of innovative whole-school magnet programs, the following magnet high schools will effect decreases in the overall proportion of minority students:

- BCSM will reduce its minority student enrollment from 96.1% to 94.1%
- Celia Cruz will reduce its minority student enrollment from 90.1% to 83.9%
- KIHS will reduce its minority student enrollment from 92.0% to 89.1%
- Mott Hall Bronx will reduce its minority student enrollment from 95.1% to 93.8%

as measured by a systematic review of ATS registers as of June 30, 2010 and subsequently verified by a review of audited October 31st registers.

Indicator 1-2: Diversity of Applicant Pool (GPRA Measure)

2007-2008: As a result of ongoing outreach and student recruitment efforts, the applicant pool for each school will reflect a racial and ethnic composition that, in relation to the total enrollment in the school, will support the goal of reducing minority group isolation.

2008-2009: Same as year 1.

2009-2010: Same as year 1.

Region One Strategies to Accomplish Objective #1: Desegregation

Strategic Selection of Magnet Sites

As noted in the amended Voluntary Desegregation Plan attached to this proposal, District Ten has been fortunate to have received funding from the Magnet Schools Assistance Program for the past four program cycles, which has enabled a total of 12 elementary, four K-8 schools, four middle, one 6-12 school, and one high school to enhance their educational offerings by developing and implementing innovative, theme-based curricula, research-based instructional practices, and rigorous staff development

initiatives. While not all magnet schools succeeded in meeting their enrollment targets, there is evidence to show that the schools were successful in attracting new students and, in some instances, decreasing minority isolation. Moreover, all of the magnet schools have institutionalized the most promising aspects of their magnet programs (a description of the sustainability of the District Ten magnet programs is provided in the Commitment and Capacity section).

The MSAP initiative Region One is proposing to implement during the 2007-2010 funding cycle represents a significant change of course for the Region, and is designed to address several emerging needs. First and foremost is the commitment on the part of both Districts to focus more intensive energies on improving student achievement at the secondary level, which is also a problem of national concern. The second priority, closely related to the first, is to provide organizational supports and resources to some of our newest secondary schools to ensure that they hit their stride and can live up to the promise held out for this new generation of high schools. And the third priority is to promote equity of access of educational opportunities to students who for too long have been languishing in under-performing, over-crowded and uninspired school settings.

As the data presented in the Need for Assistance reveal, there are significant numbers of high school students in the Bronx who have abandoned the New York City public schools and are attending the ten non-public schools serving the communities of Districts 9 and 10, of whom a disproportionate number are from non-minority backgrounds. Of the 24,859 students in District 9 and 10 high schools, only 5.6% are non-minority, whereas of the 4,686 students in non-public high schools in this area, slightly more than half (50.6%) are non-minority. Stated differently, of the 3,774 non-minority students who attend high schools in the region served by Districts 9 and 10, 62.9% attend non-public schools while 37.1% attend public schools.

We are convinced that if these families had a viable alternative for their children, many of them would opt to return to the public school system as the tuition costs at private schools continue to rise

dramatically. Although this may be less likely for parents who want their children to receive the religious instruction provided by the parochial schools, it is also true that many parents send their children to parochial schools simply because it is less expensive than a non-denominational private school, and might consider enrolling their child in a public school if a viable option were available.

Furthermore, the four proposed magnet schools offer features that have been shown in the literature to be among the most compelling when parents make proactive school choices for their students, particularly at the secondary level: small school settings, a rigorous, college preparatory curriculum, lower staff to student ratios, and better guidance programs (Center on Reinventing Public Education, 2007; Rotherman, 1999).

Extensive Outreach and Recruitment

It is not enough to say, "If we build it, they will come." In just a few short years, the number of high school options available in New York City has increased exponentially. According to the NYDOE's Office of New Schools, 184 new small secondary schools have been created since September 2002. Of these, 121 are high schools, 55 of which are in the Bronx. Another 100 new small schools are expected to be opened by 2009. All schools, but particularly magnet schools, must engage in aggressive outreach and recruitment in order to attract a viable candidate pool from which to choose its students. According to a survey of 230 magnet schools throughout the nation (Blank, Levine, and Steel, 1996), the typical school district employs six different outreach strategies to attract students: sending information and applications to all students and parents living in the school's surrounding neighborhoods, printing and disseminating brochures describing the magnet program(s), mailing information and applications by request, offering visits and tours of schools/programs, giving presentations at other schools, and advertising in the local media. All of these strategies will be used by Region One's magnet schools in their efforts to reduce minority student isolation over the 2007-2010 the magnet cycle.

Outreach and recruitment will be a joint responsibility of the MSAP Project Director and the individual magnet schools. As noted in the description of the Project Director's responsibilities, he will work closely with each school to develop targeted and aggressive outreach and recruitment strategies that reflect the unique characteristics of the surrounding community. Each magnet school will also assume responsibility for working with the Director in developing and then implementing the outreach and recruitment activities. Without such targeted outreach activities, the chances of successfully meeting desegregation goals are negligible, which is why we have established it as a top priority for both the MSAP Project Director and the schools. In fact, as part of the planning process for this application, each of the schools developed preliminary recruitment plans through a comprehensive and collaborative planning process.

All four schools have designed intensive and creative marketing plans in order to publicize their magnet program offerings in the hopes of attracting and recruiting a more diverse student body. These plans entail the following types of activities:

- Participating in Open Houses and city-wide recruitment fairs;
- Offering school visits and tours to prospective families;
- Creating outreach and marketing materials, such as school brochures and videos;
- Submitting articles and advertisements in local newspapers;
- Conducting presentations at target middle schools;
- Conducting targeted community outreach at local organizations and community; and
- Showcasing academic and magnet-related activities and student work.

More information on the specific outreach and recruitment strategies to be used by the schools is described in greater detail in Section 2.v. below.

Creation of Attractive Theme-Based Programs

One of the keys to attracting students to the magnet schools is the creation of attractive theme-based programs that will revitalize the curriculum and enable students to meet challenging academic standards. The selected magnet schools will offer programs that are not available in other schools in the Region or borough, and are targeted to the special interests and talents of potential students. Due to effective strategic planning and marketing of these schools, parents will take a second look at the public schools in Region One and be attracted to these programs for their stimulating and challenging curricular offerings. The table below illustrates the specific themes that each school will develop. The details of each theme are highlighted under Objective 2, and will be further described in the Quality of Project Design section of this proposal.

Table 5

Proposed Region One Magnet Schools and Their Themes

Magnet School	Proposed Themes
BCSM	Science and Mathematics
Celia Cruz	Music
Kingsbridge International	International Studies
Mott Hall Bronx	International Baccalaureate Diploma Programme

Equitable Student Selection Process

Beyond providing an attractive theme at each of the magnet schools, Region One is also strongly committed to maintaining an equitable student selection process. This fall the District conducted extensive discussions with members of its educational community in order to ensure that the selected schools understood and agreed to adhere to the student selection stipulated by the Office for Civil Rights (i.e., race neutral policies) and the Region's decision to address the MSAP's competitive priority that no academic

criteria be used to select students to attend the magnet schools. All of the schools have agreed to the guidelines and are committed to ensuring that they are followed in their building.

All prospective public high school students in New York City participate in the High School Admissions process, through which they complete the High School Application Form to rank up to twelve potential high schools in order of their preferred admission. Students are selected by schools through a race-neutral, randomized computer selection process. During the "Main Round" of the admissions process, students are matched with their highest ranked school that has also ranked the student, and in early spring, are notified by letter of the result. If the Main Round does not result in a match, students select up to twelve new schools and are entered into the "Supplementary Round." Other factors that may be considered in the process are student's ranking of the school, academic record and standardized test scores (for educational option and specialized high schools), attendance, proficiency in a specific area (screened schools), and geographic residence (zoned schools). All eligible student applicants are guaranteed placement in a New York City public high school.

The four proposed magnet high schools do not use academic criteria for admissions; however, two of the schools have other specific admissions criteria. At Celia Cruz, a "screened" high school, students are selected through a competitive audition process based on their musical aptitude. KIHS students are all non-English speaking international scholars who have arrived in the United States within the past four years.

The four proposed magnet schools will make a good faith, proactive effort to ensure that an adequately diverse pool of candidates select the school as their first choice in the citywide high school admissions process. Each school regularly monitors its pool of student applicants to ensure a diversity of candidates and to monitor the effectiveness of their targeted recruitment efforts.

Objective 2: ***Development and design of innovative educational methods and practices that promote diversity and increase choices in public schools and educational programs.***

The school choice movement has given birth to a wide range of learning opportunities with diverse academic goals and methods. Magnet schools, sometimes called "islands of choice," are the most popular destination for parents who want some say in where their children go to school (Hadderman, 2001). Almost without exception, parents who enroll their children in choice programs report high levels of satisfaction (Krueger & Ziebarth, 2002). As of 1996, more than 1.5 million youngsters attended magnet schools and over 120,000 were on waiting lists (African-American, 1996). Magnet schools use distinctive themes and innovative programs in order to promote a positive school climate and professional community among teachers, with the ultimate goal of improving student achievement. By offering challenging courses that focus on special themes, magnets appeal to student and parent interest across race, age, class, and achievement levels (Klauke, 1988).

Region One Performance Indicators to Address Objective #2: Choice

The Region One magnet initiative has established the following performance indicators related to the choice objective of the Magnet Schools Assistance Program:

Indicator 2-1: Creation of Attractive Theme-Based Programs

2007-2008: Each of the magnet schools' planning teams will engage in ongoing comprehensive and collaborative planning designed to support the school-wide implementation of selected magnet themes.

2008-2009: As a result of ongoing comprehensive and collaborative planning undertaken by District Office and school-based magnet staff, each of the magnet schools will have begun to implement their new theme(s).

2009-2010: As a result of ongoing comprehensive and collaborative planning undertaken by District Office and school-based magnet staff, each of the magnet schools will have fully developed and implemented their new theme(s) throughout the school.

Indicator 2-2: Expanding Capacity to Provide Choice

2007-2008: As a result of ongoing outreach and student recruitment efforts and the development of innovative educational programming, the number of student applications received by each of the magnet schools will increase by 5% over the prior year.

2008-2009: Same as year 1.

2009-2010: Same as year 1.

Region One Strategies to Accomplish Objective #2: Choice

All of Region One's proposed schools will be restructured into theme-based magnets, and each school's curriculum will be aligned with state and national standards. It is important to note that the planning process has already begun in each of these schools, and preliminary design parameters have been developed with input from parents, students and staff. Brief summaries of the themes under development at each of the magnet schools are provided here; more detailed descriptions may be found in the individual magnet school profiles in Section 2.iii. of the Quality of Project Design.

- The magnet program at **Bronx Center for Science and Mathematics** will introduce new strands in science and mathematics to its existing rigorous academic program that will allow students to customize their learning through required, elective, and Advanced Placement (AP) courses. Students will investigate, explore, and apply their learning in science and mathematics to real-world situations through coursework and participation in theme-related clubs, internships, and college experiences.
- **Celia Cruz Bronx High School of Music** provides a quality music program with rigorous academic courses through which students explore and expand their musicianship in one of three strands: Concert Band, String Ensemble Piano, or the Vocal Program. The magnet program will provide the framework to expand the music theme into all areas of instruction and provide

additional opportunities for students to participate in theme-related enrichment and career awareness activities.

- At **Kingsbridge International High School**, the magnet program will build upon the school's strong focus on English and native language development through an International theme, while preparing students in technology language and skills for the 21st century job market. Through the integration of the international theme into content area curriculum, technology integration across content areas, theme-related activities and performances, college preparation, and the development of a community garden, students will draw on the multicultural resources in the school and be exposed to the many cultures in New York and among the student body, while maintaining their own cultural identity.
- **Mott Hall Bronx High School's** academic program places a strong emphasis on mathematics, science, and technology. The magnet program will strengthen the rigorous academic program by adding the International Baccalaureate (IB) Diploma and AVID programs. Through the IB Programme, students will take advanced classes in which they will learn to ask questions, learn how to learn, develop a strong sense of their own identify and culture, and develop the ability to communicate with and understand people from other countries. AVID, which will help prepare students for rigorous high school classes including IB, will provide direct support for first generation college-goers through an enhanced, rigorous curriculum which includes direct instruction, tutorials, and college preparation classes.

The MSAP-funded teacher specialists, in collaboration with the Project Director and subject area teachers will be responsible for developing, enhancing, and strengthening the magnet themes at their individual schools. This might entail developing or modifying magnet theme-related enrichment and/or curricular materials and providing the teacher training necessary to implement the newly created curricular materials. While the role of the teacher specialists will vary from school to school, all of their instructional

activities will be designed so that the magnet theme is permeated throughout the school. Monthly meetings of magnet school staff facilitated by the Project Director will insure collaboration and coordination in the design and planning of innovative instructional activities across magnet schools. In order to ensure that the MSAP objective for the development and design of innovative magnet school programs is achieved, Region One has requested funds to provide sufficient time for teachers to participate in professional development and curriculum development activities both during and after school.

It is an unfortunate truth that in the absence of a school-wide initiative to support the development of innovative curricula, schools rely for the most part on the creativity and energy of individual classroom teachers and piecemeal efforts. However, once the process of curriculum restructuring is launched through initiatives such as magnet, it is far more likely to result in lasting, whole school reform. Over the three-year project period Region One magnet schools will develop and disseminate theme-based curricular materials for use by classroom teachers, cluster and specialty teachers, and staff working in extended day programs. These materials, which will be considered "living documents," will contain goals and objectives, activities, resources, and assessments that are tied to the school's magnet theme. These materials will not only be available for all staff within the magnet schools to use, but will be disseminated widely via the MSAP web site.

Objective 3: Improving the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

While issues of teacher quality and the need for ongoing professional development figure prominently in the educational literature, it is clear that due to the array of educational, social, and cultural challenges confronting magnet schools, professional development is of paramount importance. Because magnet school teachers are often expected to lead classrooms that are diverse in terms of race, class and

skill level, the U.S. Office of Educational Research and Improvement recommends that staff development at magnet schools be an ongoing effort. In fact, in most districts, staff development for magnet personnel is a high priority (USDE OERI, 1988).

Experts point out that teachers in multi-ethnic school environments have a special need for in-service training (Beckum and Dasho, 1981; Stiff, 1997). In particular, teachers need to know how to recognize their own cultural biases and how to spot talent among minority populations. One study showed that when staff received special training on working with African-American students, minority achievement rose significantly (Bigelow, 1993). Some school districts have designed and implemented special in-service training programs to enable teachers to better understand the unique educational problems that minority students bring with them to high school (Charlotte-Mecklenburg Public Schools, 1995).

Many magnet schools are now using a thematic curriculum approach, and this approach requires a special emphasis on professional development. In order for a thematic curriculum to succeed, teachers in a school must be appropriately prepared, and be capable of engaging in genuine collaboration and teamwork (Sanacore, 1993; Fogarty, 1995; Cox, 1996; Aschbacher, 1991). To cite one authority on integrated curricula: "Adopting an integrated curriculum means a great deal of change...The burden of change falls heavily on teachers: Not only does it demand of them a re-thinking of subject-matter and teaching strategies, but it also requires broadening their subject-matter knowledge, learning unfamiliar teaching skills, and changing attitudes and self-perceptions...Such change requires much staff development" (Simanu-Klutz, 1997).

In Region One, professional development is of particularly critical importance due to several staffing concerns that have worsened in recent years. One of our primary staffing concerns continues to center around the difficulty of recruiting and retaining qualified staff, both at the classroom and administrator levels. In terms of classroom teachers, the need is particularly acute in shortage areas such as math and science, and bilingual and special education. Moreover, the ability to attract qualified teachers

is especially challenging in schools that serve large numbers of low income and special needs (i.e., English Language Learners, homeless, special education) students, and in those schools that have been stigmatized by virtue of their "low performing" status.

During the 2006-2007 school year, Region One hired 120 new high school teachers, and of these 47% were brand new to the profession. Of the Region's 15 high school supervisors (principals, assistant principals and supervisors of special education), 6 (or 37%) were new to these positions. Staff mobility also continues to be a problem.

Region One Performance Indicators to Address MSAP Objective #3: Building Capacity

The Region One magnet initiative has established the following performance indicators related to the third objective of the Magnet Schools Assistance Program:

Indicator 3-1: Participation in Professional Development

2007-2008: Each magnet school will have developed a professional development plan for year one of the magnet grant and at least 25% of the instructional staff at each school will have participated in professional development directly related to implementation of the magnet theme and/or the standards- and research-based instructional practices that are outlined in the MSAP grant application.

2008-2009: Each magnet school will have developed a professional development plan for year two of the magnet grant and at each magnet school, at least 50% of the instructional staff will have participated in professional development directly related to implementation of the magnet theme and/or standards- and research-based instructional practices that are outlined in the MSAP grant application.

2009-2010: Each magnet school will have developed a professional development plan for year three of the magnet grant and at each of the magnet schools, at least 90% of the instructional staff will have participated in professional development directly related to implementation of the magnet

theme and/or standards- and research-based instructional practices that are outlined in the MSAP grant application.

Indicator 3-2: Enhanced Teacher Knowledge and Skill

2007-2008: At each school, at least 75% of staff participating in MSAP-funding professional development will have increased knowledge and skills in each topic addressed in the school's professional development plan.

2008-2009: At each school, at least 80% of staff participating in MSAP-funding professional development will have increased knowledge and skills in each topic addressed in the school's professional development plan.

2009-2010: At each school, at least 85% of staff participating in MSAP-funding professional development will have increased knowledge and skills and use of the strategies in each topic addressed in the school's professional development plan.

Region One Strategies to Accomplish Objective 3: Building Capacity

Region One is committed to identifying effective and innovative methods of delivering training and support services to staff in order to better enable them to develop and implement high quality instructional programs. We will provide ample means for the staff of the magnet schools to acquire the knowledge and skills to design and implement innovative educational methods and practices through:

- On-site support from the MSAP-funded teacher specialists, the MSAP Project Director, outside consultants, and Regional Office staff;
- Collaboration with colleges and universities;
- District-wide institutes for principals, staff developers, teachers, and other members of the school community; and
- Regular professional development for mentor teachers and school-based staff developers.

One of the major roles of the MSAP Project Director will be to assist the magnet schools in their professional development efforts by working with school-based staff in planning the appropriate scope of professional development for their staff; leveraging the necessary resources from within the District and its collaborating partners (e.g., universities, individual consultants, or community-based organizations); and facilitating intra-district and inter-district inter-visitations to observe exemplary practices in action in other schools. The MSAP Project Director will also ensure that lesson modeling by school-based staff developers and school-based workshops will be incorporated into the professional development plan, as these activities have often been identified by classroom teachers as absolutely essential and most important to their professional growth.

Furthermore, as described in detail in the Quality of Project Design section, Region One proposes to engage all of the magnet schools in two cross-cutting professional development initiatives. A summary of these initiatives and what they are meant to accomplish is provided below (see Quality of Project Design for a more detailed discussion of these professional development initiatives).

- Region One will continue to collaborate with **Learner-Centered Initiatives (LCI),** under the direction of Dr. Giselle Martin-Kniep, to develop best practices in quality curriculum, effective instruction and formative assessment through the creation of professional learning communities. Through this partnership, staff from each of the proposed magnet schools will explore attributes of quality curriculum, instruction, and assessment and incorporate those attributes into classroom instruction as they develop curriculum units. Through these activities, staff will gain a deeper understanding of the disposition of professional learning communities by participating in cross-school collaborations, reflection, goal setting, and planning sessions to will focus on sustainability of the magnet programs.
- **Education for Careers (EFC)**, directed by Michelle Mickelson, Ph.D., will provide a professional development program designed to increase the capacity of each of the proposed magnet schools

to provide learning opportunities that enhance student awareness of and preparation for college and careers. Staff from each proposed magnet school will participate in training on career awareness/development content, National Career Development Guidelines, and resources for integrating classroom career awareness activities across the curriculum that will prepare them to design activities to aid the development of individual student career plans.

- **Schools Attuned** will offer training in the four proposed magnet schools to enhance staff's understanding about identifying individual student needs and effectively differentiating instruction for them. The professional development will increase staff's capacity to enhance student self-esteem by building on their strengths while identifying areas of need.

Objective 4: Development and implementation of magnet school programs that will assist LEAs in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and academic achievement standards.

Objective 5: Courses of instruction within the magnet schools that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills of students attending such schools.

A recent report from the National Center on Education and the Economy argues that, in a global marketplace where work can be done from any corner of the world, only countries with the most innovative and creative workforces will be able to compete to produce the most important new products and services. In this new economy, "strong skills in English, mathematics, technology, and science, as well as literature, history, and the arts will be essential for many; beyond this, candidates will have to be comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well organized, able to learn very quickly and work well as a member of a team and have the flexibility to adapt quickly to frequent changes in the labor market" (Tough Choices or Tough Times, Executive Summary, p. 8). As the following achievement snapshot demonstrates, high school students in Region

One currently fall short of this profile; indeed, many lack the most basic skills that will prepare them to graduate on time from high school, continue their educations, and/or gain meaningful and gainful employment.

To test for literacy levels in the high school grades, students completed the Comprehensive English Regents exam. The table below presents the numbers and percentages of general education students in grades 9 through 12, as well as across all grades, who scored at or above the passing level on this exam. As shown, the proportion of students across all grades who demonstrated passing scores at Celia Crux High School was higher than the proportion of students at Bronx-area high schools who reached the same level (87.1% to 71.9%, respectively). Data were not available for students in the other three proposed magnet schools because no students took the exam in 2005-2006, given that these schools only served grade 9 in 2005-2006 and the exam is usually administered to tenth-grade students. When the data were analyzed by ethnicity, there were very few non-minority students with available scores. Thus, it was not possible to compare minority and non-minority students' test results by grade or overall.

Table 6

Spring 2006 High School Regents Exam: Comprehensive English by School* and Grade Level

N and Percentage Pass Rates

Grade Level Spring 2006	Celia Cruz HS			Bronx HS (Excluding Magnet Schools)		
	N Tested	Pass		N Tested	Pass	
		N	%		N	%
9th	2	1	50.0%	1,086	464	42.7%
10th	51	41	80.4%	4,952	3,189	64.4%
11th	48	46	95.8%	6,203	5,147	83.0%
12th	-	-	-	1,618	1,164	71.9%
All Grades	101	88	87.1%	13,859	9,964	71.9%

*Regents data were not available for BCSM, KIHS, or MHBHS, as no students took the Comprehensive English Regents exam during the 2005-2006 school year.

To assess high school students' mathematical abilities, students completed the Mathematics A Regents exam. The table below presents the numbers and percentages of general education students in grades 9 through 12 who scored at or above the passing level on this exam, as well as the results of all grades combined. As shown in the table below, the proportion of students across all grades who demonstrated passing scores at Celia Cruz High School was lower than the proportion of students at Bronx-area high schools who demonstrated similar gains (73.2% to 80.2%, respectively); however the proportion at BCSM (100.0%) was higher. Data were not available for students at KIHS or MHBHS because no students took the exam in 2005-2006. When the data for each year were analyzed by ethnicity, there were very few non-minority students with available scores. Thus, it was not possible to compare minority and non-minority students' test results by grade or overall.

Table 7

Spring 2006 High School Regents Exam: Mathematics A

by School* and Grade Level

N and Percentage Pass Rates

Grade Level Spring 2006	Celia Cruz HS			BCSM			Bronx HS (Excluding Magnet Schools)		
	N Tested	Pass		N Tested	Pass		N Tested	Pass	
		N	%		N	%		N	%
9th	4	1	25.0%	27	27	100.0%	2,953	2,145	72.6%
10th	73	55	75.3%	-	-	-	8,709	7,139	82.0%
11th	5	4	80.0%	-	-	-	2,442	1,975	80.9%
12th	-	-	-	-	-	-	1,116	947	84.9%
All Grades	82	60	73.2%	27	27	100.0%	15,220	12,206	80.2%

*Regents data were not available for KIHS and MHBHS, as no students took the Math A Regents exam during the 2005-2006 school year.

English Language Learners. Region One serves over 20,000 English Language Learners. These students represent 22% of the student population, making our English as a Second Language (ESL)/bilingual programs a large and integral part of our schools. The table below presents the mean Total Language Arts scores of general education students in grades 9-12 who took the New York State English as a Second Language Assessment Test (NYSESLAT) in spring 2006. The data show that, overall, a much lower proportion of students at the four target magnet schools (3.8%) combined reached the proficiency level on the NYSESLAT than students from the all Bronx high schools (excluding the magnet schools) (15.9%).

Table 8

Spring 2006 NYSESLAT Results for ELL Students

Magnet Schools Combined and Bronx High Schools

N and Percentage at Students Scoring at the Proficient Level

Grade Level Spring 2006	Magnet Schools			Bronx HS (Excluding Magnet Schools)		
	N Tested	Proficient		N Tested	Proficient	
		N	%		N	%
9th	99	3	3.0%	2,074	322	15.5%
10th	6	1	16.7%	1,649	267	16.2%
11th	-	-	-	738	129	17.5%
12th	-	-	-	369	51	13.8%
All Grades	105	4	3.8%	4,830	769	15.9%

Region One Performance Indicators to Address Objective #4: Student Achievement

In order to address the preceding student achievement needs, the Region One magnet program proposes to accomplish the following outcomes:

Indicator 4-1: Meeting Adequate Yearly Progress (AYP) Standards (GPRA Measure)

2007-2008: All magnet schools, and all sub-groups within magnet schools, will meet or exceed AYP standards.

2008-2009: Same as Year 1.

2009-2010: Same as Year 1.

Indicator 4-2a: Improved Student Achievement in English Language Arts

2007-2008: At each magnet school, there will be an increase in the proportion of students, including all accountability groups and students who transferred through the NCLB choice option, who pass the Regents Comprehensive English exam; and there will be no significant differences in the proportion of minority and non-minority students who pass the Regents Comprehensive English exam, or where there are differences, there will be significant reductions in the gaps between the previous year's and the current year's cohorts of minority and non-minority magnet high school students' performance on the New York State Regents Exam in Comprehensive English.

2008-2009: Same as Year 1

2009-2010: Same as Year 1. The increase over the three years in the proportion of students, including all accountability groups and students who transferred through the NCLB choice option, who pass the Regents Comprehensive English exam will be statistically significant and educationally meaningful.

Indicator 4-2b: Improved Student Achievement in Mathematics

2007-2008: At each magnet school, there will be an increase in the proportion of students, including all accountability groups and students who transferred through the NCLB choice option, who pass the Regents Math A exam; and there will be no significant differences in the proportion of minority and non-minority students who pass the Regents Math A exam, or where there are differences, there will be significant reductions in the gaps between the previous year's and the

current year's cohorts of minority and non-minority magnet high school students' performance on the New York State Regents Math A exam.

2008-2009: Same as Year 1

2009-2010: Same as Year 1. The increase over the three year in the proportion of students, including all accountability groups and students who transferred through the NCLB choice option, who pass the Regents Math A exam will be statistically significant and educationally meaningful.

Region One Strategies to Accomplish Objective #4: Student Achievement

In 1997, driven by the pressing literacy needs of Region One students, the Superintendent commissioned the development of a K-8 Literacy Framework in order to provide teachers with a format for implementing a comprehensive and balanced program of reading, writing, speaking and listening. The core of the Framework is the requirement that all students in the District engage in a daily 90- or 150-minute block (depending on the school's test scores from the prior years) of high quality literacy instruction in both elementary and middle schools. Students are to participate in a variety of reading, writing, speaking, listening, and thinking activities that serve as a foundation for high-level achievement. These activities include reading aloud, shared reading, guided reading with small groups, independent reading, accountable talk, writing across the curriculum, and interdisciplinary curriculum development. In addition, the Literacy Framework places strong emphasis on creating print-rich classroom and school-wide environments, establishing the school library as a research and media center, and assessing students' progress over time through authentic tools such as reading inventories, portfolios, and running records. Over the past seven years, Literacy Framework training has been provided for all Region One administrators, communication arts staff and teachers in all other content areas.

Region One has pioneered what is now mandated by the New York City Department of Education. As does the Region One Literacy Framework, the Department of Education's *Comprehensive Approach to Balanced Literacy* builds upon the Primary Literacy Standards and New Performance Standards in English

Language Arts that were developed by the New York City Board of Education and the National Center for Education and the Economy. During implementation of the *Comprehensive Approach to Balanced Literacy*. the Department of Education seeks to balance the following things; reading, writing and word study; the delivery of teaching to, with and by students; and the language arts skills of listening, speaking, reading, writing, and viewing. All schools implement "Reading and Writing Workshop" to maximize students' learning. This structure does not require prepackaged curricula or specialized materials. Instead, the workshop model relies on teachers' deep understanding of the skills and strategies that reading and writing demand. Skillful reading and writing come with meaningful experience and practice by explicitly teaching the habits and techniques of accomplished readers and writers, and extensive time to practice with authentic texts. Teachers develop careful instructional plans that address the strengths and needs of their particular students, not based on the sequence of one-size-fits-all lessons in a textbook. Sample Curriculum Maps are provided for teachers to assist in planning and organizing units of study for the school year.

Ramp-Up to Literacy is being implemented in selected 6th and 9th grade classes for students who are not meeting grade level standards. Ramp-Up was designed specifically for secondary students by the National Center for Education and the Economy. It is implemented in the 90-minute literacy block set aside for Reading/Writing Workshop, during which students engage in a series of structured, developmentally appropriate learning experiences that include independent reading, a project-unit block, a reading instruction block, conferring and read-alouds/think-alouds. Students in grades 10 – 12 follow the New York State Core Curriculum in preparation for the New York State English Language Arts Regents Examination.

Assessment is an essential element of this comprehensive approach; it drives instruction at all grade levels. Formal and informal assessment data are used to measure: student progress over time, student performance and effectiveness of instruction. By establishing assessment and evaluation criteria at each grade level, we know that our system is data – driven and aligns with both city and state

assessments. Assessment takes place in a variety of formats and structures, from formal and standardized to informal and ongoing. Both informal and formal assessments are essential to effective instruction. The *Comprehensive Approach to Balanced Literacy* includes four additional informal assessment tools to complement New York City and New York state standardized tests. These informal assessments are standards-based portfolios, conferencing, performance and presentation of project-based activities, and studying student work in collaborative teams.

While all of the Region One magnet schools will be implementing literacy programs aligned with New York State, New York City and Regional standards and guidelines, in many cases, literacy programs and strategies will be integrated with the schools' thematic curricula. Under the auspices of the magnet initiative, additional staff development will be offered to assist the magnet schools in adapting their balanced literacy program to support the development and implementation of their magnet themes. (Examples of how literacy instruction will be coordinated with and support thematic, interdisciplinary curricula are provided in Sections 2.iii. of the Quality of Project Design).

Parallel to its initiative in the area of literacy, the District's mathematics initiative was launched in the 2000-2001 school year with the creation and dissemination of the Region One Mathematics Framework. At the center of the Mathematics Framework are the New York State Core Curriculum (content standards), the New York City Mathematics Performance Standards, the work of the National Council of Teachers of Mathematics, and the work of the Institute for Learning at the University of Pittsburgh's Learning Research and Development Center.

The mathematics component of the newly mandated New York City Core Curriculum consists of strategically designed programs that balance conceptual understanding and skill proficiency. Problem solving is the instructional focus as students are taught mathematical reasoning instead of memorization. A close alignment with New York State Standards encourages investigations, real-world experiences, and

hands-on learning. Teachers are supported by an on-site Mathematics Coach and ongoing professional development.

The high school mathematics curriculum consists of three semesters of study in Math A using *New York Math A* by Prentice Hall. This program may be offered to entering 9th graders, accelerated 8th graders and some 10th graders, and is a requirement for graduation. The curriculum focuses on algebra, geometry, measurement, data analysis, and probability. The program offers many ancillary materials to supplement instruction. In addition, each teacher receives a class set of graphing calculators. Following Math A, interested students can enroll in three semesters of the Math B course as an elective. High school students who have scored in Levels 1 and 2 on the Grade 8 New York State Math Test have a double blocked period of mathematics each day with the same instructor. Students scoring in Levels 3 and 4 will have a minimum of one period of instruction in mathematics each day.

All of the Region One magnet schools will be implementing these standards- and research-based mathematics programs in adherence to New York City and Regional mandates and guidelines. In addition, several of the magnet schools propose to teach mathematics in an interdisciplinary approach so that students can make connections between the skills and concepts they are learning in math with knowledge acquired in other subject areas. Specific examples of interdisciplinary, thematic instruction tied to the mathematics curricula are provided in the individual magnet school profiles in the Quality of Project Design section.

Indicator 5-1: Improved High School Student Achievement in Tangible and Marketable Vocational, Technological and Professional Skills

2007-2008: As a result of their participation in magnet school programs, it is expected that, at each school and at each grade level (grades 9 through 12), students will demonstrate gains in mean performance on each measure of readiness for work and postsecondary education as measured by the administration of a locally-developed student survey, and there will be no significant

differences between the mean performance of minority and non-minority students on each measure.

2008-2009: Same as Year 1

2009-2010: Same as Year 1. The increase in mean performance over the three years will be statistically significant and educationally meaningful.

Region One Strategies to Accomplish Objective #5: Tangible and Marketable Vocational and Technological Skills

At the high school level, students in the Region One magnet schools will have an opportunity to select an area of focus and take a sequence of elective courses that will prepare them for further study at the post-secondary level or for the pursuit of an entry-level position in their desired career. Incorporated into the curricula of these courses will be the skills and experiences that employers in these fields have identified as desired student knowledge and performance outcomes; rubrics will be developed that are aligned with these exit criteria. In conjunction with these courses, the magnet schools will be offering actual work-based experiences for students, such as job shadowing and internships, that give them first-hand experience with the world of work and the requirements to prepare for and succeed in these settings. More detailed information about the schools' plans to promote their students' career awareness and preparedness is provided in the Quality of Project Design (see Section 2.iii).

To support the schools' design and implementation of these career awareness and development activities, the Region proposes to collaborate with the Education for Careers (EFC). EFC, directed by Michelle Mickelson, Ph.D. at the Center on Education and Work of the University of Wisconsin-Madison, will provide a professional development program designed to increase the capacity of each of the proposed magnet schools to provide learning opportunities that enhance student awareness of and preparation for the world of work. The program will include training on career awareness/development content, National

Career Development Guidelines, and resources for integrating classroom career awareness activities across the curriculum, as well as modeling and guidance in the development of learning activities to help students develop career plans. Staff will learn how to assess the impact of the career awareness activities using a matrix that is developed by staff development participants.

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

Measures of ensuring equitable access to a high quality education that enhances students' post-secondary aspirations include offering rigorous coursework, such as Advanced Placement (AP) classes. While 62% of all U.S. high schools offered AP courses in 2006, most public schools serving low-income minority students tend to offer far fewer AP courses than those in affluent communities (Dessoff, 2007; The Thomas Rivera Policy Institute, 2006). Furthermore, data from the National Center for Education Statistics (NCES) data show that while all students are taking more AP courses, minority students as not taking them at the same rate as white students. In 2000, approximately 180 white students per 1,000 were registered for AP courses, while 110 Hispanic students and 59 African-American students per 1,000 were registered for AP courses (NCES, Status and Trends in the Education of Hispanics, 2003). More recently, the College Board's 2007 *Advanced Placement: Report to the Nation* revealed that while African-American students made up about 14% of the population of U.S. public school students graduating in 2006, they represented only 7% of the population of AP examinees (College Board, 2007).

The disparities between the number of white students enrolling in AP classes and those from under-represented groups may be somewhat attributable to varying expectations of student accomplishment on the part of teachers, parents, counselors and the students themselves. Effective school counseling is as important as rigorous coursework to ensuring equitable access to a high quality education and enrollment in college. While a supportive school environment is a critical component of the

college choice process, the National Association for College Admission Counseling's report, *College Choices for African-American Students (*MacGowan, 2002), found that minority students receive less-than-supportive school environments and are often met with low expectations. The report stressed the importance of providing awareness of, and support for, the entire range of postsecondary options for *all* students.

In Region One, there were vast differences among schools regarding the number of students enrolled in AP courses, ranging from a low of 30 at Jonathan Levin HS for Media and Communications to a high of 550 students at Bronx Science HS in 2005-2006. Altogether, 3737 students in Region One were enrolled in such courses overall.

Region One Performance Indicators to Address MSAP Objective #6: Equity of Access to Rigorous Coursework

Indicator 6-1: Ensure Equitable Student Participation in Magnet Program

2007-2008: At least 50% of students in each magnet school will be exposed to the magnet program through magnet classes, magnet-related lessons, or theme-related activities and the proportions of minority and non-minority students participating in magnet classes, magnet-related lessons, or theme-related activities will not vary by more than 15% from the racial/ethnic composition of the school as a whole.

2008-2009: At least 75% of students in each magnet school will be exposed to the magnet program through magnet classes, magnet-related lessons, or theme-related activities and the proportions of minority and non-minority students participating in magnet classes, magnet-related lessons, or theme-related activities will not vary by more than 15% from the racial/ethnic composition of the school as a whole.

2009-2010: At least 85% of the students in each magnet school will be exposed to the magnet program through magnet classes, magnet-related lessons, or theme-related activities and the

proportions of minority and non-minority students participating in magnet classes, magnet-related lessons, or theme-related activities will not vary by more than 15% from the racial/ethnic composition of the school as a whole.

Indicator 6-2: Ensure Equitable Minority/Non-minority Access to Rigorous Coursework

2007-2008: There will be no significant differences in the proportion of minority and non-minority students enrolled in AP classes in English, math and science. Where statistically significant differences in participation in these classes of minority and non-minority students in the previous school year, there will be a statistically significant and educationally meaningful reduction in the enrollment gap

2008-2009: Same as Year 1.

2009-2010: Same as Year 1.

Region One Strategies to Accomplish Objective #6: Equal Access

Ongoing monitoring of class assignments and program records by the magnet school administrators and MSAP Project Director will serve to ensure that all students have access to rigorous coursework and to the enriched instructional offerings of the magnet programs and that these offerings are equally appealing and effective for students at different levels of skill development and backgrounds.

As described under Objective 3, Region One intends to collaborate with Learner-Centered Initiatives in order to ensure that the curricula being implemented across the magnet schools reflect the rigor and quality needed to enable all students to meet or exceed grade level expectations and New York State standards. In addition, all of the proposed magnet schools plan to offer Advanced Placement courses in language arts, the sciences, Spanish, history and mathematics. Saturday Regents and SAT preparation will also be offered for juniors and seniors.

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

MSAP Funded Personnel and Resources to Support Magnet Initiative

As indicated earlier in the plan of management, Region One has assembled an exceptionally well-trained and experienced team to manage and implement the magnet school program. The proposed **Project Director**, Edison Teano, is eminently qualified to continue to spearhead the inter-district magnet school initiative. Mr Teano's roles and responsibilities were enumerated earlier in this section, and his qualifications are described fully in the Quality of Personnel section.

Mr. Teano will be supported in his administrative duties by a full-time **Project Secretary**, housed at the Regional Office. The Project Secretary will support the Project Director on projects related to recruitment, student selection, and preparation of MSAP budgets. The secretary will be proficient with the methods, procedures, and logistics of funded programs and will have at least five years of experience with the administrative demands connected with desegregation-related and/or magnet school programs. Moreover, the MSAP secretary will possess the communication and diplomatic skills necessary to work productively and creatively with parents, teachers and administrators.

At the school level, the magnet grant will pay for the salaries of **Teacher Specialists**, who will have major responsibility for planning, implementing, and refining the magnet program at their respective sites. (The specific assignments of the proposed teaching personnel are enumerated in Section 2.iii. of the Quality of Personnel.) In addition, personnel resources will be provided to the schools to support ongoing teacher-directed curriculum development and planning, and staff development activities. Please note that allocations for personnel resources were based upon the student enrollments at each of the schools. The table below summarizes the school-level staffing plan.

Table 9

MSAP Funded School-Level Staffing Plan – Year One

Magnet School	Teacher Specialists	Per Diem Substitute Days	Curriculum Development/ Planning Hours
BCSM	1	21	80
Celia Cruz	1	20	804
Kingsbridge	1	20	803
Mott Hall Bronx	1.5	40	750
Totals	**4.5**	**101**	**2,467**

In addition to the staff delineated above, MSAP funds will also be used to secure services other than personnel (OTPS). While a complete and itemized budget request is provided in the Budget and Resources section of this proposal, the following is a brief summary of the OTPS resources the Region and each school will obtain through MSAP funds:

Table 10

MSAP Funded OTPS Resources to Support Magnet Implementation

Region OTPS Resources	School OTPS Resources
☐ Local and Out of Town Travel by Project Director	☐ Local and Out of Town Travel by Project Staff
☐ Office Supplies	☐ Instructional Equipment
☐ Professional Development Supplies	☐ Instructional Supplies
☐ Contractual Services for Evaluation and Professional Development	☐ Contractual Services for Instructional Enrichment, Professional Development
☐ Production and Dissemination of Outreach and Recruitment Materials	☐ Student Admissions
☐ Telephone and Telecommunications	☐ Subscriptions to Professional Journals
☐ Postage	

In-Kind Personnel and Resources to Support Magnet Initiative

Region One will make available to the magnet project the services of several key Regional Office administrators, who will provide their programmatic and administrative expertise to the MSAP Project Director and magnet school administrators and school-based staff in order to ensure the effective implementation of the magnet initiative. The following Regional level personnel will contribute approximately (b)(4) of their time in-kind:

- Community Superintendents of District 9 and 10
- Senior Achievement Facilitators
- Senior Grants Officer
- Region's Legal Counsel
- Director of Student Placement
- Administrator for Special Education

In-Kind School Based Staff

At the school level, Region One will provide the services of school administrators, subject area teachers, professional support staff, parent coordinators to support the implementation of the magnet initiative. The magnet school administrators (including the four magnet school principals and their assistant principals) will be responsible for ensuring that the programs' curricular objectives are implemented at each target school as they have been proposed in this application. They will also be responsible for supervising the Teacher Specialists at their schools and assisting them as needed within the overall design of the programs. The subject area teachers will have the primary responsibility for providing magnet school students with theme-based instruction. To ensure that students and their families are able to fully participate in and benefit from the magnet school programs, school-based support staff (e.g., guidance counselors) will offer access to a wide range of social services designed to meet students' health, social,

and emotional needs. Paraprofessionals will be responsible for assisting the classroom teachers in providing magnet school students with theme-based instruction. Parent coordinators will play a key role in the implementation of parent outreach activities and representing the needs and interests of parents on the schools' magnet planning teams.

The table below summarizes the in-kind staff resources that each school will be contributing to the project. The average amount of time that each category of staff will be contributing to the magnet initiative is included in the table, and expressed as a full-time equivalent (FTE).

Table 11

In-Kind School-Based Staff to Support Magnet Implementation

	Number of School-Based Staff Positions			
School	**Administrators** (b)(4)	**Classroom Teachers** (b)(4)	**School-Based Support Staff** (b)(4)	**Parent Coordinators** (b)(4)
BCSM	1	15	2	1
Celia Cruz	7	28	9	1
KIHS	2	11	1	1
Mott Hall Bronx	2	15	2	1

District Level OTPS Contributions

The MSAP Project Director and Secretary are housed at the Regional Office, where they have access to both large and small conference rooms, the Region's duplicating center, technology center (with wireless capabilities), and the Funding Resource Center. In addition, the Region's administrative budget covers monthly telephone costs for the project office. All of these facilities will assist them in the magnet program staff in their administration and coordination efforts.

School Level OTPS Contributions

Based on the New York State Textbook Law (NYSTL), each proposed magnet school will be entitled to per capita allocations which can be used for the purchase of supplies and materials (for details on these NYSTL allocations, see Budget and Resources section). In addition to these OTPS allocations, the table below provides a summary of the existing equipment and facilities at each of the proposed magnet schools, which will be utilized for the magnet initiative.

Table 12

Existing Equipment and Facilities at Magnet Schools

School	Existing Equipment and Facilities to be Used for MSAP
BCSM	▪ $1 million state-of-the-art Science Lab installed by the NYCDOE in preparation for the opening of BCSM ▪ On-site community health center in partnership with the Morris Heights Health Clinic ▪ Library and research center
Celia Cruz	▪ Student Laptop Initiative: All students in 11th and 12th grade receive their own laptop computer loaded with digital textbooks for all core classes (one-week training for students and teachers) ▪ LCD projectors in clssrooms ▪ SmartBoards ▪ Adjacent to Lehman College, benefiting from shared facilities
KIHS	▪ Laptops ▪ SmartBoards ▪ LCD projectors ▪ *Rosetta Stone* software for teachers ▪ Community Garden ▪ Adjacent to Lehman College, benefiting from shared facilities
Mott Hall Bronx	▪ State-of-the-art Science labs, classrooms, and demo rooms ▪ Library media center

School	Existing Equipment and Facilities to be Used for MSAP
	▪ Art studios ▪ Orchestra room ▪ Theatre ▪ Videoconferencing equipment, allowing students to access classrooms around the world

As has been demonstrated in this proposal thus far, the Region will make excellent use of both grant-funded and in-kind resources and personnel to bring the goals of the magnet initiative to fruition.

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

New York State Education Department's Policy on Nondiscrimination

Section 100.2(k) of Part 100 Regulations of the New York State Commissioner of Education Relating to General Education and Diploma Requirements provides the following policy for nondiscrimination in curricular and extracurricular activities:

> No student shall be denied membership or participation on the basis of race, sex, marital status, color, religion, national origin or disability, in any program or activity which is included in a school program of curricular or extracurricular activities, provided that:
>
> 1. In the case of students with disabilities, such activity shall be appropriate to a student's special educational needs as identified by the committee on special education;
>
> 2. Male and female participation in extra class athletic activities shall be in accordance with the provisions set forth in section 135.4(c)(7) of this Title;
>
> 3. A nonpublic school may limit admission to such school to students of a single sex and/or of a single religion or denomination; and

4. A nonpublic school controlled by or affiliated with a religious organization may separate students on the basis of sex to the extent that such separation is required by the religious tenets of such organizations.

New York City Department of Education's Policy on Equal Access

It is the policy of the NYCDOE to provide educational opportunities without regard to race, color, religion, creed, ethnicity/national origin, alienage and citizenship status, age, marital status, disability, sexual orientation, and gender (sex), and to maintain an environment free of unlawful harassment, including sexual harassment, and retaliation. This policy is in accordance with Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 503 and Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act of 1990, as amended; the Civil Rights Act of 1991; and the New York State and New York City Human Rights Laws.

Region One's Policies to Ensure Equal Access and Treatment

Region One adheres unconditionally to the Department of Education's non-discrimination practices and ensures equal access and treatment for all of its students in all curricular and extracurricular programs. However, we believe that we must take a more proactive role in "leveling the playing field" so that all students can attain high levels of achievement, including those who have traditionally been underrepresented in courses or activities that will be offered as part of magnet school programs. In our view, an essential component to ensuring equal access and treatment is by setting high standards that all students are expected to meet, regardless of their gender, racial or ethnic background, or income level. (Our efforts to design and implement standards-based curricula are described elsewhere in this proposal.) We recognize, however, that some students have greater difficulty in meeting these standards when they are confronted by certain academic, social or emotional challenges.

In this section, we describe some of the major efforts we are making as a Region, as well as those being implemented in the proposed magnet schools, to ensure equal access and treatment. **These efforts**

demonstrate that Region One is in full compliance with Section 427 of the U.S. Department of Education's General Education Provisions Act (GEPA). Our proactive approach to ensuring equitable access to, and participation in, the magnet schools initiative includes: providing additional support for students with special learning needs; promoting minority and female students with access to educational opportunities in math, science, and technology; and offering guidance and support services for students deemed to be "at risk" of educational failure.

Providing Support for Students with Special Learning Needs

English Language Learners (ELLs). Region One places great emphasis on meeting the educational needs of its large population of English Language Learners (ELLs). As noted above, more than 22% of the students in the District are ELL. The vast majority of Region One's ELL students (91%) are of Hispanic descent, and speak Spanish as their native language.

Region One believes that, in a multicultural society, all languages should have equal status. Therefore, all children should be given the opportunity to engage in meaningful learning environments that encourage bilingualism and multiculturalism, and that integrate language, culture, and content. Region One views its ELL students as future fluent bilingual individuals, prepared to work in our global economy. The mission of the Bilingual/ESL Program is "to support our schools as they work to enable each of our limited English proficient students to develop the linguistic, cognitive and cultural skills necessary for success in school, college, and beyond." The Regional Office assists schools in providing English language learners with appropriate instruction as per New York State Part 154 regulations, as well as professional development to clarify bilingual and ESL program goals and models, and plan a balanced literacy program based on the District's Literacy Framework, the New York City Core Curriculum, and the New York State Standards. Additional areas in which support has been offered to schools have been in the establishment of classroom learning centers; teaching ESL through computers; using music to link languages; the development of theme-based units for dual language and bilingual settings; the

identification and purchase of quality instructional materials and supplies for native language, ESL and multicultural instruction; technical assistance in the implementation of mandates for ELL students; and recruitment and selection of qualified and appropriately licensed staff for bilingual and ESL vacancies. Support is also offered to assist teachers in achieving their certification goals.

Two particularly successful instructional approaches that are being widely implemented throughout the District are the Cognitive Academic Language Learning Approach (CALLA) and QTEL (Quality Teaching for English Learners. CALLA is a nationally recognized approach to content area instruction based on the work of researchers Chamot and O'Malley (1986), who have identified four major conditions for improving the education of language minority students: (1) an institutional environment that has high expectations for language minority students; (2) an instructional approach that integrates academic language development with content area instruction and learning strategies; (3) continuing staff development that provides teachers with the expertise and support needed to advance the academic development and success of language minority students; and (4) an assessment approach that is consistent with the instructional model and enables teachers to plan instruction effectively. All of proposed magnet schools have trained staff members in CALLA strategies and techniques who are applying these methods in different subject areas and at different grade levels. QTEL is also a research validated professional development for teachers that incorporates six scaffolding strategies into instructional practice. QTELL training was offered to all schools and is a city-wide initiative.

As shown in the table below, the student populations at the proposed magnet schools consist of wide-ranging proportions of ELL students, ranging from 2% to 100%. At Mott Hall Bronx, only 2% of its currently enrolled student population fits this definition, while 100% of students at Kingsbridge International HS are classified as ELL. The proposed magnet schools are dedicated to meeting the unique needs of ELL students through various programs, including transitional bilingual, free-standing ESL, self-contained, and pull-out ESL settings.

Table 13

Number and Percentage of ELL Students and

Programs/Services Available to Serve These Students' Needs

in the Proposed Magnet Schools, 2006-07

Schools	ELL Students N (%)	Programs and Services to Meet ELL Students' Needs
BCSM	12 (5.3%)	▪ Heterogeneously-grouped classes ▪ Push-in services by a certified ESL teacher ▪ Differentiated instruction ▪ PD for all teachers in Quality Teaching of English Learners (QTEL) provided by regional staff ▪ *Ramp-up to Literacy* program
Celia Cruz	19 (5.7%)	▪ *Balanced Literacy* program for reading and writing instruction ▪ Adaptive Learning Environment Model
KIHS	220 (100.0%) *All students are recent non-English speaking immigrants.	▪ PD for all teachers in Quality Teaching of English Learners (QTEL) ▪ Supplementary English class focusing on high interest reading, writing, and speaking activities using research validated ESL methods ▪ ESL support in context of academic program ▪ Intensive after-school and elective period intervention
Mott Hall Bronx	9 (4.1%)	▪ ESL support in context of academic program ▪ Adaptive Learning Environment Model

Special Education Students. The Region One special education population continues to grow and is currently approximately 10% of the total District enrollment. Region One seeks to provide support to monolingual and bilingual special education students by ensuring that all special education supervisors, teachers, paraprofessionals, and related service providers receive professional development in creating literate classroom environments. Region One also seeks to provide support to general education students

by reducing inappropriate initial referrals to special education and by maintaining a focus on educating students in the least restrictive environment as per the 1997 Individuals with Disabilities Education Act. In meeting these goals, support is provided in the form of Consultant Teacher Services, Instructional Support Team Intervention plans, participation in the Least Restrictive Environment Initiative, after-school programs such as Project Read, Project Success, the Reading Recovery program, at-risk resource room, and mainstreaming.

As shown in the table below, the proportions of special education students at the proposed magnet schools range from 0% to 9% of the overall student populations. Mott Hall Bronx serves the largest proportion of special education students (8.5%), while 5% of students at Celia Cruz and no students at Kingsbridge International have identified disabilities. Kingsbridge International students are all recent immigrants who have not been in the system long enough to have been evaluated. Various programs, including mainstreaming of students, inclusion classes, push-in of related services, and differentiated instruction supported by the region-wide Schools Attuned initiative are being implemented at the proposed magnet schools to best meet the unique needs of special education students. All special education staff received the same rigorous professional development as general education staff and participate in grade level planning.

Table 14

Number and Percentage of Special Education Students and Programs/Services Available to Serve These Students' Needs in the Proposed Magnet Schools, 2006-07

Schools	Special Education Students N (%)	Programs and Services to Meet Special Education Students' Needs
BCSM	1 (0.4%)	▪ After-school tutoring ▪ Peer tutoring ▪ Saturday Regents Preparation Institute ▪ *Ramp-up to Literacy* program ▪ Differentiated instruction ▪ Schools Attuned PD
Celia Cruz	18 (5.4%)	▪ Push-in services ▪ Resource room ▪ Adaptive Learning Environment Model
KIHS	0 (0.0%)	▪ Differentiated instruction ▪ Schools Attuned PD *As students are identified, these services will be provided.
Mott Hall Bronx	19 (8.5%)	▪ Differentiated instruction ▪ SETSS (Special Education Teacher Supported Services)

Programs to Promote Student Access to Technology

The demographics of Region One place its residents in a seriously compromised position with regard to computer access. An analysis of the Computer to Student ratio using the NYS Basic Educational Data System (BEDS) survey data for 2002 shows an average computer to student ratio of 1 to 13 which is significantly higher than the NYS average ratio of 1 to 9 and far from the NYS recommended ratio of 1 to 4 as cited on the NYSED website. These data are reflective of the need for equity of access among students

who are in high poverty areas in an urban school setting. For many, public access points, such as K-12 schools, are their only exposure to basic technology. Recognizing this fact, Region One has developed a technology plan, entitled "Shaping the Future Through Technology: A Plan for Action." This technology plan asserts that the LEA's technology vision is to:

- build an environment that encourages active participation and exploration with our community of learners;
- empower our students to become active individuals who take command of their learning;
- acknowledge that understanding and using technology is essential to success in education, and that we can no longer teach today's learners with yesterday's tools and expect them to be successful in tomorrow's world;
- use technology to place our children in a community of thinkers and learners that reaches beyond the walls of the classroom;
- empower teachers to integrate the tools of technology into their everyday teaching practices;
- assist administrators to use technology for data driven decision making so that we can ensure student academic success; and
- teach parents how to use technology to obtain information about how heir children are progressing at school.

The Region has also been collaborating with the New York City Department of Education to provide wireless access to the Internet in school buildings to promote anytime, anywhere learning environments that will foster the integration of technology throughout the school day. All new schools in the District are being assisted with creating their own technology plans using the District plan as a model. Assistance is also being provided to schools for the installation of ISDN lines and the purchase of up-to-date hardware and software for the purpose of developing a videoconferencing network for increased

collaboration among teachers and students throughout the region, NYC and across NYS for project based learning with experts in all content areas. By ensuring that all Region One schools have adequate technological resources, all students will be able to learn the skills and tools they will need to succeed in today's society.

Guidance and Support Services for Students "At Risk"

Region One fully recognizes that in order for students to effectively participate in and benefit from educational programs, their health, social, and emotional needs must first be met. Many of the students in Region One face extraordinary struggles that go beyond their need for academic assistance and support.

The primary emphasis of Region One's guidance program is to assist all children to develop socially, physically, intellectually, and emotionally, as well as assist them in their pursuit of a successful educational experience. The guidance program is developmental, beginning in pre-kindergarten and continuing into high school. The District believes that this developmental approach is the most effective way to provide for the needs of all children at each stage of their development.

In addition to the guidance services provided by the District, special guidance and counseling services are given to Title 1 eligible students. Guidance for these children focuses on integrating the guidance strand into the curriculum in order to assist students to function and succeed in the regular classroom environment. This program also provides outreach services to families and provides planning and intervention through the use of pupil personnel committees to support eligible children.

Many of the schools in Region One also participate in Educationally Related Support Services (ERSS), a program designed to significantly reduce the number of student referrals to special education. The focus of ERSS is to provide short-term non-career counseling services to students who have been identified as being at the highest "risk" category of referral to special education. The services of the guidance counselors enable the staff, students, and parents to identify special problems and develop strategies for intervention in order to help the student progress within the regular classroom.

The Attendance Improvement/Dropout Prevention (AIDP) program provides intensive services to students and families with regard to school attendance and academic improvement. This program supports attendance outreach, case management counseling, academic support and enrichment and parent involvement through extensive outreach to families via home visits, letters and phone calls. Guidance/counseling for students and families, parental involvement activities and academic enrichment are offered at certain schools. Currently, 22 Region One schools qualify for AIDP support, none of which are proposed magnet schools. The AIDP program continues to be a school-wide project and all students in the targeted schools are eligible to receive program services.

The Substance Abuse Prevention Program, funded through Title IV, provides the services of a SAPIS Counselor to every school in the district. At the high school level, substance abuse programs and counseling are provided by the guidance counselor, social worker and various community partners. All of the high schools in the proposal have an effective program to support students who are at risk.

(2.v.) Effectiveness of the plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Proposed Outreach and Recruitment Strategies

The neighborhoods served by Region One schools are comprised of residents from a variety of ethnic, economic, social, and religious backgrounds, with income levels ranging from middle-class to poverty. However, this diversity is not accurately represented in the Region's public high schools. Region One's plan to recruit students from different social, economic, ethnic, and racial backgrounds includes the attraction of parents and students from non-public schools or schools outside of the District back into the Region One public school system.

The high school students that we will be attempting to attract to the proposed magnet schools are members of what has been dubbed the "Millenial Generation," defined as children born between 1980 and

2000. Characteristics of the Millenial Generation that have been identified by youth marketers (Geraci, 2005) and that will inform our marketing efforts are as follows:

- **Decision Makers:** "Millennials are accustomed to marketers fawning over them and parents placing them at the center of their world. They are also used to making their own consumer choices."
- **Influence of Parents:** "While not immune from a natural yearning for independence and self-identity, Millennial youth have consistently shown a respect for their parents." "This is a generation that will take control of their own lives with their parents' help."
- **Education as Empowerment:** "Millennials are not used to being let down or taking no for an answer. Marketers position their youth products as enablers and not barriers. Successful youth products are wrapped in messages of achievement or empowerment. A beverage is no longer a way to quench thirst; it is a way to signify and celebrate an achievement in sports."
- **Accountability:** "Consider youth to be intelligent consumers, not fickle. Studies show that if youth have a positive experience with a product, they are more likely than adults to recommend the product to others. The same is true with negative experiences. In short, they hold companies to the promises they make. They consider their choices wisely.... In short, students represent the next wave of stakeholders who will demand accountability from schools."
- **Diffusion Marketing:** "Many youth marketers focus on a diffusion model when they work with teens. Get to the hip, cool, influencer teens first and they will sell your product for you. This model has met with some success for trendy products, but in reality, few ideas and products actually become successful with this approach."

The Region and each proposed magnet school has drawn up extensive plans to recruit students and parents to their school, and will rely on the principle of "viral marketing" to spread the word about the magnet schools. Viral marketing (Wilson, 2000) describes any strategy that encourages individuals to pass

on a marketing message to others, creating the potential for exponential growth in the message's exposure and influence. Outreach and recruitment will include the following strategies:

- Advertisements of the magnet schools will be placed in community newsletters and local newspapers such as the *Riverdale Press*, *Riverdale Review*, *Daily News*, *Bronx Press Review*, and *Norwood News*;
- Posters describing the magnet programs will be displayed in local shopping areas, churches, parks, and youth centers;
- Each magnet school will host at least one Open House or School Fair each semester, and will invite parents and community members to take a tour of the school;
- The District will post an announcement of its magnet school programs on computer bulletin boards, and on its own web site;
- The magnet schools will contact and make presentations at local community-based organizations which serve families who live in the community but do not send their children to Region One schools; and
- Representatives from the magnet schools will make presentations at Parent Association meetings in targeted feeder middle schools.

Recruitment for the magnet schools will be predominantly school-based, since the students, teachers, administrators, and parents are the individuals who best know the schools and can best advertise them. The school-specific outreach and recruitment efforts that will be carried out by the magnet schools are as follows:

BCSM is an "informed choice" school, meaning that prospective students have been informed about the mission, goals and objectives of the school and have chosen to apply for admission. To help achieve the goal of reducing minority student isolation, as well as attract students with a strong interest in the magnet program, outreach and recruitment efforts will focus on five key neighborhoods that have a

significant number of non-minority students currently attending non-public schools: Riverdale, Throgs Neck, Woodlawn, Pelham, and Kingsbridge; as well as Bronx middle schools including MS 95, MS 280, Pace Academy (MS 118), Spectrum Academy (MS 118), Aurora (MS 45), Jonas Bronck Academy (MS 228), and Maritime Academy (MS 101).

The strategies for outreach and recruitment will include developing and enhancing relationships with administrators, guidance staff, and teachers at target middle schools; conducting recruitment presentations at target middle schools; creating a marketing video; advertising in local newspapers in the five target neighborhoods; providing a regular schedule of Open Houses; organizing individual school visits with prospective families; and training current BCSM students to serve as "recruitment ambassadors" to talk with middle school students about their experience at BCSM.

A goal for **Celia Cruz HS** is to recruit students with diverse ethnic and cultural backgrounds, talents, and interests, and who are motivated to pursue a rigorous academic and music instruction program. The current outreach and recruitment strategies include developing strong relationships with guidance counselors, music teachers, and administrators and conducting presentations for students and families in all Bronx middle schools to clearly articulate the our unique school's program and mission.

For the new magnet program, school staff will develop a school brochure and publish newsletters to highlight the accomplishments of the program and the students, which will be distributed to prospective students and families and throughout the local community. An Open House will be conducted every November and offer regular school tours to interested families. The school will also participate in the New York City Department of Education's annual city-wide audition, at Stuyvesant High School, to recruit prospective students as they prepare to articulate from middle to high school. During this audition, selected students from all City performing arts schools present to eighth-grade students and families and answer questions about their respective schools. Lastly, the music program will be showcased by inviting community members, including prospective students to attend student performances. In these recruitment

activities, students are the best ambassadors as they perform and present at school events, such as the open house; at community events; state-adjudicated competitions; and during regular school concerts.

KIHS serves a diverse group of students, representing almost twenty different countries. Yet, a majority of the students, more than 80 percent, come from Hispanic backgrounds. Through the magnet program, outreach and recruitment efforts will be conducted to attract students from ethnic backgrounds that are currently underrepresented at KIHS. There are significant populations of recently-immigrated young people in the communities surrounding the school, including students of Eastern European and Middle Eastern descent. For example, new students will be recruited from the Belmont section of the Bronx, which has a large Albanian population and the Kingsbridge area, with considerable Eastern European and Middle Eastern populations.

Because the school requires that all students are recruit immigrants, efforts will be targeted to both public and non-public middle schools in the Bronx that attract immigrant families, such as MS 95, MS 80, MS 20 and PS/MS 280, St. John's, St Brendan's, Immaculate Conception and Our Lady of Mt. Carmel. Efforts will also extend to the Montessori School of New York International and the United Nations International School in Manhattan. KIHS will reach out and provide information about its unique focus to English as Second language (ESL) departments in local middle schools and will also target theme-based middle schools, such as MS 313 School of Leadership Development, Urban Science Academy, and Bronx Writing Academy to attract students who will be interested and motivated to continue their education in a theme-based high school that is designed to broaden their educational experience. All prospective students and their families will be provided specific information about the admissions criteria.

The outreach and recruitment strategies will include visits to local community organizations and community meetings, such as the Greek American Institute of New York, Bronx Community Board #7 meetings, and various community programs, such as ESL classes given by the Yemeni-American

Association, and the Saturday Albanian School classes conducted by Albanian community members close to the school campus.

Regularly scheduled Open Houses will be conducted and the school will participate in middle and high school recruitment fairs; make presentations at our feeder schools; and submit articles and advertisements about the magnet program in local newsletters and newspapers, such as the *Norwood News* and the *Riverdale Press*. In addition, KIHS will develop school brochures and newsletters about the magnet program, which will be translated into the many languages represented at the school and disseminated throughout target communities and feeder schools.

The outreach and recruitment plan for the magnet program at **MHBHS** will target middle schools in the Bronx with well-developed mathematics and science programs, including Mott Hall Middle School II, III AND IV, Kappa and Frederic Douglas Academies. The school will also recruit students from nearby non-public schools, such as St. Anselm, St. Athanasius, St. Augustine, Christ the King, Holy Spirit, St. Jerome, St. Joseph, St. Margaret Mary, Our Lady of Mercy, Our Lady of Mt. Carmel, St. Pius the V, Regent School, Kingsbridge Montessori School and Horace Mann.

At these schools, Mott Hall staff will partner with administrators, guidance counselors, and teachers to inform students and parents of the mission and academic program at MHBHS, and to arrange opportunities for families to visit the school. In addition, staff will attend recruitment fairs held by the District and submit articles and advertisements about the magnet program to local newspapers, including *The Inner City Press*, *Norwood News* and the *Riverdale Press*.

280.31 (b) Quality of Personnel

(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project

As described in the following section, Region One has assembled an exceptionally qualified staff to carry out the implementation of the magnet program. Having the collective experience of implementing the federal magnet initiative in District 10 for the last several years has provided a significant number of Regional Office and school-based staff members with considerable experience and training in areas related to the six objectives of the Magnet Schools Assistance Program. The organizational structure of Region One, presented earlier in the Plan of Operation, provides mechanisms to ensure accountability for personnel actions through the formation of linear reporting relationships. Region One's management structure, though hierarchical in nature, is not a "top-down" model of management, but rather builds upon the strengths of its constituents in creating a responsive and collaborative organization.

A summary of key personnel funded through MSAP, including time commitments, is shown in the table below. For several staff, time is expressed as a percentage of full-time equivalent (FTE).

Table 15

MSAP Funded Staff -- Year One

Personnel	Number	Level of Effort
Project Director Project Secretary Teacher Specialists	(b)(4)	(b)(4)

(2.i.) The Project Director is qualified to manage the project

As described in the Plan of Management section of this proposal, oversight responsibility for the magnet project will be the responsibility of the Project Director, Edison Teano, who will report directly to the two Community Superintendents. Mr. Teano brings many years of experience in education and leadership

to the position, and in particular, a commitment to promoting equity of educational opportunities for students from economically disadvantaged backgrounds. Mr. Teano began his career in education in 1988 as a math and science teacher at IS 116 in the Bronx. After spending six years at the middle school level, Mr. Teano moved onto various high school teaching positions in the area of mathematics, including a two-year stint at the renowned Bronx High School of Science. For the past seven years, Mr. Teano has served as an adjunct faculty member in the Mathematics Department at Hostos Community College, where he also served as the Director of the STEP/PROYECTO ACCESS Program, a pre-college, pre-engineering program for economically disadvantaged, highly motivated secondary school students.

Mr. Teano currently serves as the Regional Instructional Specialist for High School Mathematics in Region One. In this role, he plans, designs, implements and evaluates program services to meet high school mathematics needs of Region One students; provides professional development services to increase the high school mathematics instructional and learning capacity of Region One teachers, coaches, assistant principals, and principals; facilitates Assistant Principal of Mathematics meetings to plan, evaluate, and implement services to assist each school meet its graduation, participation, and Regents accountability performance indicators. Among his most notable accomplishments in the short time Mr. Teano has served in this role include collaboratively designing, developing, and implementing a web-based, database template to assist schools to monitor their professional development, Regents cohort-accountability, and student services; initiating a collaboration at a Region One 6-12 school to assist students to obtain college credits while in high school; and taking the lead on establishing lab sites at two Region One campuses.

Mr. Teano earned a BS degree in electrical engineering from the University of Maryland at College Park and an MS degree in Education (with honors) from the City College of New York. He has numerous teaching and supervisory credentials, and is licensed by the State as a School District Administrator and in School Administration and Supervision. Among the many honors he has received are the New York Times

"Teacher Who Makes a Difference Award" received in 1999. Mr. Teano is fluent in written and spoken Spanish.

(2.ii.) Other key personnel are qualified to manage the project.

Regional Level Administrators

As described in the Plan of Management section, numerous regional level administrators will provide programmatic and administrative support to the Region One magnet project **at no cost to the program**. Brief descriptions of the qualifications of key Regional Office personnel are presented below. Full descriptions of employment experience, certifications and licenses and education for all of the other key personnel are attached in the Other Information section of this proposal.

Senior Grants Officer. As a Senior Grants Officer for Region One, Blanca Quiñones interprets legislation, regulations and guidelines to assist schools in developing and implementing funded programs. She provides fiscal expertise in the management of grant-based awards, and ensures compliance with guidelines, rules, and regulations through monitoring grants. Ms. Quiñones has worked in budget and finance for the New York City Public Schools for almost 30 years and is a seasoned expert in monitoring Magnet School grants to ensure full compliance. Prior to her current appointment, she was Budget Officer at the Bronx Regional Operations Center, in which position she had fiscal oversight of approximately 129 elementary schools, middle schools, and high schools with over $600 million in city, state, and Federal funds. She holds a Masters in Science in Public Administration from Russell Sage College. She was honored to receive an Institute for Educational Leadership Fellowship in 1993.

Senior Youth Development Director. Andaye De la Cruz has over twenty years of experience working in the New York City education system. She currently serves as the Senior Development Director for the Bronx and is responsible for serving teams of Youth Development Managers, Specialists, Content Area Experts that service elementary, middle, and high schools. She also provides professional development and technical assistance to schools for college planning, peer-mediation, school health and

mental health services, and drug and alcohol prevention. Prior to her current appointment, she Ms. De la Cruz acted as the Region Two Director of Student Placement, Youth and Family Support Services and Chairperson for the Committee on Special Education in Community District 4. She holds a Masters in Social Work from Hunter College and a Masters in Bilingual Special Education in Special Education from Long Island University. Additionally, she has post-graduate training in psychotherapy and a professional degree in school administration and supervision.

Regional Deputy Assistant Superintendent for Special Education. Lillian Maldonado is a bilingual administrator with over 15 years of experience. As the Regional Deputy Assistant Superintendent for Special Education for Region One, Ms. Maldonado coordinates the development of programs geared towards improving student achievement and ensures the accuracy of student data. She also facilitates the coordination of professional development activities for Regional Administrators of Special Education, Committee on Special Education Chairperson, Speech Supervisors, Instructional Support Specialists, Special Education Training Resource Center Professional Development Specialists and Speech Improvement Supervisors. Before her current appointment, Ms. Maldonado served as the Regional Administrator of Special Education for Region One and the District Administrator of Special Education for Community School District 9. Ms. Maldonado holds Masters degrees in Supervision and Administration from Columbia University and Bilingual Leadership Program from the Bank Street College. She also holds a professional diploma in Urban School Psychology from Fordham University. She holds New York State licenses as a School District Administrator and a School Administrator and Advisor. Additionally, Ms. Maldonado earned New York City licenses as a Bilingual School Psychologist, Elementary School Principal, Supervisor of School Psychologists and an Education Administrator for Special Education.

Senior Regional Counsel. As the Senior Regional Counsel for the New York City Department of Education, Michelle Johnson provides in-house counsel to Regions 1 and 2 and serves as a liaison to city, state and federal legal departments. She conducts training sessions for regional personnel and reviews

disciplinary matters. Prior to her appointment for the New York City Department of Education, Ms. Johnson served as a Compliance/Affirmative Action Officer for Passaic County Technical Institute and Associate Attorney at Gerber & Samson, L.L.C. Ms Johnson earned a law degree from Widener University School of Law and is a member of the American Bar Association, New Jersey Defense Association, and New York State Bar Association.

Magnet School Administrators

All of the heads of the target magnet schools are highly qualified, visionary leaders, eminently capable of implementing the District's magnet school initiative. Presented below are qualification and experience profiles for each magnet school principal.

Bronx Center for Science & Mathematics High School. As Founder and Principal of the Bronx Center for Science and Mathematics High School, Mr. Edward Tom has a passion for and commitment to innovative educational programs. Mr. Tom oversaw all aspects of the school's development, from curriculum design to recruitment of students and staff. He also established parent outreach programs and designed and implemented parental involvement initiatives. He has created partnerships between the school and Dartmouth College and the City College of New York, as well as with community-based organizations and private schools.

Prior to starting BCSM, Mr. Tom served as a Region One Instructional Specialist for Mathematics Grades 9-12, in which position, among many other responsibilities, he trained all Region One mathematics coaches and teachers and was instrumental in planning for the implementation of the new city-wide and regional initiatives. Mr. Tom has an MS in Multicultural Urban Education from the College of Mount Saint Vincent. He also participated in Baruch College's Aspiring Leaders Program and has certification in School District Administration (SDA) and School Administration and Supervision (SAS). Mr. Tom also maintains membership in a number of professional associations.

Celia Cruz Bronx High School of Music. Dr. William Rodriguez founded the Celia Cruz Bronx High School of Music in 2003 and has served as its principal since its inception. For the past 25 years, he has worked to improve musical education in innovative ways in the Bronx, first teaching music in 1982 at a public elementary school.

Dr. Rodriquez, a highly acclaimed educator and musician, was presented the Lehman Urban Teacher Education (LUTE) Award in 2006 by the Division of Education / Lehman College CUNY, which honored him for making "outstanding contributions in urban education promoting justice and equity." His passion and commitment will be an invaluable asset in realizing this proposal's vision at Celia Cruz. He was the pianist on two Grammy winning albums, including one created by Celia Cruz musicians "La Negra Tiene Tumbao." He has toured the US, Europe, the Caribbean, and South and Central America with the Johnny Pacheco Orchestra, Machito Orchestra, and Conjunto Libre. Dr. Rodriguez has a Doctor of Music Education from Teachers College, Columbia University, a Master of Education from Lehman College, CUNY, and holds a Specialist Diploma in Supervision and Administration from Queens College, CUNY.

Mott Hall Bronx High School. Mr. David Tinagero's first classroom assignment was teaching a self-contained class of 15 emotionally disturbed students, where he thrived for over three years. He expects to bring his acceptance of diversity and ability to recognize talents in all students to his work developing an inclusive magnet program. Mr. Tinagero is the founding principal of the Mott Hall Bronx High School, where his experience has given him the skills and knowledge to further develop Mott Hall into an outstanding magnet school. He is experienced in selecting and training qualified staff; developing content area curriculum in partnership with teachers; working with parents, students, staff and community members to support both instructional and structural initiatives designed to meet students at their level; aligning school's supervisory practices with standards-based education; and creating innovative alternative solutions to support students performing below standards.

Prior to founding Mott Hall, Mr. Tinagero was a Regional Instructional Specialist for Region One in which capacity he designed and implemented literacy initiatives to build coherence across the region and provided extensive Balanced Literacy professional development for staff throughout the region. He has an MA in English from Mercy College, an MS in Education Supervision and Administration, and training in Therapeutic Crisis Intervention.

Kingsbridge Heights International. Mr. Ronald Newlon founded the Kingsbridge Heights International School in 2005 and has served as its principal since its inception. As Principal, he supported and implemented professional development on "Understanding by Design," "Language Integration" and "Language Development." To enhance and support his work in developing this learning community, he recently attended a year-long University of Pennsylvania Principals' Leadership Institute. During his 13-year career within the New York City school system he has served as Teacher, Assistant Principal, and as a New Leaders for New Schools Resident Principal, and has a strong background in math, science and technology education.

In addition, Mr. Newlon served as the United Federation of Teachers Chapter Chairperson for five years at the University Neighborhood High School, successfully negotiating all teacher disputes. Mr. Newlon has an MA in Educational Administration and an MS in Secondary Science Education from New York University, where he was a Goldman Sachs Fellow. He has numerous city and state accreditations in school administration and supervision, as well as membership in a number of professional organizations.

(2.iii.) Teachers who provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools.

Region One assures that the teachers selected for the teacher specialist positions in its magnet project will meet the federal definition of "highly qualified" as stipulated in No Child Left Behind,[3] and will have the appropriate New York City and New York State pedagogical licenses in the subject matter for which they will be teaching. These teachers are all certified, and have demonstrated capabilities and experience to promote theme-based pedagogical support.

The principal instructional personnel for the Region One magnet initiative will consist of 4.5 classroom teacher specialists in Year 1, increasing to a total of six in Years 2 and 3. The teacher specialists will be highly qualified individuals who will be appropriately licensed in the subject areas for which they will be assigned. Specifically, they will have demonstrated competence in the following areas:

- instruction of heterogeneously grouped classes consisting of children from diverse ethnic, racial, and socioeconomic backgrounds with varying levels of academic skills;
- use of various innovative teaching methods (e.g., multiple intelligences, balanced literacy, cooperative learning) and materials to address the learning styles of different students;
- development of theme-related curriculum materials which have been effectively used with children;
- experience in desegregation-related programs and/or magnet schools;
- evaluation of student academic performance, including the use of alternative assessment methods within their subject area or specialty;
- familiarity with implementing conflict resolution strategies and other approaches designed to

[3] As defined by NCLB, teachers who are "highly qualified" must have a bachelor's degree, full state certification and licensure, and demonstrated competency in each core academic subject that he or she teaches.

improve students' attitudes toward school and learning; and

- ability to work effectively with students, parents, teachers, and administrators.

Additional qualifications for the position of teacher specialists include a BA or BS in education; New York State subject area licenses; and at least three years of experience in a magnet or alternative school (preferred). Special consideration will also be given to candidates with distinctive qualifications and experiences in theme-related pedagogy and alternative assessment, on a school-by-school basis.

The **teacher specialists** will have the primary responsibility for developing the magnet themes at their schools. The teacher specialists will be responsible for carrying out the following general activities:

- working with regular classroom teachers to develop or modify magnet theme-related enrichment materials;
- assisting the Project Director in providing the teacher training necessary to implement the newly created curricular materials;
- assessing the individual learning styles and other educational needs of their students and designing appropriate individualized instruction;
- participating in their school's magnet planning committee;
- facilitating the collection of data for the project evaluator, and coordinating school-based evaluation activities;
- assisting in the design, development and distribution of brochures and other recruitment and outreach materials;
- meeting regularly with the Project Director to coordinate curriculum development efforts; and
- facilitating intervisitations for staff with other Magnet schools.

Additional duties will include articulation and planning with the Project Director and other instructional and administrative personnel (e.g., principals, literacy and math coaches); participation in staff

development workshops specific to their core subject area; and participation in related parent involvement activities.

(2.iv.) The applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

Non-discriminatory Employment Practices of the NYC Department of Education

The New York City Department of Education's policies for non-discrimination in its hiring practices are articulated and safeguarded by its Office of Equal Opportunity. These policies are in accordance with the following federal and state laws:

- Title VI and Title VII of the Civil Rights Act of 1964, as amended;
- Title IX of the Education Amendments of 1972;
- the Age Discrimination in Employment Act of 1967, as amended;
- Section 503 and Section 504 of the Rehabilitation Act of 1973, as amended;
- the Fair Labor Standards Amendments of 1974;
- the Americans with Disabilities Act of 1990, as amended;
- the Civil Rights Act of 1991;
- the New York State Human Rights Law; and
- the New York City Human Rights Law and Provisions of Non-Discrimination in Collective Bargaining Agreements of the Board of Education of the City School District of the City of New York.

All New York City public school personnel are recruited in accordance with employment procedures of the New York City Public Schools and agreed upon with the United Federation of Teachers (UFT), the union that represents staff positions in collective bargaining. The NYCDOE is an affirmative action employer. The Equal Employment Opportunity/Affirmative Action Program (EEO/AA) of the

NYCDOE is designed to guarantee that "emphasis will be given to identifying and selecting minorities and women from the qualified pool for positions where they are underutilized and to making efforts to increase the representation of minorities and women in the qualified pool."

The Division of Human Resources of the New York City Board of Education receives "vacancy notices," job descriptions and requirements for each position. All vacancy notices and advertisements carry statements encouraging applications from people who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, handicapped persons, and the elderly.

Chancellor's Regulation number A-830, originally issued on July 28, 1988, and updated on September 5, 2000, details the procedure for complaints of alleged discrimination or harassment based upon race, color, religion, creed, national origin, citizenship status, age, marital status, disability, sexual orientation, gender (sex) including sexual harassment. These regulations guarantee an assiduous internal review process for any employee within the jurisdiction of the Department of Education of the City of New York who believes he or she has been the victim of a discriminatory act or practice in violation of federal, state, or local law or the equal educational and employment opportunity policy of the Department of Education. Chancellor's Regulation A-830 also covers students and parents of students within the jurisdiction of the NYCDOE.

Non-discriminatory Employment Practices of Region One

Region One, as part of its nondiscriminatory educational and employment practices, encourages applications for employment from persons who are members of traditionally underrepresented groups, such as members of racial, ethnic, or religious minority groups, women, handicapped persons and the elderly. Region One will actively pursue a comprehensive program to recruit and employ qualified personnel for the proposed magnet program. This plan includes the use of the following resources to advertise positions and to recruit qualified personnel: newspapers, local colleges and universities, and the Division of Human

Resources of the NYCDOE. Key newspapers are used to contact the monolingual and bilingual audiences, including *The New York Times*, *El Diario*, *Amsterdam News*, *Black Employment Journal*, and *United Federation of Teachers Bulletin*. It is anticipated that the teacher specialist positions will be filled based on an assessment of current staffs' capabilities, qualifications, and experience as they relate to the goals of the Region's and schools' magnet programs. In addition, in order to fill the extended-day and summer program positions, the Project Director will facilitate a job vacancy posting as per UFT contractual requirements. Once again, the candidates with the most relevant qualifications and experiences will be selected to staff the extended-day and summer programs.

The local college and university community has access to a reservoir of trained individuals through their placement services and through education departments. Region One utilizes its contacts with local colleges and universities such as Fordham University, Lehman College, Manhattan College and the College of Mount Saint Vincent.

(3) To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.

As described in the preceding sections, the combined expertise of Regional Office and school-based staff in fields related to the objectives of the magnet will ensure the District's and the schools' effectiveness in making progress in the six broad areas of systemic reform embodied in the Magnet Schools Assistance Program statute. To complement this collective expertise, the Region intends to collaborate with expert consultants from an array of outside agencies, including local community-based organizations and institutions of higher education, will provide additional support to the magnet schools as they implement various instructional approaches as part of their innovative program designs.

280.31 (c) Quality of Project Design

(1) The Secretary reviews each application to determine the quality of the project design.

New York City Department of Education Instructional Mission and Vision

The federal No Child Left Behind (NCLB) Act, signed into law in January 2002, had a dramatic impact on New York City public schools, as it laid the foundation for the Children First initiative, spearheaded by New York City Mayor Michael Bloomberg and New York City Department of Education Chancellor Joel I. Klein. Through its comprehensive reform program, Children First, the New York City Department of Education (NYCDOE) is pursuing the spirit, as well as the letter, of No Child Left Behind. The Children First initiative, announced in October 2002, is a multiyear effort designed to significantly improve New York City's public schools through sweeping academic and structural reforms. The four main components of the Children First reforms include:

1. reorganization of the Department of Education's management structure into a unified, streamlined system dedicated to instruction and designed to drive resources from bureaucratic offices into the classroom;
2. adoption of a single, coherent system-wide approach for instruction in reading, writing and math that is supported by strong professional development;
3. establishment of a new parent support system to make schools more welcoming to students' families and to give families the access and tools they need to be full partners in the education of their children; and
4. development of principals as the key instructional leaders of their schools through unprecedented leadership development programs at the new Leadership Academy.

Results from Children First's first four years are very promising: improved academic achievement, higher graduation rates, safer schools, more high-quality school options, a smaller bureaucracy, higher teacher salaries, new buildings, and huge increases in private support.

As announced in January 2007, the next phase of the Children First initiative includes "a new set of improvements that will shrink the bureaucracy even further and create a culture of innovation, accountability and fairness in our schools" (NYCDOE, 2007). In fall 2004 the DOE launched a pilot program, in which 48 existing schools were invited to be part of an "autonomy zone" allowing them to opt out of many of the aforementioned reform efforts, including the implementation of the mandated language arts and mathematics curricula. Instead, these "Empowerment Schools" lie outside of the DOE hierarchy and enjoy greater freedom in determining how the school will be managed, from the hiring and training of staff to the identification of instructional practices and programs. In exchange for this increased autonomy, empowerment schools agree to meet strict accountability standards in the areas of student achievement, attendance and graduation rates. In July 2006, an additional 321 DOE schools and 10 charter schools were approved as Empowerment Schools for the 2006-07 school year. Once fully implemented, all NYC public schools will become Empowerment Schools.

Alignment of Region One Magnet Initiative with Children First

The NYCDOE's focus on empowering principals, staff and parents while increasing accountability creates the local context within which the proposed magnet schools will grow and flourish. In addition, the Region One magnet programs will succeed because they are based on solid educational theory grounded in research on alternative education (Buchart, 1986; Kadel, 1994; Kellmayer, 1995; Public Schools of North Carolina, 2000; Picucci, 2002, Raywid, 1994; Schargel, 2001), cited in Reimer and Cash (2003). While the four Region One programs differ in their focus and scope, all share common features that will enable all students to succeed:

- **Purpose and Mission:** All Region One magnet schools have clearly stated mission statements that drive decision-making.
- **Staff:** All of the Region One magnet schools have caring and committed staffs who receive ongoing professional development. Research shows that magnet school teachers have greater

classroom control and influence on school policy, greater opportunity for professional development, and higher salaries. All of these factors correlate to greater commitment, higher retention rates, and higher student outcomes (Evans, 2004).

- **Leadership:** Region One magnet school leaders are dynamic visionaries. These principals diagnose the school's particular needs and decide how to meet them. Magnet principals provide leadership in instructional, cultural, managerial, human resources, strategic, external development, and micropolitical issues – an indication of success (Portin et al., 2003). As effective principals they are committed to supporting teaching and learning through implementation of thoughtful organizational structures and building the capacity within the system.
- **Staff-Student Interaction:** While there is collegiality and a 'family-like' atmosphere between staff and students at all four proposed magnet schools, teachers also have high expectations for their students.
- **Learning Program:** All Region One magnet programs will offer creative curricula that are differentiated to meet students' needs. The program also includes hands-on, experiential learning opportunities. Region One magnet teachers are committed to collaborative learning environments.
- **High Standards:** In Region One magnet schools a strong sense of commitment to student success pervades the school community.
- **Holistic Services:** In Region One magnet schools students' physical, emotional, and social needs are acknowledged. Staff pays particular attention to individual students and the provision of extra services and supports beyond those traditionally offered by schools.
- **Community Involvement:** Parental input and support are deemed integral to magnet program success.

Each of the proposed magnet schools has been recently created to meet the pressing need for high school reform. They share a common focus on career and future planning which targets higher

education and creates pathways to college for students dwelling in the lowest income area of the United States. Those common curriculum strands, which are research-validated, include:

- Interdisciplinary curriculum, authentic assessments and real-world applications and outcomes, in the form of products and/or presentations to demonstrate/defend learning;
- Community collaborations resulting in real-world internships, mentorships and work study programs;
- Career and college planning supported by collaborations with colleges and universities;
- Affiliation with the College Board to provide advanced placement courses, SAT Exams and teacher training;
- Scaffolded support to bridge at-risk students into a rigorous academic environment;
- Small personalized communities, using advisories to focus on qualities of citizenship and social responsibility;
- Research validated commitment to strong parental communication and involvement;
- Project-based inquiry led by students working in flexible cooperative groups; and
- A specialized thematic focus for each school with opportunities for students to select and investigate career options through related coursework.

(2.i.) The Secretary determines the extent to which each magnet school for which funding is sought will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools.

The aggressive outreach and recruitment plan outlined in the Plan of Operation, in concert with an equitable and efficient student selection process, will ensure that the Region One magnet schools will attract and enroll an increasingly diverse population of students and families over the three-year project period. But there is ample evidence to suggest that attracting and enrolling a diverse student body does not in and of itself guarantee that once enrolled in magnet schools, students of different backgrounds will

develop positive interactions in the absence of the kinds of educational and structural strategies known to foster positive intergroup relationships. In order for children to succeed, there must be an inclusive and supportive school environment. Studies show that academic achievement is directly linked to the socio-emotional climate in the school (Zins et al., 2004; Symonds, 2004).

Johnson and Johnson (2005) identify five elements to create and maintain peaceful education within a school through inclusionary practices.

1. Compulsory attendance in an integrated public school system in which students have the opportunity to build positive relationships.
2. Creation of a sense of common identity and fate needs to be established in which there are common goals and that when these goals are achieved, the benefits are fairly distributed. This is usually done through cooperative learning.
3. Empower students to make difficult decisions and engage in political discourse.
4. Teach students how to engage in negotiations and use peer mediation to resolve their conflicts with each other constructively.
5. Teach students civic values that benefit the long term common good of society.

The school leaders at the four proposed MSAP schools will focus on nurturing these five conditions within their schools to create a strengths-based learning environment. Through the implementation of these strategies, students will increase their multicultural understanding and tolerance, learn to view issues from different perspectives, and gain positive social interaction skills. A natural outgrowth of these strategies, which hold all students to the same high standards, is the positive interaction among students and teachers. When all students feel equally valued, acceptance of individual differences becomes the norm of the school, contributing to an integrated school climate.

The following sections describe how Region One will foster interaction among students of different social, economic, ethnic, and racial backgrounds in schoolwide initiatives and classroom-based activities in the magnet schools.

Strategy 1: Diverse School Population

As the Plan of Operation indicates, the magnet schools in this project will increase non-minority enrollment and reduce minority isolation during the three years of the grant. The importance of the overall school climate in promoting an atmosphere of trust, cooperation and mutual support among all members of the educational community is a critical factor in fostering positive interaction among students of different backgrounds and ability levels. Some of the strategies identified in the literature for promoting student interaction at the building level are the implementation of a culturally responsive pedagogy and a multicultural curriculum. These strategies are described below, with illustrative examples of how they are being implemented in the Region One schools.

The contact theory maintains that a major means of reducing intergroup prejudice is through contact between groups under optimal conditions (Pettigrew & Tropp, 2000). As described by Allport (1954), such contact must include four conditions: 1) equal status between participants in the group, 2) common goals, 3) no competition, and 4) authority sanction for the contact. Additional researchers found that intergroup relations are improved when students participate in joint activities, during which time participants judge others on their merits rather than on stereotypes (Romo, 1997). Students at the magnet schools will interact both inside and outside of the classroom to achieve common goals. For example, at BCSM, students participate in an advisory program which uses a curriculum that addresses team and community building and social and emotional development to promote strong relationships among students and teachers. This program exemplifies the types of activities that will increase students' sense of cohesion and belonging. The school leadership will ensure that students and staff of all backgrounds are

given equal status and encourage group interactions. This, of course, begins with the school leaders understanding their own identify and how it impacts their leadership (Madsen, 2005).

A major tenet of education in a free society is acceptance of cultural pluralism as a national strength (Cohen, 1986). In addition, the Region One schools are working to use *culturally responsive pedagogy* in the schools. Culturally responsive teaching is defined as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students (Gay, 2000). Gay describes culturally responsive teaching as having these characteristics:

- It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- It uses a wide variety of instructional strategies that are connected to different learning styles.
- It teaches students to know and praise their own and each others' cultural heritages.
- It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

Mitchell (1990) has found that since the 1930s, attempts have been made to develop curricula to promote appreciation for people of all races. Organizations such as the Anti-Defamation League of the B'nai B'rith and Project REACH (Reston, VA) have developed curricula that create positive awareness of minorities, celebrate the differences among people, and seek to further the cause of human rights. There are also numerous resources to aid teachers in text book selection and curriculum design (Roberts-Schweitzer, 2006).

Stephan (in Rossell, Armor, & Walburg, 2002 and Stephan, 2004) notes that a substantial number of schools now incorporate aspects of multicultural education into their curricula in recognition of the need to prepare students to work in our racially and ethnically diverse society. Stephan (1984) found that multicultural programs are more effective when they last longer than ten weeks, involve active participation on the part of students, and include the use of role-playing techniques and discussions of values and behaviors related to intergroup relations. A "vicarious" approach to multicultural education may include films, plays, biographies, novels and other ways of presenting members of all groups in a respectful way, in the belief that student exposure to such materials will help students recognize the commonalities of all groups (Romo, 1997); however, the effectiveness of such an approach depends on the manner in which the message is presented.

The instructional programs at the four proposed magnet schools reflect this commitment to multicultural studies. For example, at KIHS, students from over 20 countries learn English in the context of a multicultural curriculum designed to honor their birth nations and cultures. Students work in small cooperative learning groups on interdisciplinary projects such as the community garden, which serves as a cornerstone for disciplinary studies in horticulture, garden design, history of agriculture and journaling. Students study and plant native plants from around the world and learn about the culture and cuisine from each nation. At the end of the year, students will create an international dinner for parents and community members to celebrate the garden's first year crop.

Strategy 2: Cooperative Learning

A number of strategies for actively promoting the productive interaction of students are implemented in classrooms throughout Region One. In the sections below, we describe the strategies shown in the literature to be effective in promoting such interaction, and illustrative examples of their application in our magnet schools.

Cooperative Learning: Cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each other's efforts. (Your success benefits me and my success benefits you.)
- Recognize that all group members share a common fate. (We all sink or swim together here.)
- Know that one's performance is mutually caused by oneself and one's team members. (We can not do it without you.)
- Feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment).

Slavin (1995) has found that cooperative learning methods had positive effects on achievement, particularly for Latino and African-American students.

Cooperative learning is widely practiced in many forms at the schools included in this proposal. For example, Katrina Relief was the focus of a service learning project for 9th and 10th graders at the Bronx Center for Science and Mathematics. They organized and held a number of fund raising projects such as bake sales, and presented a sizable donation to the Red Cross for families homeless after the storm. Students selected the project and set goals, developed budgets, planned and held a series of events, recorded the process in journal and narrative writing and presented a report to teachers and fellow students. Sophomores at Kingsbridge International are adapting the play, The Wizard of Oz, to reflect the journey to a new land that all Kingsbridge students can identify with. They are developing the script, creating sets, designing costumes and writing advertisements to bring in an audience. Students will audition for roles, and present their revised play to parents and fellow students.

Peer and cross-age tutoring. Peer tutoring is a natural outgrowth of cooperative learning. In this approach, students support each others' efforts to achieve. Considerable evidence demonstrates favorable results for both tutors and tutees. While many of these studies have been conducted in the areas of math and science, there is sufficient reason to presume that the approach is equally successful in other curricular

areas. Like peer tutoring, cross-age tutoring is a proven method of providing additional support for students who need it, and has shown positive effects on achievement outcomes for both tutors and tutees. Strong evidence exists that students at every level of achievement can be effective tutors, with low-achievers demonstrating that they are capable of learning and helping others to learn, and high-achievers developing a sense of responsibility for those less advanced. This is true for reading (Anderson et al., 2004; Davenport, 2006; McMaster et al., 2006; Topping, 2005), math (Robinson, 2005), and science (Topping, 2004) and there is widespread documentation to support classroom application (Heron et al., 2006).

Many of the proposed magnet schools utilize peer tutoring or cross-age tutoring in their heterogeneously grouped classes as well as in after-school settings. For example, BCSM has a partnership with Horace Mann, a local private school, through which students and teachers participate in a peer-tutoring exchange program. Teachers plan the curriculum based on student needs, and guidance staff plan activities that build relationships across the schools, such as shared community service projects.

Flexible grouping practices. Grouping practices have occupied the attention of educational researchers for several decades. An extensive body of literature indicates that homogeneous ability grouping, or tracking, can be detrimental to students on many counts, including issues of equity (Carnegie Council on Adolescent Development, 1989; Boyer, 1983); motivation (Brophy, 1983); achievement (Slavin, 1987; Hallinan, 1990); types and quality of instruction provided (Gamoran & Berends, 1987; Rosenbaum, 1980; Oakes, 1987); and socialization (Rosembaum). In contrast, flexibile grouping and differentiated instruction have been shown to improve student learning (Baumgartner, 2003; Castle, 2005).

Classroom management techniques, individualized instruction, and rotating group assignments are some of the strategies that can be used to implement flexible grouping practices. McCarthy (1991), for example, concurs that student grouping needs to be flexible and based on several factors, such as readiness, maturity, and achievement, because "when teachers are free to group as they wish, based on assessed pupil needs and readiness, material can be presented in a manner that is appropriate for different

students[x] (pp. 16-17). Reorganizing around integrated curricula with many opportunities for interdisciplinary learning can also provide the vehicle for students of diverse abilities to work together to master a common core of learning. At all four proposed magnet schools, students are grouped heterogeneously for all classes except for AP and ESL, and are invited to participate together in extracurricular activities and clubs.

Strategy 3: Student Empowerment through Discourse

Johnson and Johnson (2004) contend that when students are faced with difficult decisions they need the skills to be able to come to consensus. They propose using the constructive controversy model in which students research alternative positions in a dispute, engage in open discussion of the merits of each position, and then identify the best positions of each side to create a joint position acceptable to all. This type of reasoned debate is practiced in classes throughout Region One. At one of the proposed magnet schools, Mott Hall, students are trained to use the Inquiry Method, a student-centered approach that makes students responsible for posing and answering key questions. In this method, higher order thinking skills are the basis of instruction. For example, in science classes, students work cooperatively to develop, test and defend hypotheses and grade each other using a rubric they helped to develop.

Strategy 4: Conflict Resolution and Peer Mediation

Conflict resolution curricula have the goal of teaching students how to deal with interpersonal conflicts in a positive, non-violent way, as well as developing interpersonal and life skills. As Prutzman (1994) points out, conflict resolution and bias awareness approaches, particularly from a young age, can be very helpful in creating an environment where prejudice toward any group is unthinkable and where learning to appreciate our differences is the norm.

One strategy that schools have used to help bridge racial and cultural divides is the incorporation of peer mediation programs. While not a panacea for the violence confronting our students in schools, researchers note that conflict resolution is an effective method for increasing communication and

generating enthusiasm among students to work together to solve problems. These programs help to educate all students about the basics of democratic citizenship and the value of resolving conflicts without violence. Research on peer mediation programs such as the SAMHSA model program Peacemakers shows that peer mediation leads to safer schools as a result of reduced violence and fewer destructive conflicts, improved academic achievement and long term retention of academic learning, ability to apply negotiation and mediation procedures taught in the program and a more positive school culture. Other research shows a positive impact on measures of student self concept, academic performance, and positive teacher perceptions (Fast et al., 2003; Stephan, 2004).

All four proposed magnet schools have some type of conflict resolution and/or peer mediation program in place. Typically, entering ninth grade students are trained and maintain roles as peer mediators throughout high school. Students are informed of the program and urged to sign up for training, but some are recruited. For example, at Kingsbridge International High School, students are selected because they demonstrate leadership, and some are also recruited if there are indications that they might be involved in bullying or might be in danger of being bullied. Guidance counselors, social workers, teachers and administrators work with students to guarantee an active and high functioning conflict resolution/peer mediation program because it supports a positive school climate.

Strategy 5: Civic Education

Character education can be described as teaching the 'common core of shared universal values that transcend political, ethnic, and religious differences' such as honesty, justice, stewardship, kindness, generosity, courage, charity, equality, and respect (Pearl & Pryor, 2005). Ikeda (in Noddings, 2005) suggests that a high quality education seeks to create three qualities in students: 1) wisdom to perceive the ways in which students are interdependent on others; 2) courage to respect differences; and 3) the ability to empathize with others and share their joy and pain. The participating schools all include character

education in the curriculum. For example, BCSM uses seven core virtues as a foundation for the school's guidance program designed for students to achieve academic, social and emotional success. The seven core virtues are respect, integrity, honor, excellence, commitment, perseverance and service and will be implemented in a student-centered and peer-oriented environment.

(2.ii.) The Secretary determines the extent to which each magnet school for which funding is sought will address the educational needs of the students who will be enrolled in the magnet schools.

(2.iii.) The Secretary determines the extent to which each magnet school for which funding is sought will carry out a high quality educational program that will substantially strengthen students' reading skills or knowledge of mathematics, science, history, geography, English, foreign language, art, music, or vocational skills.

As will be evident in the school descriptions that follow, Districts 9 and 10 have developed magnet school program designs that address the varied and extensive educational needs of the students attending the four proposed magnet schools, and that are fully aligned with the six objectives of the Magnet Schools Assistance Program, with New York State Standards and with the New York City Children First educational agenda. The following section provides detailed information on instructional plans for each of the proposed District 9 and 10 magnet schools. The individual program descriptions provide a summary of the needs to be addressed by the magnet grant, a description of the school's magnet curriculum theme(s), including instructional strategies, extended day enrichment activities and school-to-career continuum, professional development initiatives, and collaborations with external partners.

Bronx Center for Science and Mathematics

The Bronx Center for Science and Mathematics (BCSM) was established in September 2005 as a replication school model of the highly successful Manhattan Center for Science and Mathematics located in East Harlem. We currently serve 244 students in grades 9 and 10, and plan to expand one grade per year until we reach our full complement of students in grades 9-12 by 2008-2009.

Our students come from a high-need, inner city population that has not truly benefited from New York City's rich resources and cultural diversity. Approximately 98% of the students come from minority racial/ethnic backgrounds; 90% are low-income, as measured by their eligibility for free and reduced-price meals; 70% live in single-parent families; and close to 25% are from non-English speaking households. Upon entering 9th grade, about 60% of our students were performing below grade-level in math and/or English language arts. Furthermore, fewer than 30% have access to computers or the Internet at home, and fewer than 10% have a parent or close relative who attended college.

Through the magnet program, BCSM will attract a diverse population of new students, as well as benefit our current students, by providing a rigorous academic regimen with high expectations; state-of-the art science facilities, library and research facilities, and technology resources; valuable career and postsecondary education awareness opportunities; and a strong family involvement program.

Innovative Curriculum Design

BCSM offers a rigorous academic curriculum that includes a four-year concentration in science and math supported by the study of humanities and the integration of technology across the curriculum to prepare students for admissions into selective postsecondary institutions. In addition to taking the required Regents courses that form the core of academic instruction at BCSM, all students develop a strong foundation in science and math by participating in a fully-integrated experience that includes four years of standards-based coursework, special elective courses, theme-related clubs and teams, and internships with public and private entities.

The magnet program at BCSM will continue to promote the development of seven core virtues that are the foundation of our school: respect, integrity, honor, excellence, commitment, perseverance, and service. It is through these core virtues that our students will achieve academic, emotional, and social success. We believe that the optimal learning environment to help our students develop these virtues is one that provides a student-centered, peer-oriented experience that permits each student to progress to his

or her fullest ability. Teachers will employ research-based instructional strategies to foster this environment and optimize student growth and achievement.

With the support of the magnet grant, we propose to develop Mathematics and Science strands that will allow students to customize their learning through required, elective, and advanced placement (AP) courses. Magnet funds will be used to enhance the strands through the development of distance learning that will connect students to classrooms anywhere in the world and provide access to the rich business, educational and service resources available through this technological innovation. In ninth and tenth grades, students are exposed to both strands through required coursework that is aligned with New York State Standards. To further strengthen understanding, students are encouraged to participate in voluntary theme-related clubs and, if necessary, receive mandated tutoring. Starting in eleventh grade, students are able to customize their learning by combining higher-level courses with special electives and AP classes to maximize learning and preparation for college. The proposed strands are presented in the following tables.

Mathematics Strand at BCSM

	Grade 9	Grade 10	Grade 11	Grade 12
Required coursework	Math A Math B	Math A Math B	Math B Pre-Calculus Statistics	Math B Pre-Calculus AP Calculus AP Statistics
Electives			Intro. to Economics Intro. to Finance	AP Economics AP Finance

Science Strand at BCSM

	Grade 9	Grade 10	Grade 11	Grade 12
Required coursework	Living Environment	Chemistry	Physics AP Physics AP Biology AP Chemistry	AP Physics AP Biology AP Chemistry
Electives			Environmental Science Forensic Science	Pre-Engineering Pre-Med

All math and science classes at BCSM are provided in daily 55-minute instructional blocks where students have the opportunity to investigate, explore, and apply their learning to real-world situations. Teachers have daily common planning time to collaborate on lesson plans and instructional strategies, and common lunch periods to foster a strong sense of community. In addition, our professional development plan as a magnet school will be to enable all teachers to receive extensive training in the development of standards-based curriculum and best instructional practices, encouraging teachers to take ownership of the BCSM vision.

All students participate in regular advisory classes to facilitate the development of strong relationships among students and with their teachers. In the advisory classes, teachers follow a curriculum that addresses five important areas for our proposed magnet program: academic accountability, social/emotional support, college counseling and applications support, study skills and habits, and team and community building.

Students in each grade level are also encouraged to participate in theme-related clubs and teams, which include the Math Team, Chess Club, and Investment Club (Mathematics Strand); and the Forensics Club, Environmental Club, and the Robotics Club (Science Strand). Beginning in eleventh grade, students

will have opportunities to participate in internships with private and public institutions, including local corporate partners, medical institutions, and engineering and architectural firms, such as the New York Academy of Science, the Rockefeller Institute, Baruch College and the City College of New York School of Engineering, Albert Einstein School of Medicine, the Intel Corporation and Montefiore Hospital. Students will also attend college fairs to learn about postsecondary programs in science and math. These include the College Now Fair held at Lehman College in the Bronx and the State University of New York (SUNY) college fairs at the Jacob Javits Convention Center in New York City, the National Hispanic College Fair at Lehman College and the College is Possible Fair at Bronx Community College. In addition, the BCSM organizes student tours to New York University, the University of Pennsylvania, the Bronx Community College, Hostos Community College, Columbia University, Hunter College, Fordham University and schools within the SUNY system. Finally, students receive information about math and science programs offered over the summer at various colleges and universities.

The magnet program will support the expansion of our AP and elective course offerings in both strands, as well as develop new partnerships and collaborations to provide expanded opportunities for our students to participate in enrichment and college and career awareness activities.

Enrichment Programs

BCSM has developed partnerships with two highly-esteemed postsecondary institutions to offer our students valuable summer enrichment opportunities. The Summer Enrichment at Dartmouth (SEAD) Program is a three-year summer program in which students attend a three-week residency at Dartmouth College to participate in academic enrichment in math, science, and other core subject areas, as well as skills training and mentoring by undergraduate students. The Science, Technology, Engineering, and Mathematics (STEM) Program at the City College of New York (CCNY) offers a rigorous six-week summer program to prepare students for higher level coursework in math and science, eventually culminating in students taking AP courses in science and calculus in their third year of the program to obtain college

credits. Though enrollment in the SEAD and STEP programs is limited, we intend to develop additional opportunities so that all students can participate in similar high level learning experiences.

We also offer a number of after-school and weekend enrichment opportunities for all students. For example, through a collaboration with Kaplan, Inc., we require all of our students who are planning to take a Regents exam to attend a four- to six-week Saturday Regents Preparation Institute. Our math and science teachers receive professional development from Kaplan consultants on how to integrate the test preparation materials into classroom learning to better prepare the students for the Regents exams. Last year 100% of students taking the Math A exam passed and 94% passed the Living Environment exam.

Our students and teachers also participate in an after-school enrichment program with Horace Mann School, a local independent school, which includes a teacher exchange program, peer tutoring for students, and sharing of math and science textbooks and curricula. Math, science and history teachers from BCSM and Horace Mann collaborate on curriculum development. In addition, guidance counselors from both schools plan activities to build relationships across the schools and implement shared community service projects to build citizenship.

Research-based Instructional Strategies

At BCSM, we believe in the importance of writing across the content areas, and therefore teachers are encouraged to incorporate writing in different forms in every subject class. For example, in science, the lab reports and research write-ups require justification and explanation to student responses and hypotheses to experiments. In mathematics, students keep journals for note-taking and writing down key procedures or concepts. In global history, students develop their own lesson plans, playing the role of teacher/facilitator. To help students who are struggling in reading and writing, teachers are trained in Ramp-up to Literacy, a phonics-based instructional model that encourages students to choose their own texts, read for pleasure, practice reading fluently, and create arguments and written texts.

Classes at BCSM are heterogeneously grouped, except for AP courses and an English language learner strand, which support various student needs and provide opportunities for all students, including ELLs and students with special needs, to participate in programs and electives. Teachers who are certified in English as a Second Language (ESL) and special education use a push-in model in English language arts, mathematics, science, and social studies so that students stay abreast of class work and can participate in content strand electives. Students within classes are grouped for instruction, and staff are trained in differentiating instruction to address various learning needs.

Through the magnet program, we will focus on developing the use of three research-based instructional models to help us achieve our goal of providing a superior educational experience, particularly in math and science disciplines, with the goal of successful college and career paths for all students. The **inquiry-based model of instruction**, in which teachers enable students to construct knowledge by formulating questions, designing research, solving problems and demonstrating learning, on their own, will be infused across the subject areas. With this instructional model, students will be encouraged to be active rather than passive learners, make connections to previous learning, and design and test their own solutions. Students will communicate their ideas and solutions through journal writing; written, oral and electronic presentations; and graphic representations, such as drawings and charts.

Teachers will also be trained in the **Workshop Model**, an instructional strategy developed at Teachers College that intends for students to learn through active participation to be readers and writers, and to interact with peers around literature. Students participate in mini-lessons on a specific reading or writing strategy, after which they interact with the teachers and in small peer groups to discuss relevant pieces of writing that incorporate the strategy. The students examine mentor texts selected from published authors to inform them in writing their own original works and reading novels that they choose as well as some required texts that relate to coursework.

Through the magnet program, we will also expand the understanding of the **Principles of Learning** among our teachers. The principles are core instructional strategies developed by extensive learning research conducted at the University of Pittsburgh. They include: teaching and learning must include a commitment to a content core, critical thinking, and active and meaningful use of knowledge; classroom conversation must promote learning by being accurate, rigorous, and relevant; expectations must be clearly defined and communicated to students; assessments should be fair and credible; learning should provide real-world connections; education should be a sustained and direct effort; students should be recognized for real accomplishments; and students should be encouraged and supported to manage their own learning.

School-to-Career Continuum

Our goal at BCSM is to have all of our students graduate in four years and have the opportunity to attend a college or university. To support this goal, we will partner with the **Education for Careers (EFC)** to develop our career and college awareness program. This will ensure that all students are provided opportunities to participate in career and postsecondary education exploration and awareness activities. Every elective course will include a career component in which students are exposed to different jobs in that field and have opportunities to learn about the education that is required to pursue those jobs.

BCSM also hosts a guest speaker program in which professionals from various fields visit classrooms to conduct presentations for our students. This program will be expanded through the magnet program as new partnerships and collaborations are developed in the new Math and Science Strands. The magnet program will also expand our students' opportunities to learn about various careers through first-hand experience in mentoring and internships with private and public institutions, such as The Rockefeller Institute, Memorial Sloan Kettering Hospital, Weill Cornell Columbia Presbyterian Hospital, and Albert Einstein College of Medicine at Yeshiva University.

We will continue to work closely with the College Board to provide opportunities for students to prepare for and master advanced coursework in preparation for AP exams. For example, 30 students are currently registered for the SAT2 subject tests in Math, Science and World History.

Partnerships

The partnerships that will support our development of the magnet program at BCSM are described in the following paragraphs:

City College of New York – Science, Technology, Engineering, and Mathematics (STEM) Program will provide opportunities for BCSM students to participate in a rigorous six-week program to help prepare them for higher level coursework in math and sciences. STEM is an academic enrichment program to encourage high school students to pursue careers in the field of engineering, computer science, science, mathematics, business management, entrepreneurs, and teaching. Students take college-level courses and meet with representatives from corporations and college professors to learn about careers and postsecondary education in the fields of science, math, and engineering.

Dartmouth College – Summer Enrichment at Dartmouth (SEAD) Program will invite six BCSM students to attend a summer program over three years. Students participate in a three-week intensive residency program at Dartmouth in which they take specially designed courses and receive mentoring from Dartmouth undergraduate students. Students will learn academic, test preparation, and college applications skills.

Replications, Inc. supports two planning retreats for our staff each year to develop and implement the design of our new school. During these retreats, members of our magnet planning team will participate in collaborative planning for the new Mathematics and Science Strands and discuss best practices for developing the magnet theme.

The STEM, SEAD and Replications programs will provide professional development for all staff at BCSM, grounded in high expectations and resulting in rigorous curriculum design and implementation,

which will impact on the entire student body. The primary goal of magnet school programming will be to realize the school's goal that all students secure college or career track educational programs upon graduation.

Professional Development

Our staff will receive professional development from a number of outside educational organizations, including the College Board and Kaplan, Inc. As described above, College Board will enhance the regular curriculum with high level content courses in preparation AP exams. Kaplan, Inc. will work with our math and science teachers to train them in incorporating effective test preparation skills into classroom learning to better prepare our students for the Regents exams.

In addition, our teachers will also participate in training provided through the Region, including ongoing workshops on data analysis to strengthen understanding about how individuals and groups of students are progressing from week to week, so that instruction can be effectively differentiated. Another focus for professional development will be differentiation based on the research validated methods of **Schools Attuned** and **Quality Teaching of English Learners** (QTEL), which are provided by regional staff. Both will support all students but will have significant impact on those who struggle because of learning issues or second language acquisition.

Through work with **Learner-Centered Initiatives**, teachers will be involved with project-based curriculum design, differentiated instruction, authentic assessment, and ongoing action research, among other research-validated best practices.

In-house professional development will continue to be offered, including on- and cross-grade study groups, in which teachers compare student work samples and assess effectiveness of their teaching, as well as full staff study of professional texts to build collegial understanding. In addition, department and faculty meetings will also be used as venues to communicate the magnet program vision to staff while enhancing the curriculum in the new magnet strands. Teachers will also have opportunities to participate in

national conferences, such as the Magnet Schools of America, to learn other successful models being used for developing and implementing an effective magnet program in science and mathematics.

Special Features

One of the most important aspects of our campus is the state of the art science lab, which was installed at a cost of $1 million by the New York City Department of Education in preparation for the opening of BCSM. The facility allows us to conduct professional level science investigations in support of the school's magnet theme. In addition, with magnet funds, the planned distance-learning center will enable students to interview world-renowned scientists and conduct research with their guidance in the fields of math and science in the new lab. Finally, BCSM is establishing an on-site community health center in partnership with the Morris Heights Health Clinic to support the student health needs, encourage wellness, and keep students in school where learning is happening.

Celia Cruz Bronx High School of Music

Celia Cruz Bronx High School of Music, one of six small high schools located on the Walton Educational Campus, is the first and only high school of music located in the Bronx. Our school opened as a new school in September 2003 as part of the Bronx New Century High School Initiative. It follows the New Visions for Public Schools' guidelines and principles- that a small school community allows powerful school cultures to emerge and develop rigorous teaching and learning centers. Our highly talented students are selected through a competitive audition process based on their musical aptitude, focus and aspirations.

The 2006-2007 school year is the first year that we have reached our full complement of students in grades 9-12, currently numbering 352 students. A large majority of our students, approximately 98%, come from minority racial/ethnic backgrounds, and 72% are economically disadvantaged, as measured by their eligibility for free or reduced-price meals. Upon entering high school, half of our students were performing below grade level in reading.

The magnet program at Celia Cruz will help students achieve academic success by integrating music into all aspects of their rigorous academic program and providing theme-based instruction to build on their unique musical skills, while maintaining focus on higher educational goals. By integrating music, a common passion and strength among all of our students, across content area instruction, the magnet program will support the academic and personal development as well as the artistic sensibilities of all students by enabling them to utilize their creative skills to develop varied approaches to learning. In addition, research validates the arts-embedded learning experience as one in which deep understanding results from the multiple perspectives it provides and confirms that authentic learning experiences, in context, as our musical programs are, strengthens neural pathways for students. It is our full intention to graduate musically accomplished young adults who can think critically and make wise life choices about higher learning and successful careers.

Innovative Curriculum Design

Celia Cruz Bronx High School of Music provides a high quality music program with rigorous academic courses in a safe and nurturing environment for Bronx youth who wish to explore and expand their musicianship. The magnet program would allow us to strengthen our in-depth course of study of music theory and performance, and add courses of study in the history of music as it evolved in cultures around the world. The goal is to have students emerge with the skills necessary to become positive, active members of society, demonstrating talent, commitment, a strong work ethic, and the capacity to successfully follow a career path.

Students audition for our school in one of three music strands, Concert Band, String Ensemble Piano, or the Vocal Program. Each strand includes a four-year program of instruction and performance readiness that enables students to demonstrate knowledge of four New York State Standards for Arts. As a magnet school, we can strengthen the program which includes creating and performing, critique and assessment, and use of materials by adding history and cultural perspectives of the musical medium. The planned sequence of courses for each strand is presented in the table below.

Music Strands at Celia Cruz Bronx High School of Music

	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Concert Band	Freshman Band	Concert Band	Symphonic Band	Symphonic Band Ensembles
Vocal Program	Freshman Chorus	Concert Chorus	Select Choir or Women's Chorus	Select Choir or Women's Chorus
String Ensemble Piano, Voice	Individual voice and instrumental instruction for students otherwise unable to afford this training.			

Music classes are scheduled in double periods three days a week and are held in the music building of Lehman College, City University of New York (CUNY), adjacent to the Celia Cruz campus. In each music class, our students study basic music analysis, including music theory, and research

information about specific composers, musical styles and history of the pieces they are performing to enhance and enrich their musical experience. They also visit musical institutions throughout New York City to learn about the local music community.

All students are required to perform at least twice a year to demonstrate proficiency on a particular instrument. Their skills are evaluated through the New York State School Music Association adjudication festival for solos and ensembles. Students also perform in other annual festivals and concerts, including school Music in the Plaza at Lincoln Center and the Trills and Thrills Music Competition held at Six Flags Great Adventure in New Jersey. Several of our students are members of the All-City High School Concert Band, All-City High School Orchestra, and the All-City High School Chorus that perform together annually in the Alice Tully Concert Hall at Lincoln Center.

Enrichment Programs

Besides the arts rich academic program, Celia Cruz offers many opportunities for students to explore interests while broadening social and intellectual horizons. Some examples are presented below.

A Latin Band was organized for a group of students interested in learning about the roots of music and the influence that Jazz has had on Latin culture. This after-school band is open to all students and focuses on exploring types of music and expanding musical talent.

Student journalists and photographers produce *CruzNews*, a school newsletter published five times a year that provides students and families with updates on special programs and presentations, as well as important upcoming events. In this publication, students hone journalistic and persuasive writing skills and present poetry and creative writing pieces. Students also develop technological skills as they design and format the newsletter, as well as by working with staff on designing and developing the school's new interactive web site.

Technologically savvy students can join the MOUSE Squad (Making Opportunities for Upgrading Schools and Education), a student organization that enables students to learn more about technology,

develop poise and leadership skill in authentic contexts. The MOUSE Squad troubleshoots problems with computers and equipment and trains fellow students and staff on new software programs, as well as the effective use of existing ones. MOUSE Squad 'agents' receive ongoing training and are regularly evaluated by MOUSE, Inc.

Students will also have opportunities to participate in extracurricular programs, such as Global Kids which organizes student forums on topics related to leadership, governance, and world issues; and after-school enrichment and academic programs. For example, KIHS received a Sierra Club grant to provide inner-city youth with 10 to 12 educational and recreational trips throughout the year to experience the natural environment. CampInteractive, the agency facilitating this grant, also provided seven scholarships for KIHS students to experience a 10-day camping experience in Vermont. The students continued their learning at Columbia University where they learned video-editing and developed personal websites to present their wilderness experiences. These experiences will build upon the international theme that is developed in our classrooms.

In addition, campus-wide opportunities include all athletic teams and intramural sports programs, and chess, Spanish, math and science clubs, among others. Advanced Placement classes offered afterschool by each of the four high schools are open to all students on the Walton campus. Thus, students enjoy the advantages of a comprehensive high school while receiving a highly personalized and arts enriched academic program.

Research-based Instructional Strategies

Each academic department at Celia Cruz provides an instructional program that enables our students to meet and exceed state and city content performance levels. There is a strong focus across the core subject areas on higher order thinking, listening, and organizational skills; and alignment with projects that connect New York City's course curriculum with state standards. The use of research-based instructional strategies is a fundamental component of instruction in every department.

In the magnet program, all music instruction will be aligned with national and state standards for High School Music Repertoire, as well as with the New York City Blueprint for the Arts. Music instruction will be approved by the Music Educators National Conference (MENC) and will be evaluated through the New York State School Music Association (NYSSMA). This evaluation was done at Celia Cruz this year, with state trained evaluators judging the solo performances of all students. As a result, our students will receive the highest quality music instruction, as well as a rigorous, research-based academic program.

Teachers in all subject areas use the **Balanced Literacy** approach for reading and writing instruction. Balanced Literacy is an integrated model in which students learn the fundamentals of decoding and reading for meaning through a holistic experience of reading, writing, speaking and listening, and word studies grouped for context to support the needs of high school students who need reading remediation. Another strategy that is used is the **Adaptive Learning Environment Model** which states that students learn in different ways and rates, and therefore require different types and amounts of instructional support. With this model, teachers use adaptive instruction in which they employ a variety of models that are tailored to meet the needs of all of their students. This method is especially effective with students with special needs and with second language learners. All staff will participate in training in this model using magnet funds.

Our teachers also use the **Advanced Organizer** approach to instruction, a cognitive strategy that promotes learning and retention. In this approach, students participate in meaningful learning in which they mentally organize their thoughts before being introduced to new concepts so that they can build upon what they already know. Other strategies that teachers will use in the magnet program include the **Workshop Model**, an instructional strategy developed at Teacher's College that intends for students to learn reading and writing through active participation and interaction with peers.

In fall 2004, we began implementation of the **Student Laptop Initiative**. All students in eleventh and twelfth grade receive their own laptop computer loaded with digital textbooks for all of their core

classes, including Math B, Physics, Spanish, English, and American History. Students participated in one-week training during the summer to learn how to use the computers and to read and understand the contract terms of the initiative. Teachers also participated in a one-week training to learn how to use the laptops effectively and integrate them into their curriculum.

Students in grades nine and ten also engage in ongoing technology-based instruction through our **Computer on Wheels (COW) Program**, which provides laptop computers to classes in all subject areas for practice of research, writing, and presentation skills using PowerPoint and other visual aids. With support of the magnet, grant we will be able to expand our laptop program to include all grades and train all staff to be as computer literate as their students. To further diminish the digital divide for our students, we will use magnet funds to place LCD projectors in classrooms lacking them, and purchase additional SmartBoards to enhance teaching and learning for our students.

School-to-Career Continuum

The magnet program will provide expanded opportunities for our students to participate in valuable career awareness experiences that will expose and prepare them to pursue professions in the music and entertainment industries. In addition to opportunities to perform at local festivals and competitions, our students will participate in internships with many of New York City's performing arts institutions or corporations, such as the Lovinger Theater, Lehman College, Bronx Orchestra, New York City Opera, Menudo Entertainment with Yahoo.com, and Sony Entertainment. Our students will also have opportunities to meet and speak with professional musicians through partnerships with the Richard Tucker Foundation, the Disney Corporation, Bronx Council of the Arts, and Bronx Arts Ensemble. In addition, the MOUSE Squad Program provides students who are interested in pursuing a career in computers or technology supervised training and real-world experience.

The College Now program at Celia Cruz allows our students to take special courses in writing, Philosophy, Italian, Psychology, and Health Careers at Lehman College. By taking these courses, students

can receive college credits as well as experience the academic life of a college student. In addition, all of our students are invited to participate in fairs with local colleges and universities, such as the College Fair and the National Hispanic College Fair held at Lehman College, the State University of New York (SUNY) college fairs at the Jacob Javits Convention Center, the College is Possible Fair at Bronx Community College. In addition, Celia Cruz organizes student tours to Julliard, The Conservatory of Music, New York University, the Bronx Community College, Hostos Community College, Columbia University, Hunter College, Fordham University and schools within the State University of New York system. Finally, students receive information about music and academic programs offered over the summer at various colleges and universities.

Partnerships

In designing our school under the Bronx New Century High School Initiative for small schools, we selected **Lehman College, CUNY** to be our lead community partner. Through this partnership, the college provides academic advisory committees to assist our teachers in every discipline and academic courses for our students, including Jazz Band, Advanced Music Theory, and an SAT preparation course, as well as the College Now Program, described in the previous section. In addition, all music instruction is taught in Lehman's music building, which includes a recital hall, orchestra room and chorus room. As a magnet school, Celia Cruz would expand the partnership with Lehman College to strengthen the current science course offerings and establish a mentoring program with the Education Department. In addition, the American Studies Department provides an advisory program for students interested in pursuing humanities program in college.

The magnet program will extend several existing partnerships, including our collaboration with the **Richard Tucker Foundation**, which provides vocal clinics and career exploration activities for students in chorus ensembles where foundation-supported artists meet with students to share their knowledge and

experiences as professional vocalists. Last year students in this program were guests at a performance by the American Symphony Orchestra conducted by Placido Domingo.

The Disney Corporation also provides workshops in vocal music that are conducted by staff from their musical theater production department. Students learn about the complex genre of musical theater including stage presence, voice, diction and articulation, dramatic movement, dance, improvisation and musicality. Students attend Disney productions to contextualize the seminar work.

We also partner with the **Bronx Council of the Arts** and **Bronx Arts Ensemble**, two organizations that conduct artist-in-residence programs. In these programs, performing artists work with students to develop and rehearse scheduled performances for chorus, solo vocal and orchestra, and ensemble presentations.

Professional Development

Funding provided through the magnet grant will provide the framework to expand our music theme into all areas of instruction and provide additional opportunities for our students to participate in theme-related enrichment and career awareness activities. Teachers in each subject area, in partnership with **Learner-Centered Initiatives,** will collaborate to develop lesson plans and units that incorporate musical elements and concepts into their core curriculum. For example, in mathematics, musical topics, such as frequency of sound, vibration, acoustical measurement, and numeration of tuning will be used to explain mathematical concepts. In social studies, students will learn how music relates to and has influenced local, national, and world history; and about the geographical setting of world music. In science, students will study how music produced in its basic form through vibration interacts with the environment to create sounds and how it is similar to the way that living things have evolved within the environment. Teachers will work with Learner-Centered Initiatives to design and field-test these integrated courses of study and to perfect those best practices that enable students to construct learning which is authentic, relevant and meaningful.

Through a collaboration with **Education for Careers (EFC),** the magnet program will also enable staff to establish new opportunities for our students to explore career and college options, engage in future planning and make connections between the academic and music programs at Celia Cruz and next steps in their paths toward post secondary education. In addition, EFC will support staff in exploring a wide range of careers related to music performance with students. For example, students will learn about sound engineering and composing, and explore internships with many existing and yet to be developed partnerships.

Special Features

By attending Celia Cruz, students benefit from several special features, including our location on the Walton Educational Campus, the Student Laptop Initiative and the Computer on Wheels Programs. As part of the Walton Educational Campus in which six high schools share a building, the school offers students access to campus-wide team sports, AP courses with each school hosting different courses open to students campus-wide, clubs and recreational activities, while enjoying small, focused school community.

Kingsbridge International High School

Kingsbridge International High School (KIHS) opened in September 2005 as part of the Internationals Network for Public Schools in partnership with the LaGuardia Education Fund and with funding provided by the Bill and Melinda Gates Foundation. Ours is one of six small schools housed at the Walton Educational Campus. Our student population currently numbers approximately 220 students in grades 9 and 10 and will expand to 440 students in grades 9 through 12 by the 2008-2009 school year. All of our students are recent immigrants to the U.S., and all are ELLs.

At KIHS, we believe that all of our immigrant ELL students deserve a quality education that will prepare them for the challenges of the future. Our international scholars have arrived in the US fewer than four years ago. They come from nearly twenty different countries with little or no English speaking, reading, or writing skills, as native speakers of Spanish, French, Arabic, Bengali, Albanian, Russian and Urdu, among other languages. About 40% of our students have had one or more years of interrupted formal education (SIFE) for reasons such as economic instability, political unrest, and war in their native countries. Our students must score on the lowest levels of the New York State English as Second Language Acquisition Test (NYSESLAT) to qualify for admission to KIHS. We also receive many new arrivals to the U.S. who are assigned to KIHS because we are committed to serving the needs of non-English speaking immigrants.

The school was established with support from the Internationals Network for Public Schools (INPS), a non-profit organization whose mission is to provide quality education for recently-arrived immigrant students by developing and networking small, public high schools. The unique educational model enables students to explore interdisciplinary academic content in learner-centered environments with linguistic heterogeneity. This pedagogical approach, called the Internationals Approach, is based upon five research-validated pedagogical tenets; heterogeneity and collaboration, experiential learning, language and content integration, localized autonomy and responsibility, and a common learning model for all students.

Innovative Curriculum Design

We believe that in order to help our students develop the skills necessary to excel in today's global society, all members of our KIHS family must work together. Teachers work together in small cluster teams to develop challenging and engaging interdisciplinary, project-based curricula. Students work together in cooperative learning groups in classrooms to complete interdisciplinary projects while developing written and oral language skills with their peers. In addition, KIHS works with the organizations within our community to create and maintain programs to enhance students' educational experience. By working together, we can ensure that all of our students have the tools to realize their own American dreams.

The cornerstone of our program is the integration of language development within all subject areas through both implicit and explicit instruction. Rather than having classes designated as ESL classes, we use ESL methodologies to develop language proficiencies which include strategies such as explicit, extensive instruction in reading and writing; multi-level classroom libraries in each discipline; textbooks at different levels; and collaborative learning projects to reinforce vocabulary and content. Students are also encouraged to use their native language for comprehension checks within groups, and native language reading materials are provided to ensure that students' native language abilities continue to develop as they master English.

The magnet program at KIHS will build upon our strong focus on English and native language development through an International theme, while educating students in effective use of language, communication, and technology skills, and a strong grasp of key disciplines necessary to compete and make choices in the 21st century job market. Research shows that the needs of foreign-born students can be more effectively met at magnet schools than in general education schools because of the curriculum content and structure (Davila, 2003). To this end, the program will draw on the multicultural resources currently in our school to provide an integrated experience through which students are exposed to their new

culture in New York, while maintaining their own cultural identity and learning about those of their fellow students.

The magnet program will include five components: integration of the international theme into content area curriculum, technology integration across content areas, theme-related project-based learning with culminating presentations and performances, college and career preparation, and community activism through the development of a community garden and related projects.

All students will be exposed to the magnet program on a daily basis through the **integration of our international theme into classroom instruction**. For example in Global Studies and English classes, students will create and present culminating projects about various cultures, including their own, to develop a multicultural understanding and explore themes that show commonalities and well as unique aspects of countries and peoples from around the world.

All students and teachers will learn and use current **technology** to better understand the social implications of technology and the technological contributions of the various cultures represented in our school. All teachers will have access to laptops, Smart Boards, LCD projectors and educational software, which they will use to enhance curriculum and conduct classroom projects. Teachers will be encouraged to work together to develop a plan for technology integration and will be provided with staff development to stay on the cutting edge of technological applications in teaching and learning. For example, as a component of multicultural studies, students will use software programs to create travel guides for international travelers, including those coming to New York and other areas of the U.S. Additionally, students will be supported by Rosetta Stone software which enables them to enhance their own language while learning English.

Students will also participate in **theme-related activities**, such as cultural presentations and displays of products, artifacts and ethnic cuisine that celebrate the diversity of our students' backgrounds through fine arts, song, dance and food. For example, we plan to organize our own international musical

version of the *Wizard of Oz*, which is essentially a tale of migration in search for better and more promising lives, a familiar story to many of our students.

Our magnet program will also focus on **preparing all students for college**, an essential part of our school mission. We will offer a variety of advanced placement (AP) classes designed to meet the skills and interests of all students, including Spanish, French, Art, Mathematics, the Sciences and others, available on the Walton Educational Campus. We will also expose students to local colleges and universities through college workshops, fairs, in-house presentations and visits to college campuses in the area. Lehman College, in close proximity to our school, provides numerous opportunities for students to visit and participate in college life. For example, they offer a regular freshman trip to the Lehman campus to introduce entering students to the college and career focus at KIHS. We also offer visits to Fordham University, New York University, Hunter College, Hostos Community College and Columbia University with interested students. In addition, the Hispanic Youth and Families Agency will escort small groups of upper-grade students to Harvard, MIT and Columbia.

Lastly, through a partnership with the New York Botanical Garden, we will develop a **community garden** on one acre of cultivatable land surrounding our school campus. Students will participate in gardening workshops and engage in interdisciplinary projects. The international theme will be addressed through activities that link the gardening experience to students' native countries, such as researching and writing about native plants in other countries or organizing plants to represent different countries. The experience will also encourage language and vocabulary development through peer interaction and discussions about new topics, such as garden design, pruning, and compost. The community garden project provides students and families with opportunities to work together with plants from the US and their native countries, thereby reconnecting students with their homelands while successfully rooting them in a new school, community and country. The Science Department at Lehman College, Wave Hill

Environmental Center, and the Cornell Cooperative Extension will also support development of scientific investigations in fields such as agroecology and organic gardening.

Enrichment Programs

The school's enrichment program is designed to provide students with meaningful and enjoyable experiences to connect to academic development and strengthen English language development. Students are offered the following credit-bearing courses after school:

- **Humanities and World Conflict**, which complements Global History by focusing on conflicts throughout history, around the world, and the lessons found in those events, and integrating literacy, science, music and mathematics throughout the curriculum.
- **Extended Mathematics** is designed to support students preparing for the Math A Regents exam, but is also taken by students who need additional time to grasp concepts or complete coursework to make up missing credits.
- **Music Performance and Appreciation** provides opportunities for students to learn how to play various instruments and participate in the school band. Strands include study of musical genres from folk to jazz, indigenous music seen from cultural and historical perspectives, reading and notating skills, and composition and improvisation. The curriculum is standards-based, and students will be evaluated, individually and as a group, through the New York State Music Association competition.
- **Horticulture** will be offered to support the Community Garden, while authentically integrating the science, mathematics and language experiences. Students will learn the technical aspects of garden planning and design and study innovative methods from around the world for modern plant propagation. These studies will dovetail with the work with Lehman College, Wave Hill and Cornell Cooperative Extension.

- **The Video Production** course introduces students to the art and science of the audio visual world. Students will learn how to operate digital video cameras, upload footage, and create presentations using video editing software. Videography for different purposes will be explored, as well as film interviews, documentaries, action, claymation, and short films. Particular attention will be given the history of video and its importance in today's global society.
- A supplementary **English** course will be offered for students struggling with language acquisition, particularly students with interrupted schooling. The curriculum will focus on high interest reading, writing and speaking activities using research validated ESL methods.
- The **Bronx Museum of the Arts** provides after-school enrichment programs for our students in fashion design, animation, music video production, and mixed media presentation at the museum. They also make valuable career connections for gifted students, such as by offering a class at the Fashion Institute of Technology for highly-qualified students.

KIHS offers students a summer bridge program, running five days a week for five weeks, to provide students with additional time to master components of the Global Studies and mathematics curricula and to benefit from varied techniques and approaches in a special ESL course.

In addition, campus-wide opportunities include all athletic teams and intramural sports programs, and chess, Spanish, math and science clubs, among others. AP classes offered after-school by the various campus high schools are also open to all students on the Walton campus. Thus, students enjoy the advantages of a comprehensive high school while receiving a highly personalized and theme-based academic program.

Research-based Instructional Strategies

Our classes are heterogeneous by design, grouping students strategically so that those with differing strengths and needs interact and contribute to classroom discussions. For example, students with

strong social English may be paired with students who are stronger writers, or students who excel in grammar may work with students with more extensive vocabularies. Teachers build upon the varying strengths of students by using **differentiated instruction** in all subject areas. They provide multi-level textbooks and choice of assignments, and allow students to take on different roles within their groups so that they can all participate, contribute, and learn.

This differentiation of instruction extends to SIFE, disabled students, and new students. These students are integrated into mainstream classes and provided with work at their own level. This work will be strengthened with support from magnet funds, as teachers train with Schools Attuned, the research proven program developed by Dr. Mel Levine, which identifies individual student learning needs and addresses them to make breakthroughs in learning.

All teachers at KIHS are responsible for language and content instruction. They are trained in INPS' and QTELL **ESL methodologies** to develop language proficiency. Using these methodologies, teachers incorporate ESL learning into core curriculum by providing extensive instruction in reading and writing, providing multi-level libraries and textbooks, using scaffolding strategies to build on students' prior linguistic and content knowledge, and integrating writing into all content area projects. Furthermore, teachers require students to conduct oral presentations of their work; participate in debates on issues in core curriculum; and participate in collaborative, interdisciplinary learning projects that reinforce vocabulary and content. As a result, students are expected to learn English within the context of their academic program. Students who do not make adequate progress receive intensive intervention after school and during elective periods.

At KIHS, we employ **project-based learning** to incorporate real problem solving in the context of a tangible learning experience. For example, students select their own projects or are provided choices in the project design to give them ownership and build engagement. Providing students with choices incorporates the Multiple Intelligences Theory of Dr. Howard Gardner, and honors personal strengths and

needs, as they work alone or in teams to explore different aspects of a problem and present projects representing their learning. Project-based learning allows students to explore different perspectives as they develop research skills and prepare to defend their work. Because not all students think or learn in the same way, projects they create can be assessed using various criteria and in a variety of ways, to authentically understand a line of thinking or the work behind a finished piece. Projects allow for interdisciplinary learning and assist students in making connections between disciplines and across fields of knowledge. To further develop our project-based learning initiative, we will work with Learner-Centered Initiatives, to ensure rigor by developing rubrics, aligned with state standards, which students and staff will use to guide and assess student projects

Assessment at KIHS is frequent, formative, ongoing, and cumulative. We have established benchmarks for each level in each of our disciplines that students must meet to progress from level to level. Student progress is evaluated using **standards-based portfolios.** Students assemble a portfolio of written work, beginning with fall baseline pieces in each subject area, which teachers and students use to measure achievement against benchmarks of learning. Students also incorporate project-based work, including oral defense of final assignments. The evidence of progress toward benchmarks, found in student portfolios, is used to determine short term learning goals and drives individual and small group work. Students who struggle to meet the established benchmarks are provided with additional academic support after school and within elective periods. We are currently working to develop digital portfolios, which we will continue with support from the magnet grant.

School-to-Career Continuum

At KIHS, we provide our students with a variety of valuable college and career awareness and exploration opportunities, all of which will be expanded through the new magnet program. Each year, we will organize a Career Fair to which we will invite professionals from different fields to discuss their work, education, and life experiences with students. Students will have opportunities to ask questions and reflect

on what they learn through writing assignments about different professions. Special efforts will be made to recruit professionals in a variety of professional fields who have immigrated to the U.S.

The college and career awareness program will be supported through a collaboration with **Education for Careers (EFC)**. Through partnerships with EFC and community organizations, students will have opportunities to participate in resume and interview building workshops with career development specialists and in extracurricular activities to learn specialized technical and other job-related skills, such as typing, data entry, accounting, computer programming, and graphic design. We will develop a comprehensive internship program through which students will have opportunities to test and practice their new skills at local businesses and organizations in a variety of fields, such as community service, health, media, finance and engineering.

Another career awareness opportunity for students will be realized as students participate in the creation and development of The KIHS School Store. Once launched, students will manage the store with responsibilities including keeping inventory records, monitoring budget and cash flow, and determining how the profits are used. Students will also work on a monthly newsletter that will include articles on school activities and issues and reviews of music, movies, and books. Lastly, students will be invited to participate in the i*Mentor program through which they are paired with a professional with whom they correspond through weekly emails, writing prompts, and visits to cultural and recreational events.

Partnerships

KIHS currently partners with a number of social, cultural, arts and educational institutions which provide important experiences for students and enhance their overall school experience. These partnerships, which are described below, will be expanded upon through the magnet program.

Bronx Green-up of the New York Botanical Garden provides our students with gardening workshops on garden design, planting seeds, building garden structures, creating and using compost, and

plant identification. Staff from the program will work with our students to create a community garden on our school's campus.

Global Kids facilitates the Internationals Student Governance Conference attended by student government representatives from the eight International High Schools in New York City. The students meet to discuss issues at the school, local, and global levels and plan new initiatives and events in their schools.

The New York Immigration Council is a public policy and advocacy group that works with immigrants and refugees to provide news and events of initiatives effecting immigrant families and offer workshops and seminars of interest to them.

The Weill Music Institute, the Education Department at **Carnegie Hall,** provides an annual **Global Encounters for High School Students** program that focuses on the music and culture of various regions of the world. Last year students attended "Caribbean Crossings," which focused on the music and dance of the Caribbean region. They also were invited to a special presentation by the Haitian folksinger Emeline Michelle, and participated in a distance learning expedition which featured live music from native bands, with a school in Trinidad, KIHS students exchanged questions and shared comments about the music of the Caribbean. Staff from Carnegie Hall visited Kingsbridge International to follow up these experiences with additional workshops. We also will make contacts with a number of cultural organizations reflecting the new population of students that we will attract through the outreach and recruitment efforts of our magnet program. Examples of possible partners include the Albanian American Women's Organization, the National Albanian American Council, Council for Belmont Organizations, Greek American Institute of New York and Shining Star, and the Yemeni-American Association. Through these partnerships, we will design extracurricular activities, family engagement projects, and social services that will promote our international magnet theme.

Professional Development

Our staff receives extensive professional development to prepare them to meet the needs of our unique student population. All of our teachers participate in staff development provided through INPS. As an INPS school, our mission is to enable each student to develop the necessary linguistic, cognitive, and cultural skills for success in high school, college, and beyond. To achieve this goal, we support an educational approach that is learner-centered using a project-based curriculum with heterogeneous groups of students working collaboratively on content-based tasks in a language-rich environment.

The magnet program will extend upon this educational approach by strengthening teachers' use of research-based instructional strategies, including differentiated instruction, project-based learning, portfolio-based assessments, and INPS' ESL methodology. In addition, to improve the understanding of the ESL methodology among KIHS staff, the magnet program will include training for all teachers provided by Nancy Dunetz, a founding member of the International Schools, on how to assess and identify areas that ELL students need more help with. This training will focus on differentiation as an effective methodology for significantly impacting individual student needs, and the use of effective assessment to track student progress. Assessments, designed by the North West Evaluation Association specifically to measure math and language development for second-language learners are being implemented to support this work.

In addition, the magnet program will also build upon the training that our teachers receive by expanding our partnerships with **Understanding by Design (UBD)** and the **Australian United States Services in Education (AUSSIE.)** UBD is a framework for designing curriculum units, performance assessments, and instruction that keep track of students understanding of ongoing lessons. The framework guides the development of units in which big ideas, essential questions and overarching goals clearly guide the development of teaching and learning activities. Staff will work with **Learner-Centered Initiatives** to develop project-based learning curriculum and assessment, using the UBD model.

AUSSIE provides mentors that offer one-on-one guidance to teachers both in and out of the classroom, as well as expert balanced literacy training through modeling, team-teaching and conferring about best practices for language acquisition. The AUSSIE consultant works with all staff to support their understanding of effective literacy instruction in the context of each discipline.

Our teachers will also have opportunities to participate in professional development sessions that are offered by our school and Region's staff developers. Topics that will be addressed include scaffolded language acquisition, integrating technology in the classroom, project-based learning, rubric development, and language integration through content areas. Teachers will also be encouraged to attend the annual Magnet Schools of America conference to network with other magnet school educators, share best practices and ideas, and discuss current issues regarding magnet school development.

Special Features

KIHS students benefit from several special features because we are one of six high schools on the Walton Educational Campus. Thus, our students have access to campus-wide team sports, clubs and recreational activities, while enjoying a small, focused school community. AP courses are also offered, campus-wide, so that students across the six schools can select from a full complement of courses. Additionally, we are adjacent to the Lehman College campus and benefit from many programs and facilities open to our students.

Perhaps the most significant feature of KIHS is its family focus, which includes parents in meaningful community building activities and supports their needs as new immigrant families. For example, the community garden is a family affair with frequent opportunities for parents to present their knowledge about gardening techniques and native plants. Parents are scheduled to work this spring on a daffodil garden which will grace the front of the building and be enjoyed by staff and students in all campus schools. Additionally, several community agencies, such as the New York Immigration Commission, meet with parents in the safety of the school to facilitate health, housing, educational and legal needs.

Mott Hall Bronx High School

Mott Hall Bronx High School (MHBHS), which opened in September 2005, is a direct outgrowth of the work of Replications, Inc., a non-profit organization which identifies successful school models and uses them to establish new schools. Our school currently enrolls 216 students in grades 9 and 10, with plans to expand to 430 students in grades 9 through 12 by the 2008-2009 school year. Our students come from a high-need population in the Bronx; 100% are eligible for free or reduced-price meals and almost two-thirds entered ninth grade not having met grade-level standards in reading and/or math.

MHBHS is part of the Mott Hall Schools (MHS) network, a group of seven schools that are dedicated to the academic and personal development of students who will become tomorrow's leaders in the professions of Mathematics, Science, and Technology. Staff from the network meet regularly for professional development and collegial discussion. Topics include research-validated instructional practices, such as embedded diagnostic assessment to evaluate student learning, effective technology integration, and after school enrichment programs to challenge all students. At MHBHS, we believe that all students can achieve educational and life success when held to high expectations and given support by a school community with common values. We strive to develop students who are academically prepared to enter and succeed in college and who have developed the cultural awareness, self-confidence, experience, academic record, skills, and access for success after college.

The magnet program will build upon our strong math, science, and technology focus, while strengthening our capacity to prepare students for postsecondary education through the addition of two nationally-recognized instructional programs, **Advancement Via Individual Determination** (AVID) and the **International Baccalaureate Diploma Programme.**

Innovative Curriculum Design

The instructional program at MHBHS seeks to provide students with a strong knowledge base, proactive attitudes and the confidence to exceed New York State performance standards, pursue higher

education, and be successful in a global and multicultural society. Academic instruction promotes advanced studies in mathematics, science, and technology using the inquiry method that challenges students to question, anticipate, and solve problems. Personal development is strongly emphasized at MHBHS and is addressed through our behavior code of seven character themes: respect, responsibility, honesty, integrity, compassion, generosity, and fairness. To support our students' academic and personal development, we provide instruction on organization and study skills, small group tutoring, and a daily advisory program.

The foundation of the academic program at MHBHS is a strong emphasis on mathematics, science, and technology. Students all take visual arts, humanities, science, mathematics and Latin. Through the magnet program, we will strengthen our thematic focus by offering after-school clubs such as Debate and Lego Robotics. We will also be able to strengthen the fine and performing arts and chess clubs.

The magnet program will also strengthen our rigorous academic program by enabling us to implement the International Baccalaureate (IB) Diploma Programme. We have already begun the process for becoming an IB school, having completed an application and a first year of exploration, and submitted a letter of intent. Through the magnet program, we will continue this progress to meet all of the requirements to offer the IB Diploma Programme to all of our students.

The IB Programme, an internationally accepted program of study, providing an academically rigorous curriculum while emphasizing the development of the whole student, will be a school-wide initiative, available to all students beginning in eleventh grade. It offers a challenging two-year curriculum that teaches students to ask questions, learn how to learn, develop a strong sense of their own identify and culture, and develop the ability to communicate with and understand people from other countries. It offers college-level courses and an exam which allows students to earn the equivalent of 24 college credits upon completion. The program also requires independent research culminating in a 4,000 word essay, as well

as community service, an important part of our culture at MHBHS. The courses that will be offered include visual arts, mathematics, Calculus I and II, History of Europe, English, Biology, and Latin, Philosophy, Community Service and the Extended Essay.

Through the magnet program, MHBHS will also offer the AVID program to help prepare students for entry into the most rigorous high school classes, including the IB program. AVID is a structured, in-school program which provides direct support for first generation college-goers through an enhanced, rigorous curriculum that includes direct instruction, tutorials, and college preparation classes. In its first year, AVID will start in ninth grade, with students entering the program through an interview process. All students will eventually be served by AVID as the program is established and all other staff are trained. AVID will meet every other day for a 90-minute block in small classes with an AVID teacher and counselor. In each class, 30 minutes will focus on independent and whole class reading and discussion, encouraging students to work on skills to analyze and support their ideas.

College planning will be a major focus for AVID students. They will participate in goal setting and conduct research and gather information about financial aid and scholarships. They will be exposed to college life through trips to colleges and interaction with college intern tutors. Upon joining AVID, students and their parents will attend a mandatory orientation session which will introduce them to the program and outline expectations for students. The program will be an integral part of our school culture and will help strengthen bonds between students, as well as their relationships with teachers.

Enrichment Programs

At MHBHS, we offer after-school classes in history, mathematics and science to prepare students for AP course work. In 2005-2006, 30 students enrolled in this program in order to take the Math A Regents a semester early. This year, 35 students are taking after-school classes to prepare for an early acceptance into the Math B Regents. Similarly, students are preparing to take the English Regents a year

early. The after-school program also supports students who are struggling through the option to attend additional classes after-school to catch up with classmates and graduate on time.

In addition, all students benefit from the collaboration with arts partners, **DreamYard** and **Wingspan**, which provide drama, poetry, music, dance and martial arts activities during the school day and during special after-school workshops and presentations. Additionally, DreamYard consultants partner with classroom teachers to weave the arts into core disciplines and assist in the development of student assessment through performance and presentation.

Research-based Instructional Strategies

All academic instruction at MHBHS uses the **inquiry method**, a student-centered method of instruction that focuses on asking questions. Students are encouraged to ask questions that are meaningful to them, and teachers are encouraged to avoid giving direct answers in favor of asking more questions. By learning through the inquiry method, students will develop higher order and critical thinking skills, which will prepare them for advanced studies and postsecondary education. For example, students begin science studies with an introduction to the scientific method, and proceed to develop and test their own hypotheses. In mathematics, students conduct weekly investigations, real world problems with authentic applications of algebra, geometry, and trigonometry, for which they must provide solutions.

Our curriculum is also delivered through **interdisciplinary instruction**, **active and cooperative learning activities**, **integration of instructional technology**, **portfolio-based teaching and learning**, and **block scheduling**. Teachers collaborate across departments to develop an interdisciplinary curriculum. For instance, in the Living Environment class students developed a folio of scientific illustration and applied mathematical principles of ratio and proportion in culminating projects for this course. Also when covering the Women's Movement in social studies, narrative writing and math spreadsheets enhanced reports on careers for men and women over a 50-year span. Students keep portfolios to chart their own growth over the course of each year, and use rubrics to assess their work.

School-to-Career Continuum

One of the key features of MHBHS is the service learning internship, which is provided to all students every Wednesday afternoon. The Service Learning Program includes an introduction to the philosophy of community service, job shadowing, and field trips to local organizations, and culminates in student placement in internships that reflect their interests and that help them develop career, academic, and communication skills. Once students are placed in internships, they write weekly reflections on their own experiences.

In addition, in advisory classes students learn resume writing skills and practice interviewing techniques to prepare them for the internships. Through the advisory curriculum, teachers facilitate discussions about real world work situations and help students connect their own experiences with concepts they have learned from reading Sean Covey's book, *Seven Habits of Highly Effective Teens*.

Early college awareness and SAT preparation are also an integral part of our extended day program, beginning in ninth grade and continuing through every student's academic career at MHBHS. We provide an ongoing college readiness program for all students, which includes college trips, workshops for students and parents, and support in the college exploration, admissions, and financial aid processes.

Partnerships

The following partnerships will provide valuable support for our academic program, including our new magnet program.

Replications, Inc. was the principal partner when we created our school. They will continue to provide intensive professional development assistance to ensure that the culture and instructional practices of the Mott Hall model are effectively implemented. In addition, they provide support in developing a strong framework into which the magnet program will be developed. Through the Essential Support model, they provide an action plan for school implementation, a structured framework for faculty support, the creation of high quality instructional materials, ongoing professional development, and evaluation.

Advancement Via Individual Determination (AVID) will provide extensive professional development for all teachers and counselors who will work in the AVID program. The partnership with AVID provides a week-long intensive training in which content teachers as well as AVID administrators and coordinators receive training in the program and its implementation. This includes the AVID focus on building student skills to ensure their success in preparing adequately for the rigors of the IB Programme, and eventually, college and careers. AVID training continues throughout the year, so that staff can grow collegial understanding to better support student achievement.

The partnership with the **International Baccalaureate of North America (IBNA)** will provide MHBHS with a research-proven rigorous academic program for all older students, and the requisite training for our staff to successfully implement the course of study. Content teachers and the program coordinator will attend summer orientation and will also participate in week-long seminars during the year to write curriculum aligned with the IB Programme.

DreamYard, an arts-education organization that integrates the arts into curricula, will provide ongoing professional development. They will work in classrooms, co-teaching, mentoring and modeling strategies for weaving the arts throughout academic subjects. DreamYard staff also support the development of project and performance based assessment whereby students demonstrate and defend their learning for peers, parents and the community.

Wingspan will provide a diverse physical education program for our students. The mission of Wingspan is to expose diverse groups to all forms of performing, visual media, and literacy art. The program will enable our students to have a better view and understanding of a changing world that can be expressed through the arts. Students will be offered choices of classes in hip hop dance, capoiera, yoga, and strength training.

Professional Development

Staff development will be an integral part of the magnet program at MHBHS. Six teachers will participate in extensive professional development with IB and AVID beginning in the summer of 2007. Teacher training in the IB and AVID programs encompasses all key disciplines and grades. The curriculum is international in scope and creates a culture of high expectations for students. The training is content specific and provides both core knowledge and access to rich resources. Exposure to these programs will raise the level of instruction and learning at MHBHS.

Our teachers will also participate in ongoing school-based and district-wide professional development on topics such as effective data analysis to drive instruction; authentic assessment to track student progress; research based instructional strategies for English language learners; and differentiation of instruction to address individual student needs, particularly those who require additional support but including those who excel.

Special Features

In the fall of 2005, we moved into a new site which includes state of the art science labs, classrooms and demo rooms, a library media center, art studios, and an orchestra room and theatre. In addition, MHBHS has just acquired video conferencing equipment which will allow students to access classrooms around the world, to learn about others, share understanding about common and unique aspects of cultures and to debate issues which they will be addressing together as citizens of a global community in the future.

Cross-Cutting Professional Development Initiatives

Region One will continue to collaborate with three organizations, Learner-Centered Initiatives (LCI), Education for Careers (EFC), and Schools Attuned, that have provided professional development to magnet and non-magnet schools for the past few years.

LCI, under the direction of Dr. Giselle Martin-Kniep, will provide staff development to identify and implement best practices in quality curriculum, instruction and assessment through the creation of professional learning communities. Through this partnership, staff from each of the proposed magnet schools will explore attributes of quality curriculum, instruction, and assessment and incorporate those attributes into classroom instruction as they develop curriculum units. Through these activities, staff will gain a deeper understanding of the disposition of professional learning communities by participating in cross-school collaborations, reflection, goal setting, and planning sessions that will focus on sustainability of the magnet programs.

EFC, directed by Michelle Mickelson, Ph.D. formerly at the Center on Education and Work of the University of Wisconsin-Madison, will provide a professional development program designed to increase the capacity of each of the proposed magnet schools to provide learning opportunities that enhance student awareness of and preparation for the world of work. Staff from each proposed magnet school will participate in training on career awareness/development content, National Career Development Guidelines, and resources for integrating classroom career awareness activities across the curriculum that will prepare them to design activities to aid the development of individual student career plans. The planned activities will be evaluated using a matrix that is developed to assess the impact of the career awareness interventions.

Schools Attuned will offer training in the four proposed magnet schools to enhance staff's understanding about differentiating instruction for students. The professional development will increase staff's capacity to enhance student self-esteem by building on their strengths while identifying areas of need.

(2.iv.) The Secretary determines the extent to which each magnet school for which assistance is sought will encourage greater parental decision-making and involvement.

NYCDOE and Parent Involvement

As one of the key pillars of the Children First Initiative, the NYCDOE is working to improve its parent support systems. New and improved initiatives include:

- Starting in Fall 2006 every school has a full-time Parent Coordinator who is responsible for promoting parent engagement by creating a welcoming environment in the school, supporting parent leadership activities, expanding parent involvement activities, and helping resolve parent issues and concerns.
- There are 13 Parent Support Offices that offer a wide range of services to parents. These offices provide parents with an additional point of entry into the school system and are equipped to handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents' schedules, they are open five days a week during business hours, as well

Region One's Philosophy on Parent Involvement

Region One believes that children benefit when parents or legal guardians recognize and discharge a responsibility to encourage and support the learning process and our schools, as the education of children is a joint responsibility. Research shows that when parents, regardless of race, income or educational background, are involved in their child's school they are more likely to support their child's learning in the home (USDOE, 2005). However, there are several barriers that parents can face when becoming involved in schools such as work commitments, language barriers, cultural understanding of a parent's role, understanding of the school system and past, negative experiences with the educational system (NEA, 2002-5; Henderson & Mapp, 2002). Region One is committed to addressing these barriers.

To increase parent involvement, the Region continues to provide professional development trainings and workshops for parents on educational initiatives to include literacy, math, technology, and

intervention based on needs of the children. This helps parents to support their children's academic achievement. In addition, the Region strives to communicate appreciation of the various cultures of families in the schools through international celebrations, translation of proceedings of all meetings into the various languages of the parent body, and inclusive study of culture, literature and scientific achievements from countries represented in the schools. Region One schools have an open door policy. Parents are always welcome to visit, participate in special events, and confer about their children's progress.

In order to achieve the goal of building parent capacity at schools, Region One has concentrated on developing programs and outreach mechanisms that encourage parents to play an active role in school planning and decision making. Examples of programs made available through the various funding channels include parent workshops on the curriculum, the high school admissions process, and financial aid for college. These programs provide materials and training to help parents work with their children to improve their children's academic achievement. In addition, selected examples of communications between home and school in Region One are annual open houses and curriculum meetings, during which parents learn about the school's academic and enrichment programs. They also learn how they can successfully partner with the classroom teacher to support student achievement and are provided with crucial information about gaining access to online New York City Department of Education resources regarding ongoing formal and informal assessments. Using these resources parents can better understand their children's ongoing academic progress and provide additional support at home. Every school has a parent coordinator and an active parent teacher association, which provide parents with ongoing communication about school activities, events, high stakes assessments and supportive information.

Magnet School Parent Involvement Initiatives

Region One's tradition of parent involvement has been instrumental in the magnet school planning process. The broad-based MSAP planning process in which each target school participated during the months preceding the submission of the proposal required substantial input from parents in each school

community so that the design of the program accurately and adequately reflected the needs of the students, staff and parents. Following guidance from the Regional Office, the school-based magnet planning teams were required to include parent members. The schools' Parent Coordinators were charged with presenting the schools' plans for the magnet program during a series of parent meetings held at times to maximize parental participation. At those meetings, a Parent Survey was administered to gather parents' reactions to the plans under development and their commitment to the goals and objectives of the magnet program. Across the four proposed magnet schools, a total of 317 parents responded to the survey, which was translated into four languages (results of the Parent Survey are described in the Commitment and Capacity section of the narrative).

The magnet schools plan to implement strategies to promote effective parental involvement in their schools, and have identified specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. The following paragraphs provide a description of individual magnet schools' current and anticipated efforts to encourage greater parental decision-making and involvement.

At **BCSM**, school leadership and staff realize that effective communication and a strong partnership with parents support the achievement of higher success rates in every aspect of our school. Parents will be kept abreast of students' academic progress by mailing home student reports every three weeks. In addition, there is regular communication with parents through a phone chain and an email distribution list. Through the magnet program, staff will work with the school's Parent Coordinator and the Parent Association to conduct curriculum nights that will focus on each of the magnet strands, as well as parent workshops on topics such as college admissions, technology, and multiculturalism.

Family and community involvement are key to the creation of school culture at **Celia Cruz**. School staff recognizes the importance of parents and families, as well as other community members to the well-being and successful grounding of the school. To encourage strong involvement from all of our students'

families, parents and family members are invited to attend and participate in the preparation for and performance of the student ensembles. Parents are also invited to participate in the Parent Association, the School Leadership Team, Parent Teacher conferences, and in the high school recruitment fairs and Open Houses. Furthermore, all parents are kept abreast of school activities through telephone, e-mail, and written communications.

At **KIHS,** a majority of the students are English language learners, making it extremely important to provide information to parents in their native languages. All communications with families are translated into as many languages as possible. In addition, translators are present at parent meetings to ensure that all participants understand what is being discussed by translating discussions into their native languages. The parent constituency is further supported by access from service organizations that offer assistance to new immigrants.

At KIHS, parents are also engaged in school activities through monthly Parent Association meetings and workshops and classes that are arranged by the school's Parent Coordinator. Parents are key participants in community service projects like the community garden and annual events like the international dinner. Through the magnet program, family members will be invited to cultural shows and curriculum nights to highlight the program's accomplishments and the development of the international theme.

Parents are an essential element of a student's success in school, and therefore, parent engagement is a critical component at **MHBHS**. Advisors conduct ongoing outreach to parents through telephone and email communication and parent conferences, and parents are invited to attend all Parent Association and School Leadership Team meetings, Open Houses for prospective students, and orientations for incoming families. In addition, parents are invited to awards ceremonies, math and science fairs, school productions, and presentations, and are kept abreast of school news through our school newsletter and web site.

Parents are included in academic programs through weekly work summaries which are sent to parents to provide information on their child's homework assignments and progress. Teachers conduct daily agenda checks with students about their homework and weekly phone calls to parents to ensure that parents are aware of and are able to discuss their child's academic progress and needs.

(2.v.) The Secretary determines the extent to which each magnet school for which funding is sought will improve the racial balance of students in the applicant's schools by reducing, eliminating, or preventing minority group isolation in its schools.

As described below, several strategies will be employed by the Districts as well as each of the magnet schools to assist the schools in their efforts to reduce minority group isolation over the three years of the magnet cycle: creation of attractive theme-based programs, design and implementation of extensive outreach and recruitment, and equitable student selection processes.

Creation of Attractive Theme-Based Programs

The creation of attractive theme-based programs in the target magnet schools will revitalize the curriculum and enable students to meet challenging academic standards. The magnet schools will offer programs that are not available in other schools in the Districts and that target the special interests and talents of potential students. As a result of strategic planning and marketing of these schools, parents will take a second look at the public schools in Districts 9 and 10 and be attracted to these programs for their stimulating and challenging curricular offerings. The specific themes that each school will be developing were described earlier in this section.

Extensive Outreach and Recruitment

Outreach and recruitment will be a joint responsibility of the magnet project staff (primarily the Project Director) and the individual magnet schools. As noted in the explanation of the Region One MSAP management structure, one of the primary functions of the MSAP Project Director is to support the magnet schools in their outreach and recruitment efforts by:

- providing technical assistance on the development and dissemination of district- and school-based promotional materials (e.g., brochures, videos, fact sheets);
- establishing contact with local community organizations and parent groups that facilitate contact with non-minority families;
- overseeing the development of a website for the Region One magnet schools; and
- contacting local media for promotion of magnet schools activities.

In addition to the district-wide outreach and recruitment efforts, all of the **individual magnet schools** will implement local recruitment campaigns that reflect the unique features of the various communities they are trying to attract to their school. The specific outreach and recruitment strategies to be implemented by each school were described in Section 2.v. of the Plan of Operation.

Equitable Student Selection Process

In selecting students to attend the magnet schools, the Region ensures that it will comply with the requirements of Title VI of the Civil Rights Act of 1964 and the Fourteenth Amendment to the United States Constitution in that we propose to use race neutral approaches in the selection process. All prospective public high school students in New York City participate in the High School Admissions process, through which they complete the High School Application Form to rank up to twelve potential high schools in order of their preferred admission. Students are selected by schools through a race-neutral, randomized computer selection process. During the "Main Round" of the admissions process, students are matched with their highest ranked school that has also ranked the student, and in early spring, are notified by letter of the result. If the Main Round does not result in a match, students select up to twelve new schools and are entered into the "Supplementary Round." Other factors that may be considered in the process are student's ranking of the school, academic record and standardized test scores (for educational option and specialized high schools), attendance, proficiency in a specific area (screened schools), and geographic

residence (zoned schools). All eligible student applicants are guaranteed placement in a New York City public high school.

The four proposed magnet high schools do not use academic criteria for admissions; however, two of the schools have other specific admissions criteria. At Celia Cruz, a "screened" high school, students are selected through a competitive audition process based on their musical aptitude. KIHS students are all international scholars who have arrived in the United States within the past four years. The four proposed magnet schools will make a good faith, proactive effort to ensure that an adequately diverse pool of candidates select the school as their first choice in the citywide high school admissions process. Each school will regularly monitor its pool of student applicants to ensure a diversity of candidates and to monitor the effectiveness of their targeted recruitment efforts.

280.31 (d) Budget and Resources

(1) The Secretary determines the adequacy of the facilities that the applicant plans to use.

Funds received by Region One from the Magnet Schools Assistance Program will be used *only* for the planning and promotional activities directly related to the development, expansion, continuation, or enhancement of academic programs and services offered at the magnet schools; the payment or subsidization of the compensation of secondary school teachers who are certified or licensed by the state, and instructional staff, where applicable, who are necessary for the conduct of programs in the magnet schools; the acquisition of books, materials, and equipment, including computers and the maintenance and operation thereof, necessary for the conduct of programs in magnet schools; and the implementation of activities directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign language, art, music, or vocational skills.

Magnet School Facilities

In addition to strategically selecting those schools with the greatest chance of attracting a more diverse student population by virtue of their location, we were also careful to choose schools with facilities that will maximize student access. All of the proposed magnet schools are located in areas convenient to public transportation, and three of the four provides access for the disabled.

Moreover, all of the magnet schools provide adequate facilities such as classrooms, libraries/multimedia centers; special math, science, and computer laboratories; and art and dance facilities needed to implement the magnet program activities. Classrooms will serve as adequate instructional spaces as well as adequate storage for project equipment and materials. Where necessary, additional secure storage will be obtained for expensive equipment (e.g., Smart Boards, laptops, video cassette recorders, video cameras). Each magnet school has a custodial staff that cleans it daily and attends to minor, routine repairs. The Department of Education's Division of School Facilities oversees major repairs

and construction. The facilities that each magnet school has available to support the magnet program are listed in section 2.iii .of the Plan of Operation.

Recognizing that our ability to educate our children is enhanced when students, staff, and parents see school as a safe and nurturing environment, Region One, together with NYC Department of Education staff, is committed to making all of our schools safer. The Office of School Safety and Planning (OSSP) was created under the new school governance structure to lead to a comprehensive strategy to improve school safety and security. Using a new data-driven approach to identify and focus on schools with the highest incidence rates, the OSSP implements action plans that draw on new and existing resources in the areas of discipline, attendance, guidance, and truancy, to strengthen prevention and intervention strategies. The OSSP central directors of school safety, along with a team of 10 Regional Safety Administrators, will monitor all schools and provide technical assistance and guidance to principals where escalating safety issues arise.

All of the magnet schools have developed School Safety Plans, discipline policies, and student manuals, which serve to establish expectations for student behavior and strategies to address conflicts before they result in compromising the safety of members of the school community. Each school employs security guards and crossing guards and adheres seriously to its fire and other emergency drill procedures. Other program models that have been shown to be effective in improving school climate and safety include peer mediation and conflict resolution. Specific examples of school-based peer mediation and conflict resolution models used in the District can be found in the Quality of Project Design section of this proposal.

District-Level MSAP Facilities

The MSAP Project Director and Secretary will be housed at the Integrated Service Center, where they have access to both large and small conference rooms, duplicating center, and technology center. All of these facilities will assist them in their program administration and coordination efforts at no cost to the grant.

(2) The adequacy of the equipment and supplies that the applicant plans to use.

Each magnet school planning committee worked collaboratively along with Regional Office staff to develop an adequate, cost effective budget, including the necessary equipment and instructional supplies and materials.

Equipment and Supplies Funded Through MSAP

In accordance with the MSAP Statute, Region One assures that the acquisition of all books, materials, and equipment will be necessary for the conduct of programs in the magnet schools. The instructional equipment and supplies requested in the budget, along with the District's existing resources and in-kind contributions, are adequate and will enable each magnet school to provide its students with a high quality instructional program.

At the District level, the Project Director will have a modest budget of $5,000 a year to defray the cost of general office supplies and services needed for program coordination and administration and a yearly allocation of $15,000 for the purchase of supplies to support district-sponsored professional development activities. The table below provides information on the supplies and equipment expenditures the magnet schools anticipate incurring to support the implementation of their magnet themes.

Table 16

Projected School-Based Expenditures for Supplies and Equipment to Support Magnet Themes

Magnet School & Theme	Projected Expenditures for Supplies	Projected Expenditures for Equipment
Bronx Center for Science and Mathematics	Textbooks (e.g., AP Economics, AP Statistics, Introduction to Engineering), library books (non-fiction and biographical texts with focus on science/math)	LCD projectors, laptops , distance learning facility
Celia Cruz Bronx High School of Music	Library books (musical theory and composition, history of music, biographies of key composers, etc.), textbooks (beginning, intermediate and advanced music), musical instruments, video supplies, instructional software, overhead projectors	Smartboards, laptops, keyboards for music studio
Kingsbridge International High School	Gardening supplies, video supplies, presentation materials (e.g., portfolios, binders), instructional software, library books, textbooks (e.g., dictionaries, ESL, science, literature anthologies)	Rosetta Stone language lab software (site licenses)
Mott Hall Bronx High School	Student binders and agenda books, AVID core library books, fiction books, textbooks to support IB program (science, math, English)	Laptop cart with 24 laptops

Equipment and Supplies Funded Through Other Sources

At the beginning of each fiscal year, the NYCDOE issues the initial School Allocation Memorandum (SAM), which provides tax levy and reimbursable allocations by District and by school. These formula-driven allocations are based on student free lunch counts; average teacher salary; and number of general

education students, English language learners (ELLs), and Special Education students, and provide the schools with the resources needed to carry out their instructional programs. These SAMs are adjusted in November based on the current year's October audited register and additional programs and further adjusted in December based on additional funding sources and positions. Subsequent SAMs are issued for additional allocations, amendments and allocation adjustments.

Allocations distributed on a per-capita basis include formula amounts and tax levy per capita funds for the instructional program, further adjusted by student registers, changes in pupil poverty counts, and salaries. Tax levy funds are supplemented by various federal and NYS funds. Targeted reimbursable funding sources include a variety of special needs per capita allocations that include IDEA mandated counseling for IEP students at $30 and IDEA mandated para for IEP students at $48, AIDP at $99, PCEN-LEP/ELL at $1044, Part 154 LEP/ELL at $314 and State Magnet at $134 for high school students. Additionally, the school allocations provide supplementary NYS funds for the purchase of computer software ($11 per student), computer hardware ($9 per student), textbooks ($29) and library books ($6 per student). Additional Title III supplemental federal funds are targeted for ELL students ($183 per ELL student). The largest federal allocation, Title I, is distributed according to a formula at $939 per capita.

In addition to these OTPS resources, outside grants have helped the Region to increase the level of student, staff and parent access to technology and to support its integration into teaching and learning, including Title IIB and Title IID of No Child Left Behind, grants from the City Council, as well as additional federal and state grants.

Finally, it is important to note that many of the magnet schools are the recipients of various allocative and competitive grants that also help to provide supplies and equipment to facilitate the instructional and training initiatives being implemented (see the Commitment and Capacity section for additional information on District- and school-based grants that will support the MSAP initiative).

(3) Adequacy and reasonableness of budget for the project in relation to objectives.

CSD 9 and 10 propose to implement the magnet project with an adequate and reasonable budget, and in a cost-effective, well-managed manner. **Region One assures that federal funds will be used to supplement the local funds available for the purposes described.** The following paragraphs provide a description of the itemized budget for the first year of the grant, including a rationale for each expenditure. An itemized budget for all three years, including school-by-school breakdowns, can be found in Part II of the application.

Personnel

In order to ensure proper administration of the project, the Region is requesting funds to support the salary costs associated with a full-time Project Director and a full-time Project Secretary. The instructional goals of the project will be met through the efforts of 4.5 Teacher Specialists in year 1, increasing to six in years 2 and 3 as the high schools reach their full complement of students. The roles and responsibilities for these key staff members were spelled out in the Plan of Operation section. All salaries are governed by the contractual cost factors used by the New York City Department of Education. Salaries for these staff members total $610,000 in year 1.

The Region has also requested funds for **per session teacher** hours that will be used to compensate staff at each magnet school for time spent planning the program and developing theme-related curricula beyond regular school hours. Each school was given an allocation of per session for planning and curriculum development based on the projected number of teachers in 2007-2008. In addition, per session funding is budgeted for the purpose of providing an enrichment extended-day program at each site to provide students with additional opportunities to explore magnet-related themes, including **supervisor per session** funding to oversee extended day program activities. In addition, **teacher per diem** funds are requested to enable the Teacher Specialists to engage in collaborative planning and participate in

professional development activities during the school day. The total requested for per session and per diem funds in year 1 is $244,710.

Fringe Benefits

Fringe benefit rates for all of the salaried and hourly positions described above are determined by federal, state, and contractual regulations. For the full-time positions, the fringe benefits include health insurance, sabbatical, social security, unemployment insurance, welfare, pension, and annuity. The fringe benefits for per session/per diem positions include social security and unemployment insurance. In Year 1, the total requested for fringe benefits for full- and part-time staff comes to $249,535.

Travel

Region One is requesting funds to support local and out-of-town travel. These monies will be used by staff from the four magnet schools and the MSAP Project Director to participate in staff development, collaborative planning and dissemination activities. In year 1, a total of $2,500 was budgeted for local travel and $23,000 for out-of-town travel.

Equipment

As detailed in Section (2) above, funds are being requested to defray the cost of school-based instructional equipment ($1,000 or more per item) to support the implementation of the magnet themes. A total of $134,400 was budgeted to obtain various pieces of equipment for the participating magnet schools during the first year.

Supplies

As we also highlighted earlier in this section, each school was asked to project the kinds of supplies and materials they would need to support the magnet project. The total budget for school-based supplies is $12,850, which included the general categories of instructional supplies and materials, instructional software, textbooks and library books. In addition, the Districts are requesting $5,000 for the

purchase of general office supplies and services to support program administration and coordination and $15,000 each year for professional development supplies.

Contractual

Region One is requesting a total of $164,000 to sub-contract with four outside organizations to provide services to the magnet initiative:

- **Learner Centered Initiatives** (LCI) will be providing staff development to support standards- and research-based curriculum development, including theme-related assessments. The cost of these services is projected at $50,000 each year.
- Support for the schools' development of career awareness activities will be provided by **Education for Careers**, which will work with all four magnet schools to develop such programs as internships, job shadowing activities, Career Days, etc. Costs for this collaboration are estimated at $40,000 per year.
- **Schools Attuned**, a professional development and service delivery program that helps educators acquire the knowledge and skills, and offers a system of innovative tools, to meet the diverse learning needs of K-12 students, will work with the four magnet schools each year at a projected cost of $12,000 per year.
- Region One plans to contract with **Metis Associates** to conduct an independent formative and summative evaluation of the project. The cost of the evaluation will be $62,000 for years 1 and 2 and $65,000 for year 3.

In addition to the district-level collaborations with outside organizations, many of the magnet schools proposed to use their OTPS allocations to defray the cost of contractual services to purchase professional development and/or curriculum enrichment services from outside organizations. Some of the partners selected include local colleges and universities (e.g., QTELL), arts and cultural organizations (e.g.,

Metropolitan Museum of Art, New York Hall of Science, New York Botanical Garden, Wave Hill), and other organizations (e.g., College Board, AVID, International Baccalaureate of North America). These school-based contractual relationships total $50,800 in year 1.

Other Direct Costs

Other direct costs include funds to support costs associated with outreach, recruitment and dissemination activities. The year 1 budget includes a total of $2,500 for postage, $20,000 for promotional activities (e.g., brochures, videos, web design and maintenance), and $10,000 for telecommunications, which covers telephone costs for the MSAP project office and schools. In addition, schools have requested funding for student admissions associated with theme-related field trips ($23,500 in year 1).

Indirect Costs

The New York City Department of Education requires that all districts budget 3% of the total grant (minus equipment) to cover indirect costs. In Year 1, the total for indirect costs is $44,620.

MSAP Planning Costs

During the 2007-2008 school year, MSAP planning costs will include 50% of the Project Director's salary as well as that of the Teacher Specialists. This will allow these staff members to facilitate the development of all aspects of the magnet program in the target schools, including curriculum and professional development, outreach and recruitment, and planning for the effective use of collaborative relationships with outside partners. In addition, the 2,467 hours of teacher session will allow staff from the magnet schools to engage in planning and curriculum development both during and after the regular school day. We also estimate that during the first year, 25% of the contractual expenditures for our collaborations with LCI, Schools Attuned, Education for Careers and Metis Associates will be used to cover planning costs, with similar proportions of the school-based contractual services devoted to planning. While the same types of contractual expenditures are projected in years 2 and 3, the percentage of time devoted to

planning will be reduced (for specific details, see the Planning Costs attachment to the itemized budget in Part II). The table below summarizes the planning costs for each year of the magnet initiative.

Table 17

MSAP Planning Costs

Project Year	Total Budget for Planning	Total MSAP Grant Request	Percentage of MSAP Grant Request
Year 1 (2007-2008)	$550,570	$1,666,365	33%
Year 2 (2008-2009)	$241,658	$1,732,676	13%
Year 3 (2009-2010)	$175,806	$1,786,142	10%

Proposed Expenditures in Years 2 and 3 of the 2007 – 2010 MSAP Funding Cycle

The staffing pattern for all three years of the magnet initiative will remain stable (with the exception of the addition of three additional half-time Teacher Specialists at KIHS, Mott Hall Bronx and BCSM beginning in year 2), but costs will increase slightly due to a projected across-the-board salary increase of 3% in year 2 in keeping with anticipated changes to the UFT teacher contract.

In terms of total school-based OTPS expenditures (equipment, supplies, and student admissions), the per capita costs will decrease from approximately $1,175 per student in Year 1 to $ 998 per student in year 2 and $ 997 per student in year 3. Also in year 3, a portion of the funds budgeted for recruitment will be used to defray the cost of production of theme-based curricular materials developed by the magnet schools for dissemination throughout the District.

Cost Effectiveness of the Magnet Initiative

As shown in the following table, costs are reasonable in terms of the target population to be served and the opportunity for capacity building to meet the Region's unique needs for desegregating and enhancing its schools. As shown in the following table, the per pupil expenditure decreases in each project year while increasingly larger numbers of students are served.

Table 18

MSAP Per Pupil Expenditure

Project Year	Total Number of Students Served	Per Pupil Expenditure
Year 1 (2007-2008)	1,413	$1,175
Year 2 (2008-2009)	1,796	$998
Year 3 (2009-2010)	1,791	$997

Effective Coordination of MSAP and Other Resources

The Region One magnet initiative is designed so that the achievement of objectives is promoted through comprehensive planning and cooperation of instructional and support services. Every effort will be made by the respective school-based planning teams to ensure that program budgets are coordinated to avoid duplication and maximize the impact the schools' various grants (including the MSAP project) and other allocations can have on the instructional program.

Currently, every school creates its own educational strategies within a context of accountability for the performance of its students. The school's budget reflects decisions of the School Leadership Team (comprised of administrators, teachers, and parents) within the context of state and federal mandates, collective bargaining agreements, and the Chancellor's initiatives. Performance-driven budgeting (PDB) decentralizes the fiscal decision-making process by enabling principals, teachers, other staff, parents and community members to implement the goals outlined in its Comprehensive Education Plan. Galaxy 2000, a software tool, was developed from the experiences and recommendations of school and regional personnel to carry out the principles of PDB.

Section 280.31 (e) Evaluation Plan

(1) The Secretary determines the extent to which the evaluation plan for the project includes methods that are appropriate for the project.

This section describes the evaluation plan for Region One's (CSD 9 and 10) inter-district magnet initiative. The discussion includes methodological approaches and shows how the plan will yield evidence of the project's successes in meeting its proposed performance indicators. The discussion also shows how the plan utilizes objective methods to produce quantifiable data. Region One's evaluation plan is consistent with all evaluation requirements of the MSAP statute and regulations and performance indicators and measures.

Region One proposes to retain Metis Associates, Inc. to conduct the program evaluation. Metis, an educational research and evaluation firm headquartered in New York City, was formed in 1977 to provide human services research and design to public, philanthropic, and private-sector organizations. Over the past 29 years, Metis has broadened its mandate to include technical assistance and professional support for a wide range of education and human services initiatives that involve needs assessment, program evaluation, policy analysis, program development, and computer system design activities. Currently serving more than 70 clients across the United States, Metis' mission remains focused on supporting public and private organizations in achieving results for the children, adults, families and communities they serve. Metis has conducted evaluations of magnet projects in New York City Community School Districts 1, 2, 10, 18, 25, 26, 27, 28, and 30, and for the Beacon, New York and Baltimore County school districts. Metis has served as the external evaluator for several grant-funded programs in CSD 10, including the current MSAP initiative, several Title VII bilingual education programs, an Even Start family literacy program, a Vocational and Educational Services for Individuals with Disabilities (VESID) literacy project, and an Arts in Education initiative. From 2001 to 2004, Metis conducted the evaluation of CSD 9's NSF-funded Local Systemic

Change Teacher Training Program and, in 1999-2001, conducted analyses of achievement test scores for each school and consultation to the schools and to the Superintendent's staff.

Alan Simon, Ph.D., Senior Vice President at Metis, will serve as the Principal Investigator, and Research Associate Claire Aulicino will direct the evaluation of the Region One MSAP. Dr. Simon, over the past 40 years, has managed numerous large-scale programmatic and policy-related research, evaluation and technical assistance projects for a wide array of education clients including state and local agencies. He served as the Principal Investigator on the U.S. District Court-ordered evaluation of the Desegregation-based Remedy in U.S. v. Yonkers, the evaluations of the Cleveland Municipal School District English Language Arts Initiative and the North Carolina Reading First Program, as well as MSAP evaluations for various New York City Districts. Ms. Aulicino currently directs the evaluation of MSAP grants in Community School District 10 and Baltimore County, Maryland. During the 2001-2004 MSAP funding cycle, she worked on evaluations for Community School Districts 27 and 28 in NYC. Resumes for Dr. Simon and Ms. Aulicino are provided in the Other Information section of the proposal.

The evaluation for Region One's magnet initiative will be both formative and summative, and will use multiple measures over multiple groups of subjects. Data from all sources will be synthesized and analyzed in order to maximize the precision of outcome information, and to enrich program managers' capacities to make informed and timely decisions about program implementation. The evaluation design will provide a comprehensive analysis of both the processes being implemented and the outcomes resulting from implementation with regard to students, staff, parents, and other constituencies of the magnet project.

Formative Evaluation

Formative evaluation will allow for ongoing assessment of project implementation in order to identify problems encountered, thereby identifying situations that need immediate attention, and to

generate recommendations that may be useful in making necessary changes for program improvement. Formative evaluation data will be derived from such sources as project documentation (e.g., planning logs, attendance rosters, agendas), field observations, focus group and individual interviews, and written surveys.

Region One's formative evaluation will focus on the following questions:

- What kinds of outreach and recruitment strategies are being used by the Districts and the magnet schools?
- How are the magnet schools planning for, developing, and implementing their new magnet themes?
- What staff development activities do the magnet schools offer to instructional and guidance staff to ensure that students of all backgrounds and abilities have equitable access to the magnet school program's enriched and rigorous curricula?
- How are the magnet schools establishing and/or expanding collaborations with outside organizations to support and enhance their magnet programs?

Each magnet school will be visited at least twice during the school year by the project evaluator. Using a locally developed observation protocol, the project evaluator will document the activities that are consistent with the program objectives, as well as note the use of materials, facilities and/or equipment relevant to the program outcomes. Specifically, the project evaluator will document the following information: theme-related facilities, equipment, and curricula; curriculum and professional development initiatives; theme-related extracurricular programs and special events; and collaborative relationships. The data collected through school and classroom observations will be shared on a periodic basis with the Project Director. This information will be used to fine-tune the program's implementation on an ongoing basis.

Since the teachers, students, administrators, and other school staff have the most knowledge of the day-to-day implementation of their magnet program, a significant amount of formative evaluation activity will occur at the school level. The planning team at each magnet school will collect ongoing information on program implementation issues from all constituents of the program. Methods for the collection of such information will include implementation and activity logs, formal and informal surveys, and periodic discussions with groups of teachers, students and parents.

(2) The Secretary will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement.

Summative Evaluation

Summative evaluation activities will assess the extent to which the proposed objectives of the magnet project have been met. Region One's summative evaluation will focus on the following questions:

- How successful are the Region's and magnet schools' recruitment and outreach activities?
- To what extent does each magnet school's applicant pool reflect a population that will lead to reduction of minority group isolation and to what extent does each school's applicant pool increase each year?
- To what extent do the magnet school programs lead to the reduction of minority group isolation in the elementary, middle, and high schools with substantial proportions of minority students?
- To what extent do the classrooms within the magnet schools maintain a balanced ethnic composition?
- To what extent does the overall academic achievement of students in the magnet schools improve? To what extent does the academic achievement of disabled students and English language learners in the magnet schools improve?
- Do students from minority and non-minority backgrounds in the magnet schools demonstrate equivalent achievement and growth?

- To what extent have magnet school teachers and other staff members increased their knowledge of innovative educational methods and practices? To what extent have magnet school teachers' use of these educational methods and practices increased?

To answer these summative evaluation questions, the project evaluator will:

- design all locally developed checklists, surveys, and data gathering forms in conjunction with project staff;
- analyze all demographic/census data, standardized achievement test scores, as well as all data generated from the administration of all checklists and surveys;
- analyze qualitative data derived from observations and individual and group interviews;
- report findings of all evaluation activities in narrative, tabular, and graphic formats; and
- present the findings to program participants, project management, and the U.S. Department of Education.

At the conclusion of the first two program years, the project evaluator will assist Region One staff in the preparation of the annual performance reports, which will address the extent to which the project is implementing activities to further the attainment of the Performance Indicators, and which will include both formative and summative evaluation data. At the end of the three-year funding cycle, the evaluator will prepare a final performance report, which will provide sufficient contextual information to give meaning to the study as a whole, thus providing a firm foundation for the conclusions and recommendations. The reports will include documentation of the procedures and methods used, a presentation of quantifiable, descriptive, informative and analytic findings, illustrative graphics, a prose explication of the data, and interpretation of findings.

As part of a government-wide effort to improve the performance and accountability of all federal programs, in 1993 the U.S. Congress passed the *Government Performance and Results Act*. This act established a process for using performance indicators to set goals for program performance, and to

measure and report program results. Guidelines for developing and using performance indicators are contained in the Department of Education's *Magnet Schools Assistance Program Performance Indicator Guidebook (Guide).* In the text that follows, we provide the evaluation methods and measures proposed for each of the project's performance indicators. Unless otherwise indicated, the specified evaluation plan applies to each year of the project.

(3) The Secretary determines the extent to which the evaluation plan for the project includes methods that are objective and that will produce data that are quantifiable.

Evaluation of Performance Indicators to Address Objective 1 - Desegregation

Performance Indicator 1-1: Reduce Minority Group Isolation in Magnet Schools

Data for the evaluation of Performance Indicator 1-1 will be obtained from the New York City Department of Education's Automate the Schools (ATS) registers, for all active students as of October 31 of each project year. The most recent data available from the New York City Department of Education's Office of Systems Development and Support—October 31, 2006---will serve as the baseline (2006-2007).

The Project Director will be responsible for requesting and securing the student ethnic enrollment data in June and October of each project year. These data will then be forwarded to the project evaluator for analysis. In each project year, changes in enrollment at each of the participating magnet schools will be reported in graphic and/or tabular displays. It is expected that in each project year each of the magnet schools will achieve its target minority:non-minority ratio as specified in Performance Indicator 1-1.

Performance Indicator 1-2: Diversity of Applicant Pool (GPRA Measure)

Data for the evaluation of Performance Indicator 1-2 will be derived from a review of outreach and student recruitment activity logs and program documentation related to outreach and recruitment efforts of each magnet school and the Region; and an annual analysis of each magnet school's student applicant pool data file. It is expected that for each project year, the applicant pool for each magnet school will reflect

a racial/ethnic composition that, in relation to the total enrollment in the school, will support the goal of reducing minority group isolation.

Evaluation of Performance Indicators to Address Objective 2: Innovative Educational Methods and Practices

Performance Indicator 2-1: Development of Magnet Schools Programs with Innovative Themes

Data for the evaluation of Performance Indicator 2-1 will be derived from systematic review of planning activity logs, meeting agendas, and project documentation relating to the development and implementation of thematic curricula and theme-based activities. Over the course of the three years of the project, it is anticipated that each of the magnet schools' planning teams will engage in ongoing and comprehensive planning during year one (2007-2008 school year); have begun implementation of the magnet theme in year two (2008-2009); and have fully integrated their new theme(s) throughout the school by year three (2009-2010 school year).

Performance Indicator 2-2: Expanding Capacity to Promote Choice in Public Schools

Data for the evaluation of Performance Indicator 2-2 will be derived from a review of outreach and student recruitment activity logs and program documentation related to outreach and recruitment efforts of each magnet school and the Region; and an annual analysis of each magnet school's student application database. The effectiveness of the outreach and student recruitment activities will be evaluated by the number of applications received by each school in each project year. Over the course of the three years of the project, it is anticipated that the number of applications received by each school will increase by 5 percent, with the number of applications that are received in year one serving as the baseline.

Evaluation of Performance Indicators to Achieve Objective 3 – Improved Capacity through Professional Development

Performance Indicator 3-1: Participation in Professional Development

Data for the evaluation of Performance Indicator 3-1 will be derived from a review of each magnet school's annual professional development plan, professional development activity logs, and other program documentation related to professional development (e.g. calendars, contract agreements). In each project year, each of the magnet schools will develop a professional development plan that will outline topic areas and schedules for professional development to increase staff' knowledge and skills related to the implementation of the magnet theme and standards- and research-based instructional practices that will build the capacity of the staff to provide high quality instruction. It is expected that in each project area, in each magnet school, the proportion of instructional staff participating in professional development will increase (at least 25% in year one; at least 50% in year two; and at least 90% in year three).

Performance Indicator 3-2: Enhanced Knowledge and Skills Through Professional Development

Data for the evaluation of Performance Indicator 3-2 will be derived from periodic evaluator observations and from a locally developed questionnaire designed to assess staff's knowledge of the specific content of the magnet school curriculum and innovative and research-based educational methods and practices. The questionnaire, which will be developed by the project evaluator in conjunction with the Project Director, will be administered to magnet school staff (thematic specialists as well as classroom teachers) in the spring of each project year. It is expected that in each project year, at each school, the proportion of instructional staff who participated in professional development who report increases in knowledge and skills relevant in implementation of the magnet theme and standards- or research-based instructional practices will increase (at least 75% in year one; at least 80% in year two; and at least 85% in year three). By year three, it is also expected, at each school, at least 85% of instructional staff who participated in professional development will report increases in use of strategies addressed in the professional development plan.

Evaluation of Performance Indicators to Achieve Objective 4 - Student Achievement

The evaluation of student achievement indicators will utilize assessment procedures that are deemed valid, reliable, and fair for the target populations. At the high school level, student assessment in English language arts and mathematics is conducted using the New York State Regents tests (or alternative tests approved by the state) in each subject.

Reliability and Validity of Instruments

Regents Examinations are criterion-referenced assessments that serve as students' final examinations in each of the core academic subjects in high school. The content is based on state syllabi or core curricula. Though Regents examinations have been administered in high schools in the State of New York for more than a century, they have only recently become required for graduation eligibility. Students who entered high school as freshmen in 2001 will need minimum scores of 55 in English, social studies, mathematics, and science to complete their graduation requirements.

Section 1111, Part A, of Title I of the Elementary and Secondary Education Act requires each state to demonstrate that it has adopted challenging academic content standards and student academic achievement standards for all public elementary school and secondary school children. AYP is defined as the rate of progress necessary for a school to show that it is reducing the gap between its current performance and a state standard each school year. In New York State, performance targets include minimum performance levels on state reading, math and science tests, and on the NYSESLAT for those English language learners (ELLs) who are exempt from the reading test. AYP targets are defined by the percent of students whose reading, math, and science scores fall into specified Performance Levels, which indicate the level and complexity of knowledge and skills students have mastered. New York State has established an "Annual Measurable Objective" (AMO) for each year in English language arts and mathematics. These objectives are expressed in terms of a Performance Index (PI), which indicates the

sum of the percent of students at or above Level 2 plus the percent of students at or above Level 3 on each test.

As of the 2002-2003 school year, the criteria for meeting AYP for high school were defined in New York State as follows:

- for all students in grade 12, and for each accountability subgroup (all major racial/ethnic groups, students with disabilities, ELLs, and economically disadvantaged students), 95% of eligible students must be tested in reading and math;
- all students combined must meet the AMO for graduation rate in high school, as defined by the state; and
- all students combined, and all tested subgroups, must meet the AMO in reading and math. Any subgroup that does not meet the AMO can also achieve AYP if the group closes the gap between its prior year's PI and a PI of 200 by 10%, and meets the AMO for graduation.

Performance Indicator 4-1: Meeting Adequate Yearly Progress (AYP) Standards (GPRA Measure)

Data for the evaluation of Performance Indicator 4-1 will be derived from analyses of the proportions of eligible students tested and scores on the Regents examinations in English and math and of students' graduation rates. At the end of each project year, the proportions of eligible students who are tested will be compared with the 95% objective, and high school graduation rates and the proportions of tested students who pass each Regents exam will be compared to the Annual Measurable Objectives established by the state for graduation rates and for performance on each test.

Consistent with Title I, assessment results will be disaggregated within and across schools by disability, economic disadvantage, each racial/ethnic group and English proficiency status, except in cases where the number of students in a category is insufficient to yield statistically reliable information or where the results yield personally identifiable information about individual students

Performance Indicator 4-2a: Improved Student Achievement in English Language Arts

As a result of their participation in magnet school programs, in each year of the magnet grant, it is expected that all students at each magnet school will demonstrate measurable improvements in English Language Arts, for which the level of success will include the following:

- In each project year, at each magnet school, there will be an increase in the proportion of students, including all accountability groups and students who transferred through the NCLB choice option, who pass the Regents Comprehensive English exam, and by the end of year three, the increase will be statistically significant ($p<.05$, as determined by Chi Square Tests of Significance) and educationally meaningful.
- There will be no significant differences in each year (as measured by Chi Squares Tests of Significance) in the proportion of minority and non-minority students who pass the Regents Comprehensive English exam, or where there are differences, there will be significant reductions ($p< .05$, as determined by Analyses of Variance) in the gaps between the previous year's and the current year's cohorts of minority and non-minority magnet high school students' performance on the New York State Regents Exam in Comprehensive English.

Performance Indicator 4-2b: Improved Student Achievement in Mathematics

As a result of their participation in magnet school programs, in each year of the magnet grant, it is expected that all students at each magnet school will demonstrate measurable improvements in mathematics, for which the level of success will include the following:

- In each project year, at each magnet school, there will be an increase in the proportion of students, including all accountability groups and students who transferred through the NCLB choice option, who pass the Regents Mathematics A exam, and by the end of year three, the increase will be statistically significant ($p<.05$, as determined by Chi Square Tests of Significance) and

educationally meaningful.

- There will be no significant differences in each year (as measured by Chi Squares Tests of Significance) in the proportion of minority and non-minority students who pass the Regents Mathematics A exam, or where there are differences, there will be significant reductions ($p < .05$, as determined by Analyses of Variance) in the gaps between the previous year's and the current year's cohorts of minority and non-minority magnet high school students' performance on the New York State Regents Mathematics A exam.

Evaluation of Performance Indicators to Achieve Objective 5 - Student Knowledge of Academic Subjects and Tangible and Marketable Vocational Skills

Performance Indicator 5-1: Improved High School Student Achievement in Tangible and Marketable Vocational, Technological and Professional Skills

Data for the evaluation of Performance Indicator 5-1 will be derived from a locally-developed instrument designed to assess high school students' readiness for work and for post-secondary education. The survey will be administered in the spring of each project year to a stratified random sample of students representing each grade level at each of the magnet schools. It is expected that, in each project year, at each school and at each grade level, there will be gains in the mean performance of students on each measure of readiness for work and postsecondary education, and by the end of year three, the gains will be statistically significant and educationally meaningful (as measured by paired *t* tests). Furthermore, in each project year, at each school and at each grade level, there will be no significant differences between the mean performance of minority and non-minority students on each measure.

Evaluation of Performance Indicators to Achieve Objective 6 – Equitable Access To High Quality Education

Performance Indicator 6-1: Ensure Equitable Student Participation in Magnet Classes

Data for the evaluation of Performance Indicator 6-1 will be derived from official end-of-year ATS enrollment lists and classroom rosters from each of the magnet schools. Over the course of the three-year project, it is expected that the proportion of students in each magnet school who are enrolled in magnet-related classes will increase (at least 50% in year one; at least 75% in year two; and at least 85% in year three) and that each year, the proportions of minority and non-minority students enrolled in magnet classes will not vary by more than 15% from the ethnic-racial composition of the school as a whole.

Indicator 6-2: Ensure Equitable Student Access to Rigorous Coursework

Data for the evaluation of Performance Indicator 6-2 will be derived from official end-of-year ATS enrollment lists and classroom rosters from each of the magnet schools. In each project year, at each magnet school, it is expected that there will be no significant differences ($p<.05$, as measured by Chi Square Tests of Independence) in the proportion of minority and non-minority students enrolled in AP classes in English, math and science. Where statistically significant differences in participation in these classes of minority and non-minority students in the previous school year, there will be a statistically significant and educationally meaningful reduction in the enrollment gap ($p<.05$ as measured by Chi Square Tests of Independence).

In sum, the above-described evaluation plan will yield reliable data regarding the proposed project's progress in achieving its performance indicators. Formative and summative data from multiple sources will be synthesized to document the effort expended to implement program activities; determine the effectiveness of project activities; and determine the efficiency of the project's efforts in relation to the outcomes achieved. As indicated in the *Guide*, the evaluation of performance indicators will "...help

programs highlight their successes, identify areas for improvement, and develop new approaches to achieving desired program results."

280.31(f) Commitment and Capacity

(1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under this part is no longer available.

Capacity Building Strategies

Region One will institutionalize its magnet program activities through strategies such as developing and disseminating innovative curricula, offering extensive professional development and support to its teachers, building strong and lasting collaborations with outside partners, and working with parents to enhance their roles in the school community. These capacity-building activities will provide a fertile environment in which the successful project components will continue to flourish after federal magnet funds expire.

Region One Schools previously funded by the Magnet School Assistance Program continue to develop magnet themes and programming. For example, during the 2001–04 funding cycle, PS 32, The Belmont Magnet School for the Arts, had successfully integrated a comprehensive fine arts program with the school's interdisciplinary curriculum. The school continues to partner with its magnet consultant, DreamYard. Since 2004, the school has developed after school dance and guitar programs, a drama component of literacy studies involving all staff and students, and an early childhood chorus for students in kindergarten – 3rd grades. In addition, the school has strengthened the fine arts magnet focus by weaving art history and artist's studies into the regular interdisciplinary curriculum. Finally, the school has implemented a permanent Student Art Gallery and holds an annual Art Exposition, showcasing projects and performances developed over the year. PS 32 is one of 7 elementary schools in District Ten which is on the Chancellor's 2007 List of Best School in New York City, because of exemplary curriculum and high percentage of students performing at or above grade level.

The Theatre Arts Production Company School (TAPCo) is another example of sustained magnet programming. TAPCo was funded in the 1998-2001 cycle. Since then it has expanded from a middle to a

middle-high school, offering continuity for students through its excellent theatre arts and academic program. TAPCo also has continued a partnership with DreamYard since magnet funding ended in 2001. Since then, the school has developed a career component in which students visit music and theatre production companies to learn about how presentations are developed in the real world. Students observe crew members at work and learn how a team collaborates to bring a project to completion. Students also work with the publisher of an on-line media newsletter, attending performances and following the process for publishing actual reviews of off-Broadway presentations. The school has also added a black-box stage fully equipped with sound and lights for in-house rehearsal and performance. As the school has grown, staff with theatre arts background have been recruited so that authentic theatre arts experience grounds the teaching and learning at this unique school. The academic program at TAPCo is sound, as evidenced by the school's outstanding test performances. TAPCo is listed in a Teachers College Press book, New York City's Best Public Schools, published this year.

Curriculum Development and Dissemination. Over the three-year project period, the Region One magnet schools will develop and disseminate theme-based curricular materials and course sequences for use by classroom teachers, specialty teachers, and staff working in extended day and extended year programs, thereby increasing the Region's capacity to meet current and emerging student instructional needs. These materials, which will be considered "living documents" and will evolve with the schools, will contain goals and objectives, activities, resources, and assessments that are tied to each school's magnet theme. These materials will not only be available for use by the magnet school staff, but they will also be disseminated widely via the schools' websites hosted on Region One's server. For example, posted on these websites will be magnet-related curricular materials, student work, school calendars, and videotaped lessons of best practices. (A detailed discussion of the schools' theme-and standards-based curriculum development activities to be carried out is provided in the Quality of Project Design section of this proposal.)

Professional Development and Support. The Region's comprehensive professional development initiatives, including the major efforts to be funded through the MSAP in the areas of thematic curriculum development and differentiated instruction, will enable staff to develop and implement standards- and research-based instructional strategies that will transform their classrooms into innovative and effective learning environments. Once teachers have been trained and supported through professional development, they will be encouraged to transmit their knowledge to their peers through workshops, inter-visitations, and district-wide conferences and meetings. During the magnet cycle, the Project Director will work closely with the magnet schools in arranging these types of opportunities. As it has done with other funded programs, the Regional Office will continue to support the schools in incorporating these professional development practices after the magnet funds are no longer available. In this way, professional development will serve as an agent for institutionalizing the innovative curriculum and instructional practices in the magnet schools, and by extension, will enable the Region to further systemic reforms. (Professional development activities to be implemented are described in detail in the Quality of Project Design section of this proposal.)

Collaborations with Outside Partners. The Region and the schools will establish and expand collaborations with community partners to support and enhance the magnet themes. These partnerships will serve as the building blocks for a strong support system for each of the magnet schools. By the end of the three-year cycle, the schools, parents and community members will be working as a coordinated team to achieve common goals. Moreover, these partnerships will provide a mechanism for leveraging additional resources to support magnet program activities. (A detailed description of the Region's and magnet schools' collaborative relationships is round in the Quality of Project Design section of this proposal.)

Enhanced Roles for Parents. As has been demonstrated throughout this proposal, Region One is strongly committed to developing collaborative and supportive relationships with parents, and that commitment extends to the magnet program. Although parental activities will not be directly supported with

MSAP funds, the magnet schools will provide natural opportunities for the enhancement of parents' roles through participation in a wide variety of program events. As discussed in the previous sections, each magnet school shares the Region's commitment to parental collaborations and has already begun developing magnet-related parent involvement activities.

Throughout the magnet program, the NYCDOE's Office of Parent Engagement will support the schools in their efforts to provide opportunities for parent involvement at all levels by implementing the Parent Coordinator program -- and provide technical support to these valuable parent liaisons -- and will continue to do so once the cycle has ended. Training will be provided to help parents understand their children's school programs and to strengthen their roles in the school and Region planning processes. This training will enable parents to play active roles in their children's education throughout their schooling. (Parent involvement in the magnet schools is described in detail in the Quality of Project Design section.)

Dissemination Strategies. Region One will utilize a wide variety of strategies to disseminate lessons learned and best practices from the magnet initiative. These dissemination activities will make use of well-established networks at the Region and citywide levels as well as national and "virtual" venues to support institutionalization as well as contribute to the knowledge base of effective magnet programs and practices.

The monthly meetings of school-based magnet staff convened by the MSAP Project Director will provide an invaluable opportunity for the target schools to share implementation experiences and challenges as well as the various products that have been developed (e.g. publicity materials, curriculum outlines). The MSAP Project Director and representatives from the magnet schools will actively participate in both USDOE-and Magnet Schools of America-sponsored conferences in order to learn about the experiences of other urban districts in the area of magnet schools and systemic reform strategies, and will represent the Region in these venues. In addition, school-based magnet staff will participate in other professional conferences related to their content themes (e.g., Mott Hall staff will attend IBNA conferences).

(2.i.) The Secretary determines the extent to which the applicant is committed to the magnet schools project.

Region One's Desegregation History

CSD 10 has received funding from the Magnet Schools Assistance Program since the 1995 program cycle. Over the course of these project periods, through the implementation of voluntary desegregation plans, a total of 12 elementary, four K-8 schools, four middle, one 6-12 school, and one high school have been able to enhance their educational offerings by developing and implementing innovative, theme-based curricula, research-based instructional practices, rigorous staff development, and aggressive outreach and marketing campaigns in order to attract a more diverse population of students in the community.

The District 10 magnet schools have encountered obstacles in their efforts to promote desegregation over the last several years due to various contextual factors largely outside of the District's control (e.g., continued "white flight" to the nearby suburbs, large influxes of immigrants, the overcrowded and deteriorating physical plants of the schools). However, when taken as a whole, and when compared to the District's non-magnet schools, it is clear that in some cases the magnets were more successful than their non-magnet peers in countering demographic trends towards increased minority student isolation at both the elementary and middle school levels. For example, during the 2001-2004 MSAP funding cycle, while minority isolation across the four elementary schools served by the grant increased slightly (by 0.7 percentage points), the schools were successful in stemming the tide of an even greater increase in minority isolation district-wide (of 1.2 percentage points). Furthermore, the magnet program did not have a negative impact on the ethnic balance at the feeder schools, and succeeded in ensuring equitable minority and non-minority participation at the classroom level.

Schools included in the 2004-2007 MSAP initiative have met with even stiffer challenges in terms of meeting their enrollment targets. By all accounts, however, they have made great strides in meeting the

other objectives of the MSAP. PS 310, PS 340, MS 368, and Marble Hill High School were successful in attracting non-minority students in greater numbers and/or reducing the overall percentage of minority students at their schools. District 10 schools face a difficult challenge with regard to this objective in that most of the magnet schools (PS 205, PS 310, MS 254, and MS 368) are designated as attendance zone magnets, PS 340 is a "limited choice" school that can draw only from its designated feeder schools (PS 86 and PS 246), while HS 368 draws the vast majority of its students from MS 368. Marble Hill High School is the only District 10 MSAP school that accepts applications from students in all five boroughs of New York City (with priority given to Bronx residents), and was successful in attracting 10 non-minority students into its 2005-2006 ninth-grade class.

The current magnet program has provided increased opportunities for staff development, which have, in turn, helped teachers increase their knowledge and use of innovative instructional practices and led to increased student achievement. On a staff survey that was administered in the spring of 2007, at least 90% of staff across the six magnet schools who responded to the survey and who had participated in district- or school-based professional development reported that the training had an impact on their knowledge and skills. Furthermore, about a third to half reported that the trainings had a "substantial" impact on their knowledge and skills.

Extensive PD has been provided on a variety of topics, including standards-based curriculum and assessments, project-based learning, theme-related topics, data analysis, differentiation of instruction and career awareness and readiness. These increased opportunities for PD provided through the magnet program are having a positive impact on student achievement. For example, after two years of magnet intervention, magnet students in all three grade levels studied showed greater gains in math than comparison group students, and again the differences were statistically significant. Furthermore, there were no significant differences in achievement of minority and non-minority students.

Region One's Current Commitment to Desegregation

When the Region first began exploring the possibility of applying for another cycle of magnet funding in spring 2006, the planning team did much soul searching in order to determine whether the time had come for a radical change of direction in the District's desegregation strategy, given the limited success that District Ten was experiencing in reducing minority student isolation in the magnet schools. Does the strategy of "magnetizing" existing attendance zone schools, some of which are close to capacity, hold enough potential for reversing what is a citywide trend? Or, does the flexibility of offering districtwide "choice" magnet schools increase the size of the applicant pool and therefore increase these schools' chances of recruiting a more diverse student population? After several months of discussions, the planning team, in close consultation with the Superintendent, did opt for such a change of course.

On June 12, 2006, the principals of several of the new Region One small high schools were invited to an information session held at the Walton Educational Complex, which was facilitated by members of the Regional planning team, including the current MSAP Project Director. At the meeting, the MSAP Project Director provided an overview of the Magnet Schools Assistance Program (such as the goals, expectations, and requirements), and the steps that each school would need to take to support the planning effort. Out of that initial meeting, four principals expressed their interest in pursuing the magnet grant, while five principals turned down the offer. The 2007-2010 MSAP application that is being submitted will focus our collective energies on behalf of these four high schools, which we believe all have great potential for enabling the Region to live up to its long-standing commitment to desegregation.

Commitment of Schools to Magnet Planning Process

Each of the schools selected to participate in the magnet initiative then undertook a comprehensive, collaborative planning process in developing their magnet program, which unfolded over the next several months. To facilitate the process, schools were provided with copies of a School Based Planning Worksheet and with copies of staff and parent surveys to be distributed. To structure the process,

each school was asked to establish a magnet planning team comprised of teachers, administrators, staff developers, and parents, and to carry out several school-based planning activities to solicit the input of all key stakeholders in the design process.

As noted in the table below, each school also held at least one general faculty meeting for staff, one meeting with the School Leadership Team (SLT), and one or more meetings for parents, at which key ideas about the proposed magnet program were discussed and immediate feedback was given to the school-based magnet planning team. A summary of these informational presentations and attendance at these key meetings is provided in the table below.

Table 19

Informational Magnet Presentations to Staff and Parents

School	Date(s) of Faculty Mtg	Attendance	Date(s) of SLT Mtg	Attendance	Date(s) of PTA Mtg	Attendance
Bronx Center for Science and Mathematics	10/3/2006	16	4/19/2007	10	10/12/2006	13
	11/6/2006	16	6/6/2007	10	1/11/2007	16
					3/8/2007	7
					4/12/2007	9
Celia Cruz Bronx High School of Music	11/7/2006	34	10/16/2006	13	11/1/2006	25
			11/20/2006	12		
			12/18/2006	10		
			1/22/2007	11		
			2/17/2007	9		
Kingsbridge International High School	9/26/2006	11	3/22/07	19	3/22/2007	29
	1/23/2007	11				
	4/13/2007	11				
Mott Hall High School Bronx	8/21/2006	20	9/12/2006	7	10/19/2006	6
					11/15/2006	6

A Staff Survey was administered at these general faculty conferences, following the school planning team's presentation on the goals of MSAP and its ideas for the magnet school design. The Staff

Survey also asked about extent of agreement with MSAP objectives. A total of 60 principals, assistant principals, classroom teachers, subject area teachers, resource room teachers, guidance counselors, social workers, family workers, and other staff from all four magnet schools completed the surveys. As seen in the table below, the majority of respondents (at least 73%) placed either a high or medium priority on all of the MSAP goals. At least 95% of respondents placed high or medium priority on goals to *improve students' motivation and effort in school* (100%); *help all students meet state content and performance standards* (98%); *increase parental involvement in school* (95%); *increase the use of technology to support and enhance instruction* (95%); and, *increase students' awareness of difference careers in their areas of interest* (95%).

Table 20

Percentage of Staff Members at the Proposed Region One Magnet Schools Who Placed a High or Medium Priority on the MSAP Goals

Question	Indicated "High Priority"	Indicated "Medium Priority"
Recruit a more racially and ethnically diverse student population	33.9%	47.5%
Foster positive relationships among students from different ethnic, economic and linguistic backgrounds	58.6%	32.8%
Help all students meet state content and performance standards	81.4%	16.9%
Improve teachers' knowledge and use of new and innovative teaching strategies	43.1%	43.1%
Develop and implement innovative, theme-based curriculum	48.3%	39.7%
Increase teachers' use of alternative student assessment methods	32.8%	39.7%
Increase the use of technology to support and	58.6%	36.2%

Question	Indicated "High Priority"	Indicated "Medium Priority"
enhance instruction		
Improve students' motivation and effort in school	88.1%	11.9%
Increase parental involvement in the school	71.2%	23.7%
Increase students' awareness of different careers in their areas of interest	69.0%	25.9%

Staff members were also asked whether they felt that students at their school made friends with children of other races, cultures, and language groups, and the vast majority of the respondents (92%) indicated that they did. When asked if relationships between students and staff provide a positive atmosphere for learning, 93% agreed (68% *strongly*).

A Parent Survey was developed and administered within the context of several parent meetings facilitated by the schools' Parent Coordinators or administrators at times designed to maximize parent participation (e.g. mornings, after school, evenings). The Parent Survey, which was made available in a total of 10 languages, asked parents to identify the factors they value in choosing a school for their children; their level of agreement with the goals and objectives of the Magnet program (e.g., theme-based instructional program, strategies for outreach, scheduling for extended day programming). A total of 317 parent surveys were returned from the four target schools. As shown in the table below, the majority of respondents (at least 80%) placed either a high or medium priority on all of the MSAP goals. At least 95% of respondents placed high or medium priority on goals to *help all students meet state content and performance standards* (99%); *increase students' awareness of different careers in their areas of interest* (98%); *improve students' motivation and effort in school* (98%) and *increase the use of technology to support and enhance instruction* (96%).

Table 21

Percentage of Parents at the Proposed Region One Magnet Schools

Who Placed a High or Medium Priority on the MSAP Goals

Question	Indicated "High Priority"	Indicated "Medium Priority"
Recruit a more racially and ethnically diverse student population	44.8%	35.6%
Foster positive relationships among students from different ethnic, economic and linguistic backgrounds	57.0%	33.8%
Help all students meet state content and performance standards	88.9%	10.2%
Improve teachers' knowledge and use of new and innovative teaching strategies	74.9%	17.9%
Develop and implement innovative, theme-based curriculum	61.0%	32.3%
Increase teachers' use of alternative student assessment methods	59.4%	32.7%
Increase the use of technology to support and enhance instruction	71.0%	25.1%
Improve students' motivation and effort in school	86.6%	11.1%
Increase parental involvement in the school	65.1%	25.4%
Increase students' awareness of different careers in their areas of interest	78.2%	20.0%

On the survey, parents were also asked if their children made friends with children of other races, cultures, and language groups, and the majority of respondents (83%) indicated that they did. Ninety-three percent (93%) of parents at the four magnet schools agreed that the relationships between students and staff at their school provide an atmosphere for learning (73% agreed *strongly*).

In addition to these outreach activities, each planning team was required to complete a comprehensive School Based Planning Survey, which asked the schools to provide specific details on the following magnet school design elements:

- the magnet theme, the innovative instructional approaches to be used to implement the theme, enrichment after-school activities to complement and extend the magnet theme, and career awareness activities emanating from the magnet theme;
- outreach and recruitment strategies to be used to attract a diverse group of students to the school;
- the additional staff development that would be needed to successfully implement the magnet school design;
- proposed partnerships with external organizations in support of the magnet program; and
- the parent involvement initiatives that would be implemented to support the magnet theme.

To assist the schools in carrying out their planning efforts, the Project Director worked closely with the planning teams and provided support throughout the planning process. The resulting magnet school programs reflect the extensive teamwork that went into their planning, as well as the innovative ideas and solid commitment of the teams in establishing high quality educational programs.

(2.ii.) The Secretary determines the extent to which the applicant has identified other resources to continue support for the magnet school activities when assistance is no longer available.

A review of Region One's 2006-2007 reimbursable funding streams reveals the diversity of fiscal resources coming into the Region through both allocative and competitive funding streams as described in the following paragraphs:

- The single largest allocative grant the Region receives is through the No Child Left Behind Act of 2001 (NCLB), the federal government's flagship aid program for disadvantaged students. Title I funds support direct instructional initiatives in areas such as math, literacy, bilingual/ESL education, and early childhood education as well as professional development, parent involvement, and

school restructuring initiatives. The total Title I allocation for Region One for the current school year is $135,197,422.

- From the New York State Education Department, funds are allocated to the Region from the Pupils with Compensatory Educational Needs (PCEN) program, which supports services for English language learners (ESL and bilingual programs), Academic Intervention Services, and professional development. The total Region One PCEN allocation for FY '07 is $26,151,991: for Part 154 Bilingual Aid and PCEN LEP/ELL.
- Professional development is supported directly by various federal and state education department allocations (e.g., Title II-Part A, State Magnet). This year Region One received a Title II-A allocation in the amount of $1,275,000 for professional development in math and science and $3,662,953 in State Magnet funds.
- State and federal funds are allocated to enable the region to reduce class sizes in the early grades: $32,558,582 is allocated to Region One.
- Federal allocations through IDEA support direct instruction and professional development in the area of special education. Region One receives an IDEA allocation of $7,023,199.
- Funding for student support services includes the following allocations: $3,425,741 from city, NYSED and federal funds for substance abuse prevention and anti-violence program allocations, and $939 per capita allocation for programs for students in temporary housing.

Most of the allocations described above have typically been awarded on an annual basis, and may be expected to continue. Through effective resource coordination, these funding sources may be tapped to absorb the costs associated with keeping successful components of the magnet program alive after the MSAP grant expires, as has been done with previously funded magnet schools as well as other funded programs.

Moreover, the current Region administration has demonstrated an excellent track record in obtaining competitive grants from a variety of public and private funding sources. Recent grant awards include the following:

- Two grants were secured from the U.S. Department of Education's School Leadership Program, which, in combination with a five-year grant from the Wallace Foundation, have supported a full continuum of leadership development programs for teachers and administrators.
- An U.S. Department of Education Arts in Education Model Development and Dissemination Grant was secured to strengthen immersion of arts programs in interdisciplinary studies for Region One schools.
- The U.S. Department of Education awarded a Teaching American History Grant to support student understanding of history, civics, and participatory democracy for elementary, middle and high school students.
- The Enhancing Education through the Arts Grant was awarded by the New York State Department of Education to enrich the mathematics curriculum for Region One schools.

As highlighted in the Need for Assistance, one of the challenges facing new schools is that they must be very creative, resourceful and aggressive in securing resources to get their programs up and running. In the short time that the four proposed magnet schools have been in existence, the staffs have been quite successful in leveraging public and private resources to supplement their DOE budgets. For example, Kingsbridge International High Schools has secured a 21st Century Grant to support the garden project and the Sierra Club Grant to support outdoor education and character building. Their entire program is supported by a Bill Gates Foundation Grant. Celia Cruz has received grants from the Richard Tucker Foundation for music education and Disney Theater Productions.

As is evident in the preceding discussion, Region One has developed significant capacity at both the Region and school levels to aggressively pursue the resources necessary in order to implement high-quality programs serving students, staff, and parents. It is this organizational capability, coupled with the commitment to educational excellence that will enable us to institutionalize the most effective aspects of the magnet initiative at the conclusion of the 2007-2010 funding cycle.

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Region One (Bronx, NY)
Magnet Schools Assistance Program

Part III - Program Narrative

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Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **5364-Mandatory_R1_MSAP_Resumes.pdf**

Attachment 2:
Title: Pages: Uploaded File: **9079-R1_MSAP_Letters_of_Support.pdf**

Attachment 3:
Title: Pages: Uploaded File: **4867-_0425130726_001.pdf**

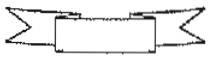
Attachment 4:
Title: Pages: Uploaded File: **8884-R1_MSAP_Deseg_Plan.pdf**

Attachment 5:
Title: Pages: Uploaded File: **9341-magnetcoverletter.doc**

Attachment 6:
Title: Pages: Uploaded File: **2627-Letter_of_Assurances.pdf**

Yvonne Torres

(b)(6)



Objective

To provide others in the educational field the expertise needed to develop a sound, instructional environment for students to flourish academically, emotionally and socially.

Education

1989	Certificate of Advanced Study Graduate School of Education	C.C.N.Y. Administration and Supervision
1978	Master Graduate School of Education	Fordham University Curriculum and Teaching
1975	Graduate Study Graduate School of Education Special Education Specialization	Herbert H. Lehman College 30 credits
1973	Bachelor of Science Biological Sciences	Herbert H. Lehman College Elementary Education

Licenses

July 2003	SDA	School District Administrator
1992	Supervisor	Supervisor of Bilingual Education
1991	Principal	Day Elementary School
1990	Assistant Principal	Elementary, Intermediate, Junior High School
1989	SAS	School Administration and Supervision
1976	Teacher	Bilingual C.B. (Spanish)
1974	Teacher	Early Childhood
1974	Teacher	New York State Certification, N-6

Yvonne Torres

Administrative Experience

February 2006 – present Regional Superintendent	Region One CSD Nine/CSD Ten
July 2003 – January 2006 Community Superintendent/ Local Instructional Superintendent	CSD Nine/Network Nine
July 2002- June 2003 Deputy Superintendent	CSD Six Curriculum and Instruction

Community School District Ten

Sept. 2000-March 2002	Lead Principal Coach -Mentored 14 Principals first year -Mentored 6 Principals second year
April 2002-June 2002	Principal, I.A., M.S. 399,
Jan.1997- June 2002	Principal, P.S. 291
May 1993- Jan. 1997	Assistant Principal, P.S. 291
Dec. 1, 1992- May 5. 1993	Assistant Principal, I.A. P.S. 291
July 1993-August 1999	Supervisor Extended Day & Summer
Sept. 1992-Oct. 1992	Principal, I.A., P.S. 51
Nov. 1991-Nov. 1992	Staff Developer, P.S. 280
Feb. 1989-Oct. 1991	Bilingual Coordinator P.S. 205
Sept. 1988-Jan. 1989	Administrative Intern, P.S. 94
1981-1988	Lead Teacher, P.S. 159

Teaching Experience

1991-1992	Extended Day and Summer
1974-1988	Bilingual Teacher, P.S. 159 3rd.- 6th. Grades
1982-1983	Resource Room Teacher
1974-1981	Bilingual Teacher, P.S. 59 3rd.- 6th. Grades
1970-1974	Educational Associate P.S. 94, kindergarten - fourth. Mathematics and Literacy

Professional Development

Lead Principal Coach Model, D. 10
Teaching Matters Inc, Principals' 2000
Principles of Learning, Lauren Resnick
Principal's Center at Harvard
Curriculum Mapping with Adelphi University & CSD10

Honors

Sept. 1998	During my Principalship P.S. 291 was removed from SURR list
June 1989	Graduated Danford Scholar, Administration and Supervision, CCNY
June 2002	Honoree A Celebration of Excellence A Salute to the Heroes of Education 2002

Sonia Menendez
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Home: (b)(6)
Cell:

EDUCATION:

City College of New York
New York, New York
Advanced Certificate in Administration and Supervision, 6/1990

Lehman College
Bronx, New York
18 credits in Special Education, 1982 – 84

Hunter College
New York, New York
M.S. Ed. In Bilingual Education, 6/1978

Dominican College of Blauvelt
Blauvelt, New York
B. S. in English/Elementary Education, 5/1975

PROFESSIONAL WORK EXPERIENCE:

Region One
Bronx, New York
Local Instructional Superintendent (2004 – Present)

- Responsible for supervising and coaching principals in improving student achievement.
- Worked collaboratively with principals and their school teams to explore ways to build a shared purpose in their schools and discuss best practices that will support and ensure increased student outcomes.
- Provided professional development to principals and school teams on developing Quality Curriculum, Principles of Learning, understanding and using data to improve student achievement, development and use of rubrics, implementation of a Balanced Literacy and Mathematics instructional program.
- Conducted Principal Performance Review for principals in Network 3.
- Served as Community Superintendent for District 10 (Sept. 2006 – Present)

PS 310 – District 10
Bronx, New York
Principal (1996 – 2004)

- Worked collaboratively with the school community to implement an instructional program that resulted in increased student achievement as evidenced by the school's removal from the SURR list in 1997.
- Coordinated a Curriculum Team which developed teacher study groups that informed curriculum, reviewed materials, identified best practices focused on student outcomes and assessed student work based on rubrics.
- Worked tirelessly with staff and parent leaders to train a cadre of parents to become parent volunteers, to enlist parents as active participants in the school's leadership team, to provide monthly literacy and mathematics workshops where parents were provided with hands-on strategies on how to help their children at home.
- Supported teachers in implementing instruction that focused on assessment, alignment with standards and increased student achievement.

Principal Coach – District 10

- Facilitated professional development and study groups with other principals on Standards, Principles of Learning, Guided Reading, Dual Language, Curriculum Mapping and writing Curriculum Calendars and Units of Study.

Principal Mentor – District 10

- Supported new principals in understanding their role as leaders and engaged in professional conversations that challenged their thinking in examination of instructional practice, innovation and best practices to support increased student outcomes.

PS 46 – District 10
Bronx, New York
Assistant Principal (1992 – 1996)

- Supervised first and second grades, ESL and Dual Language Program.
- Coordinated and conducted staff development on implementing a Balanced Literacy instructional program.
- Coordinated a teacher curriculum committee which developed a series of multicultural integrated thematic units.

Bilingual/ESL Staff Developer (1989 – 1992)

- Coordinated Bilingual, Dual Language and ESL programming for the entire school.
- Coordinated and conducted school wide professional development in bilingual and ESL methodology, strategies and techniques.

Bilingual/ESL Teacher (1980 – 1989)

- Taught a third grade class of English Language Learners following the Consent Decree guidelines.

Saint Luke's School
Bronx, New York
Fourth Grade Teacher (1977 – 1980)

- Taught a fourth grade class of students following the curriculum of the Archdiocese of New York

CERTIFICATION/LICENSES:

- New York State Permanent Certification in Administration and Supervision
- New York State Permanent Certification in Elementary Education (N-6)
- New York City Licenses: Principal in DES, JHS; Assistant Principal; Bilingual Common Branches; Common Branches; ESL; Early Childhood

RELATED PROFESSIONAL DEVELOPMENT:

- Teacher's College Literacy and Leadership Conferences
- Leaders Count – Summer Institute for Principals sponsored by DeWitt Wallace LEAD Grant
- District Ten Institute on Standards for Administrators
- Guided Reading Institute with Amy Oak – 12 hour institute on implementing Guided Reading
- District Ten Literacy Frameworks Training for Administrators
- Principal's Institute at Harvard University
- Fordham University Institute for Research on Supervision and Teaching
- Whole Language Institute – implementing a Balanced Literacy Program

REFERENCES:

Upon Request

FRANK C. PALIOTTA

(b)(6)

SUPERVISORY EXPERIENCE

February 1, 2006 - Present	**Community Superintendent, Community School District 9**
July 2003 – Present	**Local Instructional Superintendent New York City Department of Education Region One Learning Support Center, Bronx, New York**
September 2001- June 2003	**Deputy Superintendent – Curriculum and Instruction Community School District 11, Bronx, New York**
June 1994 – August 2001	**Principal Public School 76, The Bennington School Community School District 11, Bronx, New York**
January 1994 – May 1994	**Assistant Principal Public School 83 (K -8), Donald Hertz School Community School District 11, Bronx, New York**
September 1992 - January 1994	**Interim Acting Principal Middle School 127, The Castle Hill School Community School District 11, Bronx, New York**
September 1991 – June 1992	**Interim Acting Principal Middle School 135, Frank D. Whalen School Community School District 11, Bronx, New York**
September 1989 – June 1991	**Assistant Principal Middle School 127, The Castle Hill School Community School District 11, Bronx, New York**
September 1988 – June 1989	**Supervisor of Special Education Public School 83, The Donald Hertz School Middle School 127, The Castle Hill School Community School District 11, Bronx, New York**

TEACHING EXPERIENCE

September 1998 – Present	**Adjunct Professor, Graduate Program of Education Manhattan College**
September 1979 – June 1988	**Crisis Intervention Teacher Middle School 127, The Castle Hill School Community School District 11, Bronx New York**
September 1972 – June 1978	**Special Education Teacher Middle School 127, The Castle Hill School**

Community School District 11, Bronx New York

October 1970 – June 1972 — Teacher of Language Arts and Social Studies
Middle School 127, The Castle Hill School
Community School District 11, Bronx New York

PROFESSIONAL ACCOMPLISHMENTS

Balanced Literacy

- Coordinated and supervised District 11's balanced literacy initiative in elementary and middle schools.
- Organized and directed professional development for supervisors and teachers.
- Coordinated and supervised activities of literacy consultants in schools (A.U.S.S.I.E, MONDO/BEL, Voyager.
- Facilitated literacy workshops for parents.
- Supported the implementation of the Comprehensive Approach to Balanced Literacy initiative in the Network schools (K-8).

Mathematics

- Responsible for the district-wide implementation of Everyday Mathematics, TERC and Math in Context in District 11 schools.
- Coordinated and directed mathematics professional development for supervisors and teachers including study groups for supervisors.
- Facilitated mathematics workshops for parents.
- Supported the implementation of the Comprehensive Approach to Balanced Math initiative in the Network schools.

Content Area Literacy

- Responsible for the district-wide supervision and implementation of the Teaching American History Grant.
- Coordinated the implementation of the Network's Content Area Literacy initiative.

Assessment

- Promoted and supported the concept of data-driven school.
- Designed and implemented the Student Assessment Management System (SAMS), which incorporates a variety of assessment tools including ECLAS, DRA and WRAP.
- Presented workshops to supervisors and staff developers which focused on date driven instruction and conferencing techniques.

Professional Development

- Organized and supervised the District's Mid-Level Supervisor's Institute.
- Conducted workshops with a focus on data, contend and classroom practice.
- Established Elementary School Principals' Network, a monthly cohort designed to provide professional curriculum in a risk- free setting.

AWARDS

1993	Educator of the Year – Presented by Children Are Precious, Inc.
1999	The Michael Tomasetti Principal's Aware – Presented by the Forum of Italian American Educators
1999	Supervisor's Award – Presented by the New York City Department of Education
1999 – 2000	C.S.A. Performance Incentive
2000 – 2001	CSA Performance Incentive

EDUCATIONAL BACKGROUND AND DEGREES

1994	Certification in Supervision and Administration College of New Rochelle, New Rochelle, New York
1979	M.S. in Special Education College of New Rochelle, New Rochelle, New York
1973	MS in Education Iona College, New Rochelle, New York
1970	B.A. in Social Studies Pace University, New York, New York

LICENSE AND CERTIFICATION

September 2001	New York State School District Administrator

REFERENCES Will be provided upon request

EDISON TEANO JR.

(b)(6)

eteano@schools.nyc.gov

EXPERIENCE:

2/05- Present

REGION ONE LEARNING SUPPORT CENTER
REGIONAL INSTRUCTIONAL SPECIALIST, MATHEMATICS HIGH SCHOOL

- Currently plans, designs, implements, and evaluates program services to meet high school mathematics needs of Region One students.
- Provides professional development services to increase the high school mathematics instructional and learning capacity of Region One teachers, coaches, assistant principals, and principals.
- Facilitates Assistant Principal of mathematics meetings to plan, evaluate, and implement services to assist each school meet its graduation, participation, and Regents accountability performance indicators.
- Collaboratively designed, developed, and implemented a web-based, database template to assist schools to monitor their professional development, Regents cohort- accountability, and student services.
- Improved and expanded the quality and quantity of the mathematics services offered directly to the schools in one year.
- During my first year as RIS of High School mathematics, the number of students performing at Level 3 in the Math A Regents exam increased by 25.5% compared to the previous year
- During my first year as RIS of High School mathematics, the number of students performing at Level 3 and Level 4 in the Math A Regents exam increased by 14.5% compared to the previous year
- Collaboratively designed and implemented a Lab site at two school campuses.
- Collaboratively designed and implemented a Regional Math A, interim assessment calendar to inform schools of exam dates, data gathering, reports, and professional development services to address the specific needs of each individual school.
- Commissioned the development of a pilot project to collect data on each individual question of the January 2006 and June 2006, Math A, Regents exam.
- Developed a Mathematics Handbook and a web-based student attitudinal evaluations to assist schools improve student services.
- Initiated and supported the establishment of a school-college collaboration at one of our Region One, Middle-High School, to assist students obtain college credits while in high school
- Provides guidance and support to two pre-college, pre-engineering programs that enroll over 100 high-achieving students from Region One
- Developed a student and staff evaluation, support/retention, and accountability system to support the work of students, teachers, and supervisors during the 2006 summer school program.
- Plans, develops, and offers professional development services to teachers, coaches, assistant principals, principals, and parents

utilizing teaching and learning concepts from James Stigler's Lesson Lab program, College Board, Understanding by Design (UBD), Quality Teaching for English Language Learners (QTEL), Learner Centered Initiatives (LCI), and TI Graphing Calculators

2/97-1/05

HOSTOS COMMUNITY COLLEGE, BRONX, NEW YORK
STEP/PROYECTO ACCESS PROGRAM; DIRECTOR

- Administered a nationally and state recognized, NASA and New York State Education Department funded, pre-college, pre-engineering program for economically disadvantaged, highly motivated, secondary school students with the potential to become scientists and engineers.
- Recruited at least 200 students and hired over 25 teachers, tutors, and junior tutors every year.
- Trained staff on program objectives, curriculum implementation, and program evaluations.
- Managed and maintained program budgets, and finances.
- Managed and supervised faculty assignments, daily instruction, and student evaluation.
- Prepared and published annual reports.
- Presented program results to the college, NASA, State Education Department, and program partners.
- Wrote proposals, created community-program collaborations, advisory board, parent advisory group, and raised funds for the program.

09/01-1/05

HOSTOS LINCOLN ACADEMY OF SCIENCE HIGH SCHOOL, BRONX, NEW YORK
MATHEMATICS DEPARTMENT; COORDINATOR

- Directly managed and supervised the mathematics department of the high school.
- During my tenure as head of the mathematics department, the school was both a Blue Ribbon School of Excellence and a Department of education exempt school.
- The department increased the number of students enrolled in Pre-Calculus courses.
- Designed, implemented, and monitored a math department excel program to monitor students' mathematics progress throughout their high school years.
- Developed a math department handbook for both faculty and students.
- Planned and provided staff development opportunities for the entire department.
- Advised the principal on the preparation of teachers' and students' programs.
- Structured the mathematics classes, facilitated meetings, initiated instructional and curriculum development collaborations among faculty, and scheduled science, math, technology related trips to local universities
- Placed exceptional mathematics students at Hostos Community College, College Now program.

09/99-Present

HOSTOS COMMUNITY COLLEGE, BRONX, NEW YORK
MATHEMATICS DEPARTMENT; ADJUNCT FACULTY

- Currently teaches from Elementary Algebra to Pre-Calculus courses.
- Consistently has received very high ratings on the students' evaluations

09/99- 2001 **THE BRONX HIGH SCHOOL OF SCIENCE, BRONX, NEW YORK**
MATHEMATICS DEPARTMENT; TEACHER

- Taught Integrated Mathematics Course II, Integrated Course III, and Computer Literacy.

09/94 – 6/99 **WINGS ACADEMY HIGH SCHOOL, BRONX, NEW YORK**
MATHEMATICS DEPARTMENT; TEACHER

- Developed, a hands on, interdisciplinary, project oriented curriculum to meet students' educational needs each year.
- Organized a trip to NASA to expose students' to NASA's mission and objectives.
- Initiated the establishment of a WINGS ACADEMY-FORDHAM UNIVERSITY (STEP) partnership to provide to our college bound students a variety of challenging courses taught by college staff at Fordham University.
- Developed a mentor teacher program.

09/89 – 05/97 **FORDHAM UNIVERSITY, BRONX, NEW YORK**
STEP PROGRAM; MATHEMATICS TEACHER

09/93 - 09/94 **MIDDLE SCHOOL 113, BRONX, NEW YORK**
MATHEMATICS/COMPUTER DEPARTMENT; TEACHER

09/93 - 09/95 **New York STATE EDUCATION DEPARTMENT,**
TEACHER OPPORTUNITY CORPS (TOC);
STUDENT STEERING COMMITTEE MEMBER

- Developed programs and activities to enhance the educational and professional development of new teachers in addressing the educational needs of students at risk due to academic failure and of truancy statewide.

09/88 - 09/93 **INTERMEDIATE SCHOOL 116, BRONX, NEW YORK**
MATHEMATICS DEPARTMENT; TEACHER
SCHOOL PLANNING COMMITTEE, CHAIRMAN

- Taught 6-8 mathematics and science courses to both mainstream and bilingual students
- Ensured broad participation from administrators, teachers, parents and non-pedagogical staff to review, adapt, and create curricula to guide student expectations towards meeting high standards.

EDUCATION:

Fall 2004 Advanced Certificate in Administration and Supervision, City College, City University of New York.

1989 - 1993 M.S. Education, City College, City University of New York, New York.

1985 - 1987 B.S. Electrical Engineering, University of Maryland, College Park, Maryland.

1982 - 1985 A.A. Engineering Transfer, Anne Arundel Community College, Arnold, Maryland.

HONORS:

2001-2005	Honored by the City University of New York for "Receiving Major Awards that Benefit The City University of New York."
1999	Received the New York Times "Teacher Who Makes A Difference Award"
1993	Graduated with honors from the Graduate School of Education at City College, City University of New York.
1993	Awarded the Graduate Research in Education Award at City College, City University of New York.
1988	Rookie Teacher of the Year Award at Intermediate School 116, Bronx, NY
1985	Graduated with honors from Anne Arundel Community College, Arnold, MD

CIVIC:

Presenter at two Department of Education, Math-Eli symposiums conducted during the 2005-2006 academic year
Youth Counselor, Church of Santa Maria
New York Chapter Knights of Columbus, Bronx, New York
Hispanic Alumni Association, City College, City University of New York
Panelist at NACME's FORUM 2000 conference
Panelist at NASA's Hispanic Heritage Celebration
Panelist at the 33rd Annual Legislative Conference of the New York State Association of Black and Puerto Rican Legislators.

COMPUTER KNOWLEDGE:

Programming: C++
Software: Geo-Sketchpad, Microsoft Excel, Microsoft Word, Access, Power-Point

LANGUAGES:

CERTIFICATION: New York State License in School District Administrator (SDA),
New York State License in School Administration and Supervision (SAS)
New York State and New York City Regular Licenses:
Mathematics DHS (File#655890), Bilingual Extension (Spanish)
Fluent in spoken and written Spanish and English.

EDWARD TOM

(b)(6)

School (718) 992-7089 x1081 Mobile (b)(6) E-mail: (b)(6)

PROFESSIONAL EXPERIENCE

7/05 – present

BRONX CENTER for SCIENCE & MATHEMATICS HIGH SCHOOL, Bronx, NY

Founder & Principal

- Responsible for design and implementation of a new small high school grades 9-12
- Responsible for the recruitment of incoming 9th graders from throughout New York City
- Responsible for the hiring and training of teachers, support staff, guidance counselor and social worker.
- Responsible for designing and implementing policies and procedures for school governance
- Responsible for establishing parent outreach programs
- Responsible for designing and implementing parental involvement initiatives
- Responsible for scheduling and monitoring an annual school budget of $1.5 million
- Established annual student, parent and staff orientations
- Established partnerships with Dartmouth College and City College of New York
- Established partnerships with community-based organizations to support after-school programs
- Established partnerships with community private schools to offer community service opportunities

7/03 – 7/05

REGION ONE LEARNING SUPPORT CENTER, Bronx, NY

Regional Instructional Specialist – Mathematics Grades 9-12

- Responsible for training mathematics coaches and teachers in Region One
- Responsible for planning for the implementation of the new citywide and regional initiatives
- Responsible for planning and organizing short-term and long-term regional professional development
- Responsible for the Regional District Comprehensive Educational Plan (RDCEP) in mathematics
- Responsible for the District Comprehensive Educational Plan (DCEP) in mathematics
- Responsible for planning professional development conferences for principals, assistant principals, math coaches and teachers.
- Participated in regional planning meetings with the instructional administrative staff.
- Participated in the Department of Education training on the new mandated mathematics programs.
- Served as the regional liaison for evening high school in Region One.
- Served on the C-30 interviewing committee for the appointments of regional administrators.

6/02 – 7/03

COMMUNITY SCHOOL DISTRICT #6, New York, NY

District Mathematics Facilitator - Grades 5-8

- Conducted workshops for District #6 Principals.
- Conducted demonstration lessons for new teachers
- Conducted workshops on effective standards-based instructional strategies
- Conducted workshops for school-based math staff developers
- Responsible for training middle school teachers in the Math In Context curriculum.
- Responsible for observations and conferencing with 20 teachers in 4 corrective action middle schools
- Developed collaborative math teams by grade in 4 middle schools in 2002-2003
- Facilitated focus group meetings to discuss best practices
- Developed short-term and long-term goals with Principals and AP's regarding math instruction

	• Implemented the Math Peer Tutoring Program at I.S. 90 and I.S. 218
2/99 – 6/02	**MANHATTAN CENTER for SCIENCE & MATHEMATICS, New York, NY** *Permanent Certified Teacher- Mathematics 7-12* • Program director & founder of the Math Peer Tutoring program at MCSM • Supervise 50-70 tutors and students for the Math Peer Tutoring after-school program daily • Presented the Math Peer Tutoring program to NYC School Chancellor & Superintendents • Responsible for the mathematical and social development of high school students • Prepared daily lesson plans and bi-weekly exams • Prepare students annually for the New York State Regents Exam • Offered tutoring to students during prep periods, lunch, and after school • Developing a teaching style to incorporate visual aids (ie. overhead projector and graphing charts)
EDUCATION	**BARUCH COLLEGE – Aspiring Leaders Program, New York, NY** School District Administration (SDA) Certified School Administration and Supervision (SAS) Certified *Cumulative GPA – 3.9* **COLLEGE of MOUNT SAINT VINCENT, Riverdale, NY** Master of Science in Multicultural Urban Education - May 2001 *Cumulative GPA - 4.0* **BINGHAMTON UNIVERSITY, Binghamton, NY** Bachelor of Science in Business Marketing Management - May 1992
AFFILIATIONS	Association for Supervision and Curriculum Development (ASCD) National Council of Teachers of Mathematics (NCTM) The Association of New York City District Mathematics Supervisors/Directors/Coordinators
REFERENCES	Available upon request

William Rodriguez, Ed. D.

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Education

Doctor of Music Education, Teachers College, Columbia University, NYC, 2003

Master of Music Education, Lehman College, CUNY, 1999

Specialist Diploma Supervision & Administration, Queens College, CUNY 1990

Master of Education, Lehman College, CUNY, 1985

Bachelor of Arts, Lehman College, CUNY, 1981

Employment

Founder and Principal, Celia Cruz Bronx High School of Music — 2003- Present

- Prepared and submitted a successful proposal to the New York City Department of Education to open a Bronx high school of music
- Responsible for all duties of Administration and Supervision of a public high school with New York State and New York City Departments of Education
- wrodrig2@schools.nyc.gov

Assistant Principal of the Arts, DeWitt Clinton High School — 1997-2003

- Supervise Music and Visual Art instruction
- Create sequential programs in the Arts
- Establish Concert Bands and Choruses
- Provide professional development

District 10 Bronx, New York Music Facilitator — 1996-1997

- Oversee music program District wide
- Provide professional development

Assistant Director / Teacher / Bronx borough wide ESL Middle Schools Music Program — 1989-1996

Music Teacher / District 8 / Public School 138 — 1982-1989

Organist / Choir Director / Fort Washington Heights Presbyterian Church — 1979-Present

Pianist / Johnny Pacheco Orchestra — 1994-Present

Professional Associations

- American Federation of Supervisors and Administrators (AFSA)
- Council of Supervisors and Administrators (CSA)
- Music Educators National Conference (MENC)
- New York State School Music Association (NYSSMA)
- American Federation of Musicians Local 802 NYC (AF of M)

Honors and Activities

- Lehman Urban Teacher Education (LUTE) Award presented by the Division of Education / Lehman College CUNY to individuals who have made outstanding contributions in urban education promoting justice and equity 2006
- NYC Leadership Academy 2003
- USA, European, Caribbean, South and Central American Music tours with the Johnny Pacheco Orchestra, Machito Orchestra, Conjunto Libre and others.
- Pianist on several concert tours with Celia Cruz since 1976
- Pianist on Grammy winning album Celia Cruz "La Negra Tiene Tumbao" on SONY 2002 Recorded in New York City
- Pianist on Grammy winning album MACHITO and his Salsa Big Band on Timeless Label 1982 Recorded in Utrecht, Holland.

Additional information and references available

DAVID TINAGERO

(b)(6)

E-MAIL – dtinagero@schools.nyc.gov

OBJECTIVE

An administrative position utilizing my skills working with people and implementing curriculum

SUMMARY OF QUALIFICATIONS

- A self motivated and organized professional skilled in orchestrating tasks and details to achieve project goals
- A clear communicator, able to create engaging and interactive training for diverse audience
- A dedicated team player, committed to providing high quality support and excellent problem-solving skills to all organizational levels

ADMINISTRATIVE EXPERIENCE

7/05 – Present New York City Department of Education Bronx, NY
Founding Principal, Mott Hall Bronx HS

- Wrote and implemented concept and design of school
- Hired and trained all members of staff
- Developed all content area curriculum in partnership with teachers
- Designed and implemented a credit bearing freshman internship program
- Worked with parents, students, staff and community members to ready the school to implement both instructional and structural initiatives designed to meet students at their level
- Provided the instructional leadership necessary to align the school's supervisory practices with standards-based education.
- Established a set of student supports for students below standard which were alternative in nature and designed to facilitate both credit recovery and reading improvement
- Established a School Council that shared decision making with the principal in a variety of domains.
- Researched, planned and implemented the International Baccalaureate Diploma program for high school students (in process).

7/03 – Present New York City Department of Education Bronx, NY
Regional Instructional Specialist

- Designed and implemented literacy initiatives to build coherence across the region
- Planned, coordinated and implemented Balanced Literacy professional learning for principals, assistant principals, coaches, teachers and the region staff to improve academic achievement
- Collaborated with Local Instructional Superintendents to ensure implementation of Balanced Literacy and effective pedagogical practices
- Responsible for supporting schools to develop and implement literacy curriculum plans
- Collaborated with regional staff to build coherence with partnerships and consultants
- Informed schools of City and State mandates and policies
- Regional liaison to Department of Education

6/02 – 6/03 Dobbs Ferry High School Dobbs Ferry, NY
Humanities Team Leader

- Planned and coordinated team trips, meetings, and various programs
- Facilitated and implemented sophomore English curriculum
- Collaborated on the development of an Alternative High School
- Reviewed and processed various tam concepts and designs
- Created an atmosphere conductive to collegial communication and professional discussion

9/00 - 6/01 Larchmont Yacht Club Larchmont, NY
Director

- Built and trained a team of fifty childcare employees in an educational setting
- Increased team strength and ability through various team building activities
- Oversaw all aspects of budget and supervision
- Responsible for master scheduling and assignments
- Created team member training resulting in issue resolution and improvement in team cohesiveness

1/02 – 1/03 Dobbs Ferry High School Dobbs Ferry, NY
Administrative Internships I & II

- Trained colleagues in software and email implementation for the Humanities team
- Observed the negotiating process between union and management
- Strengthened various administrative skills through interviews and observations
- Participated in the Middle States Planning Committee, the Pupil Personnel Committee, and an Interview committee
- Performed informal weekly observations of teachers in various disciplines

TEACHING EXPERIENCE

4/01 – 6/03 Dobbs Ferry High School Dobbs Ferry, NY
English Teacher, Grades 9 & 10

- Created and implemented dynamic lesson plans which moved logically through knowledge based information into higher levels of critical thinking
- Design and administered across-curricular lessons
- Employed various genres to explore themes, archetypes and literacy devices to promote critical thinking and analysis
- Worked closely with inclusion teachers to acidulate goals and learning objectives to classified and non-classified students
- Solidified and expanded ninth and tenth grade curriculums

7/00 – 4/01 Middle School 181 Bronx, NY
English Teacher, Grade 8

- Developed differentiated instruction to meet the needs of individual learners
- Collaborated on interdisciplinary teaching teams to incorporate real life experience into the classroom
- Utilized a thematic approach to incorporate literature, vocabulary, and writing skills within the English curriculum
- Created lesson plans to meet state standards
- Prepared students with the necessary skills to successfully complete the New York State Language Arts Exam

6/97 – 6/00 Green Chimneys School for Children Brewster, NY
Classroom Teacher

- Taught self contained class of fifteen emotionally disturbed students
- Implemented interdisciplinary units with Language Arts and History
- Reviewed and developed twelve month IEP's for all students
- Shaped intense peer editing workshops
- Taught literacy skills to students of varied academic and socioeconomic backgrounds

EDUCATION

5/00 M.A. English Mercy College

- Graduated with distinction
- 5/00 Provisional Secondary English Certification

12/02 M.S. Education Supervision and Administration

- Graduated with distinction
- SAS/SDA Certification

9/00 Therapeutic Crisis Intervention

Ronald E. Newlon

(b)(6)

Home: (b)(6)
(b)(6)

EDUCATION

Master of Arts, Educational Administration
New York University **2004**

Master of Arts, Secondary Science Education
(Chemistry & General Science 7-12)
Goldman Sacs Fellow
New York University **2002**

Bachelors of Science, Biology
The College of Staten Island **1991**

RELEVANT EXPERIENCE

Founding Principal
Kingsbridge International High School **2005-Present**

- Wrote and defended concept paper to establish Kingsbridge International.
- Hired faculty and formed learning community.
- Attended year long University of Pennsylvania Principals' Leadership Institute.
- Worked with staff to develop rubrics that will be used to reflect on professional practices.
- Participated in one year of Learning to Lead sponsored by the professional development learning community of Region One.
- Supported and implemented professional development on Understanding by Design and Language Integration and Language Development.

New Leaders for New Schools Resident Principal
Eleanor Roosevelt High School
Manhattan International High School **2004-2005**

- Worked to collect data from a group of mathematics students to make instructional modifications to increase student performance.
- Worked with the science department to increase student outcomes by instituting a procedure of sharing best practices.
- Shadowed principal to learn daily operations of a NYC public high school.
- Learned methods of classroom observations that will allow teachers to develop pedagogical skills and increase student outcomes.

Assistant Principal Supervision Math/Science, I.A.
University Neighborhood High School **2003-2004**

PR/Award # U165A070046

- Observed classes of Math and Science and discussed with teachers effective ways of improving instruction so that all students in the class can be served appropriately. I discussed personal pedagogical goals with teachers and helped them to set goals that are in the best interest of students. I met with teachers to foster accountable talk in science and math classes and arranged for teachers to participate in staff development meetings.
- Developed a "Math Focus" team to design and institute strategies to improve math instruction and student outcomes.
- Increased the passing rate of the Math A Regents: Mathematics teachers worked with me to implement the new Prentice Hall NYC Math A curriculum. The new Math A curriculum was implemented. I arranged for master teachers to demonstrate outstanding classroom practices to other teachers in the school.
- Began "Modified Japanese Lesson Study". This model allowed needed time for reflection on good pedagogical practices and allowed time for feedback and synthesis of material and resulted in better classroom instruction.
- Produced Living Environment and Chemistry laboratory manuals and kept the Laboratory manual as a "fluid" document that was updated on a yearly basis. The yearly updating of the manual will allow the teaching of the Laboratory to remain up-to-date and allowed activities to be added that increased student performance on the Regents exams.

Supervisor Saturday Academy
University Neighborhood High School **2003-2004**

- Worked with teachers, security and the custodian to maintain a safe and productive learning environment.
- Organized laboratory activities in order for students to meet NYS regents requirements
- Made outreach to parents via letters and phone calls to increase student attendance

Math Coach
University Neighborhood High School **2003-2004**

- Worked on strengthening the UNHS Curriculum Teams for Science, Math and The Garden Project: This has been accomplished by working with teacher teams and by arranging professional development workshops. I conducted staff workshops during Tuesday planning time with the Region's lead coach.
- Worked with a Retired assistant principal to help me sharpen my skills of mathematics observations.
- Worked with the literacy coach and ordered books that were appropriate for math/science classroom libraries. I worked with the literacy coach to place "Seed People" and "West Nile Virus" appropriately in the curricula.

Program Chairperson
University Neighborhood High School **2001-2004**

- Piloted the use of HSST for Region 9. I worked with my new liaisons and I trained the staff to access and to make use of the new HSST applications. I made a successful transition between terms using HSST and I updated transcripts. I also set up systems that could be easily followed by the new programmer.

United Federation of Teachers Chapter Chairperson
University Neighborhood High School **1999-2004**

- Served as a member of the School Based Leadership Team. I was the Chairperson of the SLT's Budget Committee. I attended the SLT retreat and I brought the concerns of the SLT back to the teachers.
- Served as a Member of the Principal's Cabinet, the Principal's Advisory Board, and the Least Restrictive Environment (LRE) Committee. I was also a member of the School Based Option's hiring committee.
- Successfully negotiated all teacher disputes and I never had a teacher file a grievance.

Teacher, Living Environment, Advanced Placement Biology
University Neighborhood High School **2003-2004**

- As a founding teachers I Helped to Write the school Mission and Vision
- Supervised student teachers and Psychology Interns
- Member of Curriculum Team and I wrote Curriculum for Manhattan Superintendent
- Member of the superintendent's Project Based Learning Committee. I worked with the staff and students to construct a school garden and a multidisciplinary Monarch Butterfly unit.
- Organized and executed field trips
- Completed "Schools Attuned" Professional Development and Service Program
- Certified Violence Prevention Trainer
- Coached Boys Bowling

Teacher, PM School
University Neighborhood High School **1999-2003**

- Tested Living Environment Laboratories for NYS Board of Regents
- Served as the Wireless Internet Coordinator

Transitional Dean
Seward Park High School Annex **1998 -1999**

- Served as Staff Advisor for Superintendent Suspensions
- Member of Hall Patrol Sweep Team and a member of Safety and Security Committee

Teacher/Computer Coordinator
Seward Park High School Literacy Academy **1998 -1999**

- Worked on integrating more technology into the classroom by incorporating professional development instructional strategies such as the use of manipulative, the use of graphing calculators, mathematics software to increase student achievement. I encouraged teachers to use the computer labs to enhance instruction. I also encouraged teachers to use more technology in their daily lives and I encouraged the use of electronic grading and communication via email. I supported the teachers in acquiring new technology and manipulatives for their classrooms.
- Used portfolio assessment and student centered learning activities. Worked with small groups of students to develop literacy through science.

Teacher, Biology, Living Environment, Earth Science
Seward Park High School **1993 – 1999**

- Piloted Living Environment Regents for New York State
- Established the Earth Science Program
- Trained and served as a mentor
- Senior Trip and Prom Chaperone
- Member of Executive Council Served as Buddy Teacher

Teacher, P.M. School
Seward Park High School **1994 – 1999**

- Developed the curriculum for PM Ecology

Teacher
New York City Summer School **1996 – 1999**

- Worked with groups of repeating students to gain mastery of Regents level science.

ACCREDIDATIONS

- New York Public Schools Certificate
  School District Administrator
- New York Public Schools Certificate
  School Business Administrator
- New York Public Schools Certificate
  School Administrator/Supervisor
- Principal of a Day High School (Conditional)
- Principal of an Independent Alternative High School (Conditional)
- Principal of Special Education Schools (Conditional)
- Principal of a Junior High School (Conditional)
- Principal of a Day Elementary School (Conditional)
- New York Public Schools License Teacher of Biology and General Science In Day High Schools

PROFESSIONAL MEMBERSHIPS

- CSA

- Kappa Delta Pi
- American Federation of Teachers
- American Association for the Advancement of Science
- Mentor Teacher Internship Program
- National Association of Science Teachers
- National Notary Association
- American Horticultural Society
- The Nature Conservancy
- The National Arbor Day Foundation

Blanca I. Quiñones

(b)(6)

EMPLOYMENT HISTORY:

8/04 – present
Bronx Regional
Operations Center
New York City
Department of

Senior Grants Officer

As the senior grant officer, responsibilities include the planning and management of state, Federal, competitive, and private fiscal resources, and the development of program evaluation designs. Technical support is provided to 140 schools in the areas of grant writing, acquisition, management of grant-based awards, compliance and monitoring of guidelines and rules and regulations of categorical and non-categorical grants. The senior grants officer (1) works closely with the regional superintendent, operations staff, and grant writers, (2) acts as the primary, regional liaison to city, state, and Federal funding agencies, and (3) provides fiscal expertise in the development of instructional plans, including the development of funding matrices.

7/03 – 7/04
Bronx Regional
Operations Center
New York City
Department of

Budget Officer

As the budget officer, responsibilities include oversight of approximately 129 elementary schools, middles schools, and high schools with over $600 million in city, state, and Federal funds. Duties also include the following:

- Supervision of staff responsible for fiscal forecasting, optimizing revenues, monitoring expenses, analyzing reports, and understanding financial trends;
- Developing and conducting training sessions on school-based budgeting for regional budget team members, principals, school business managers, and appropriate staff;
- Providing technical support to the region in the development of the budget component of the CEP;
- Providing support to instructional team members as it relates to budget planning for grant applications;
- Generating monthly and quarterly financial reports for budgetary analysis of schools;
- Working closely with the Division of Budget Operations and Review; and

- Directly supervising a budget analyst who provides support to the Senior Grant Officer, as well as working closely with the Senior Grant Officer by generating reimbursable financial reports by grant and school, and monitoring the appropriate use of reimbursable funds.

8/97 – 6/03
Community School District Seven
New York City

Director of Operations

As the chief financial administrator, with wide latitude for independent judgment, responsibilities include administering and managing over $100 million in city appropriations, state, Federal and private grants, and supervising a staff of ten performing various administrative functions in the areas of budget administration, business, funded programs, personnel and school facilities.

- Monitor the progress of capital projects and school facility issues with the District Plant Manager and School Construction Authority liaisons
- Prepare special reports as per the Superintendent's and Deputy Superintendent's request
- Project student register fluctuations due to zoning patterns, community housing projects, and closing and opening of schools
- Monitor the district's financial condition via the Budget Variance Reports, Galaxy 2000, FAMIS, and EIS
- Develop finance manuals and allocation binders
- Coordinate and conduct Galaxy Express and financial training sessions with school based staff, district administrators, and staff developers
- Participate in policy decision-making in executive cabinet meetings
- Participate in the C-30 process as the superintendent's designee
- Approve and monitor Community Based Organizations' collaboration with schools via the Partnership Advisory Committee.
- All of the above is performed in accordance with the Standard Operating Procedures Manual, the Chancellor's Regulations, and the New York State Education Law

3/91 – 7/97
Citywide Programs, District 75
New York City Board of Education

Director of Finance and Budget

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Responsibilities include administering and monitoring over $300 million in city appropriations and state and Federal grants and supervising a staff of sixteen performing various budget administrative and accounting functions.

- Developing school allocations, workshops, and training sessions
- Preparing and submitting special reports as requested by the Deputy Superintendent and the Office of Budget Operations and Review (OBOR)
- Preparing budget requests
- Participating in policy decision-making involving OBOR, the Office of Funded Programs, and the Office of Management and Budget
- Establishing internal controls to ensure compliance with the Standard Operating Procedures Manual, the Chancellor's Regulations, and the education law.

1/88 – 2/91
Division of High School Unit, Office of Budget Operations and Review

Supervisor Budget and Policy Analyst
Primary responsibilities range from monitoring over one billion dollars in city appropriations and Federal and state grants to responding to inquiries from the New York City Office of Management and Budget, the Division of High Schools, and non-profit organizations.

- Managing and supervising staff in the preparation of budget requests, initial budgets and modifications, and fiscal and expenditure analysis reports.
- As it pertains to labor relations, collective bargaining, and personnel issues, staff is supervised in reviewing the position control file, personnel action forms, and headcount and payroll reports for both pedagogical and non-pedagogical positions.
- With latitude to exercise independent judgment, and decision-making, all duties and responsibilities in the above areas of education administration are performed in accordance with the Elementary and Secondary Education Act and Federal and state education laws.

EDUCATION:

May 1983	Russell Sage College M.S., Public Administration	Troy, New York
May 1980	Colgate University B.A., Spanish Language Mathematics Minor	Hamilton, New York

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TECHNICAL SKILLS:

Galaxy 2000, Galaxy Express, FAMIS, ATS, EIS, Budget Variance Report, RMDS

Microsoft Excel, Microsoft Publisher, Microsoft Word Processor, Microsoft Outlook
Microsoft Power Point

AWARDS:

1993	Institute for Educational Leadership Fellowship
1983	New York State Senate Legislative Fellowship
1978-1980	Colgate University Scholarship

PUBLICATIONS:

"Campus Child Care Centers." New York State Senate Higher Education Committee Report, 1983.

"1983 Legislative Annual Report." New York State Senate Higher Education Committee Report, 1983.

REFERENCES:

Available upon request.

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Nicole A. Tiné-Collazo

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CERTIFCATIONS & LISCENCES

School District Administrator
School Administration and Supervision
E.A. Senior Curriculum Development Coordinator Instructional Specialist
Principal of Elementary, Intermediate and Junior High Schools
Assistant Principal of Elementary, Intermediate and Junior High Schools
Teaching English to Speakers of Other Languages K – 12

PROFFESSIONAL EXPERIENCE

NEW YORK CITY DEPARTMENT OF EDUCATION, REGION ONE
Regional Instructional Supervisor for English Language Learners, Oct 2005 – present

- Develop Regional philosophy and vision for ELL Team and ELL students
- Oversee the ELL programs Region-wide
- Develop and assist with evaluation for the ELL programs Region-wide
- Ensure ELL teachers are provided with quality staff development that will support student achievement
- Identify, evaluate, and select materials for ELL students
- Develop programs to include parents in the education of their children
- Coordinate the ELL program within the total curriculum
- Assure the delivery of differentiated instruction into the curriculum
- Support both English language proficiency and content area mastery of all ELL students
- Assist all students in achieving grade level academically rigorous standards and English proficiency in reading, writing, listening and speaking
- Provide and maintain a learning environment in which students can excel in English while embracing their native culture and language
- Member of the Regional Professional Development Design Team & Regional Data Team
- Assist with the writing and monitoring of ELL reports and grants
- Assist in the recruitment and hiring of ELL ISSs
- Supervise and evaluate ELL ISSs and provide daily leadership
- Implement structural changes to improve ELL Team communication, build capacity amongst staff and supervision of staff to enhance Team processes
- Provide staff development on ELL instruction for ELL ISSs
- Maintain current understanding of compliance issues and need regarding ELL programs/students
- Assist with the identification of ELL students, appropriate placement of ELL students, data collection, Regional ELL budget, school-based ELL allocations and ELL testing

Center for the Study of Expertise in Teaching and Learning (CSETL)

- Fellow studying language development and the education of ELL students

English Language Learner/Dual Language Instructional Support Specialist, Aug 2003 - Oct 2005

- Provide school-based support to Bilingual, ESL and Dual Language teachers through workshops, study groups, coaching sessions and demonstration lessons
- Monitor Bilingual, ESL and Dual Language program compliance. CR-Part 154, BESIS, Title III
- Certified WestEd Presenter, QTEL June/July and August Summer Institutes
- Participant in Regional IFL/ELL Committee and presenter at Regional IFL/ELL Meetings
- Presenter/Facilitator at NYC ELL Academy, Regional ELL Team meetings, Network 9 Principal's meetings, Regional Assistant Principal Conferences, Regional Literacy Conferences, and Regional Bilingual/ESL Institute
- Organized Regional Dual Language Breakfast
- Conduct Network ELL ISS program protocols with all Bilingual, ESL and Dual Language teachers
- Compile school reports, Network reports and a Network action plan
- Facilitate C-30 process at PS/MS 20

NEW YORK STATE TESOL ASSOCIATION
2nd Vice-President Elect- 2006 Conference Chair
Co-chair, ESL Elementary Education Special Interest Group, Spring 2004- present

- Oversee the development and implementation of the annual state-wide conference
- 2005 Conference Proposal Chair & Finance Liaison
- Attend NYSTESOL Executive Board meetings
- Author- Idiom article, "ESL in Elementary Education- Pullout or Push-in?"

Nicole A. Tiné-Collazo

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PROJECT APPLE CONSULTANT, LIU Westchester
- Develop and present ESL/Technology Integration PD session for in-service ESL teachers

VOLUNTEER EDUCATIONAL NETWORK (VEN) INTERNATIONAL
Presenter, ESL/EFL Institute 2003, Surin, Thailand, Summer 2003
- ESL/EFL strategies and techniques. 200 Thai English teachers
- Lesson development and implementation, focus on motivation and clear objectives
- School visits, classroom observations and demonstration lessons in grades 3-5
- Review of new English curriculum with Thai Ministry of Education

LEHMAN COLLEGE, THE CITY UNIVERSITY OF NEW YORK
Adjunct Professor, Department of Early Childhood and Childhood Education
- "Methods of Teaching English as a Second Language through Literacy," Spring 2006, Fall 2003

Adjunct Professor, Department of Middle and High School Education
- "Teaching English as a Second Language for Adolescents and Adults," Spring 2005
- "Latinos in U.S. Schools," Summer 2004
- "Teaching English as a Second Language Through the Content Areas," F 2004, Sp 2004, Sp 2002

NEW YORK CITY BOARD OF EDUCATION
COMMUNITY SCHOOL DISTRICT TEN, BRONX, NY
Bilingual/ESL Facilitator, Office of Bilingual/ESL Education, August 2002 – August 2003
- School-based workshops, study groups and demonstration lessons
- Coordinator of District-wide professional development
- AAELM coach, SIOP trainer, Quadrant II liaison
- District Assessment and Interview Committees
- Editor of office newsletter- "Vision" and designer of office website

Bank Street Administrative Intern, February 2002 - June 2002
- PS 46, Aramina Ferrer mentor principal
- Office of Bilingual and ESL Education, Dr. Lillian Hernandez mentor director

Workshop Leader, Office of Literacy Initiatives, Summer 2001 – June 2003
- ESL techniques and strategies to the Universal Pre-K supervisors and teachers
- Presented the Emergent Storybook Read Aloud to district Kindergarten teachers
- Turn-keyed literacy training regarding the Summer School Program

Workshop Leader, Office of Bilingual/ESL, September 2000 – June 2003
- Plan and present ESL training: language acquisition, Bilingual theory, ESL methodology, curriculum development, NYS ESL standards and assessment to Bilingual & ESL teachers

ESL Staff Developer, Summer 2001 and 2002
- Assisted Bilingual and ESL teachers implementing the summer school program for both enrichment and mandated students

P.S. 257 THE CHILDREN'S SCHOOL, DISTRICT TEN, BRONX, NY
ESL Teacher, September 1997 – 2002
- Teach in a pullout model servicing @60 multi-level K-1 students
- Structured child-centered and hands-on activities
- Administration and Analysis of LAB to all ESL and Bilingual students
- Planned and presented Jose P. ESL Training

Committees- Curriculum Mapping, Literacy Support, Report Card and Technology

NEW YORK CITY BOARD OF EDUCATION
AFTER SCHOOL PROFESSIONAL DEVELOPMENT PROGRAM,
In-Service G-Credit Instructor, Fall 2001
- "English as a Second Language Within a Bilingual Classroom Setting"
- K – 5 bilingual teachers

LONG ISLAND UNIVERSITY

Nicole A. Tiné-Collazo

(b)(6)

(b)(6) email: NTine@schools.nyc.gov

Graduate Assistant, January 1997 - May 1998

- Assistant to Dr. Gladys Wolff, Ph.D. Director of Bilingual Education and TESOL

EDUCATION

THE PRINCIPAL'S INSTITUTE
BANK STREET COLLEGE OF EDUCATION
Master of Education, December 2002
Educational Leadership/Administration and Supervision
Coursework includes: foundations and process of supervision and leadership, curriculum development, research, educational law, finance and technology

LONG ISLAND UNIVERSITY
Master of Science in Education, May 1998
English as a Second Language K-12
Coursework included: bilingual theory, multicultural education, curriculum development, ESL methods & practice, linguistics & language structure, and authentic assessment

UNIVERSITY OF SCRANTON
Bachelor of Arts in History, May 1996
Minors: Spanish, Psychology Concentration: Women's Studies
Activities: Volunteer adult ESL teacher, Programming assistant at Campus Women's Center, Sexual Assault Response Team, VNA Hospice volunteer, Faculty/Student Research program

PRESENTATIONS

2005-2006

"Everything a New Principal Should Know to be a Successful Leader of ELLs"- compliance and instructional overview

"Teaching our Youngest ELLs- UPK ELL Students"- language acquisition and instructional strategies to support young ELL students

"Scaffolding Social Studies Content for ELL Students"- designing and implementing content based language lessons to promote both social and academic language development

"Helping Teachers, Helping ELLs: Mentor Workshop"- overview of instructional strategies to support new teachers of ELLs

"New Teacher Institute: ELL Strategies"- Regional demographic overview and instructional strategies for ELLs across the grade levels and throughout the curriculum

2004-2005

"Assisted Learning/Performance & Scaffolding," – theoretical foundations of sociocultural notions of education including ZPD, characteristics and types of scaffolding

"Scaffolding Instruction for English Language Learners," – practical application of scaffolding techniques for 4-8th grade ELL students

2003-2004

"Language Acquisition in Early Childhood," – overview of L1 and L2 language acquisition and strategies to improve student success for Regional teachers of Universal Pre-K

"QTEL WestEd," - multimedia modules aimed at preparing teachers to work with adolescent English Learners in key disciplinary areas, including English language development and social studies.

"NYSESLAT Testing and Scoring," – an interactive workshop for teachers and administrators that focuses on the administration and scoring of the NYSESLAT.

"ESL, Special Education and Mathematics," - Regional Assistant Principal study group

"ELLs Strategies and Technical Support," – Regional Assistant Principal study group

Nicole A. Tiné-Collazo

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"SIOP for Elementary ESL & Bilingual Classrooms," – Using sheltered instruction to develop lesson plans and implement ESL instructional strategies across the curriculum

"Standards-Based Teaching and Learning in English as a Second Language" (created by Dr. Daniel Shanahan) – interactive workshop on standards-based ESL instruction grades PreK – 12

PROFESSIONAL TRAINING

QTEL ELA Training, Fall – Winter 2006/2007- quality instruction for ELLs in ELA classes

Dual Language Institutes, Spring 2004, Winter 2005, Spring 2006- NYC BETAC & NYC High Schools

Title III and CR-Part 154 Technical Assistance Training, Spring 2004- Review report requirements and budget allocations

NYSABE, 2004- 2006- Annual Bilingual Education Conference

Standards-Based Teaching and Learning in NLA Professional Development Institute, May 2004 Introduction and overview of standards-based instruction in Native Language Arts

ELL Academy Kickoff and Spring Conferences, 2004- NYC Bilingual, ESL and Dual Language Conference

ATS Training, March 2004- Overview of ATS system

ELLISS Professional Development Institutes, 2004- Discussion of various ELL curriculum and compliance issues

Standards-Based Teaching and Learning in ESL Professional Development Institute II, Jan 2004 Deeper understanding of standards-based instruction in ESL

Native Language Institute, 2003-2004- Margarita Calderon- Improving practice in Spanish native language first grade classes

Quality Teaching in Secondary Education for English Language Learners, 2003-2004- Aida Walqui & WestEd- Scaffolding content for ELLs grades 6-12

Immigrants and Schooling, December 2003- NYU Symposium on new immigrant groups in NYC educational system

Balanced Literacy in the Early Childhood Two-Way Bilingual Classroom, November 2003- Non-negotiables in Dual Language classrooms, K-2

BESIS/ATS/Assessments Institute, November 2003- ELL Data desegregation and analysis

Comprehensive Approach to Balanced Literacy and Mathematics, August-September 2003- Overview of NYC curriculum models implementation

New York State ESL Achievement Test Institute, March 2003- Overview of the implementation and scoring of the NYSESLAT

Sheltered Instruction Observation Protocol, October-December 2002- Deborah Short- Using the SIOP model to integrate language and content teaching

Nicole A. Tiné-Collazo

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Author's In the Classroom, May 2002- Alma Flor Ada & F. Isabel Campoy- creating authors in the Bilingual/ESL classroom

New York City ESL Spring Institute, March 2002- Keynote speaker: Dr. Jim Cummins

New York City Teacher Institute: Rolling Out the New ESL Learning Standards, November 2001- Introduction to the NYS ESL Learning Standards and Performance Indicators

Teaching Language Arts to ESL Students: Staff Developers Institute, November 2001- Enhancing teacher classroom practice by incorporating approaches, methodologies and strategies to promote language development

Curriculum Mapping Institute, March/April 2000- Focused on the development and implementation of a school-wide curriculum

ESL Curriculum Integration, May 2000- Integrating science and social studies into ESL programs

District 10 Mathematics Frameworks, September 1998 – June 2000- Focused on the implementation of school-wide mathematics program

Teachers College Summer Institute on the Teaching of Writing, July 1999- The teaching of writing through the "process" approach and included intense workshop sessions on conferring, revising, editing, publishing, craft, and genre studies

District 10 Bilingual and ESL Institute, 1997, 1998, 1999, 2000, 2001, 2002, 2003- Topics included: literacy & mathematics frameworks, assessments, ESL content-area integration

NYSTESOL, 1997- 2006- Annual ESL Education Conference

District 10 Literacy Frameworks, September1997 – June 1998- Elements of Balanced Literacy including Reader's & Writer's Workshop

SUPPLEMENTAL Strong writing and communication skills, proficient in Microsoft Word and Macintosh word processing programs as well as several desktop publishing, Excel, Power Point, Internet and educational software applications

MARIA D. LABANCA

(b)(6)

EDUCATION

M.S. Supervision and Administration, Bank Street College – May 2004
M.S. Emotional Disturbances in Children, City College – September 1982
B.A. Spanish, Herbert H. Lehman College – June 1976

EMPLOYMENT

Regional Administrator Special Education — **September 2004-Present**
Region One — Bronx, NY

- Co-Facilitator of Team to manage the Committee on Special Education and support the work of the Regional Administrators of Special Education and the Instructional Support Specialists of Region One
- Collaborate with school-based administrators, pedagogical and support staff to ensure that the instructional needs of all students with disabilities are met in the least restrictive educational environment, maximizing opportunities for integration and mainstreaming
- Maintain compliance with all federal, state and city laws, regulations and policies that govern special education services regarding the delivery of educational and support services to all students with disabilities in grades K-12:
    - Ensuring that each student receives the appropriate instructional and related services in compliance with all mandates
    - Ensuring the placement of students with disabilities in appropriate classroom settings, including students who require barrier-free access and bilingual services
    - Identifying sites for new classes as necessary to meet the needs of students with disabilities in the network
- Provide professional development to special education personnel by utilizing the services of Region One staff, SETRC trainers, and other consultants
- Assist school-based personnel in the identification and implementation of strategies to enable decertification from services
- Develop and implement strategies that improve the use of intervention services and reduce referrals to special education
- Conduct IEP training to school personnel to ensure that IEPs are appropriate for the student and consistent with policies and regulations
- Meet with IEP Teams, Review Teams, administrators, teachers and parents to discuss development of the IEP, changes to the IEP and/or respond to parent inquiries and concerns in resolution meetings
- Review program recommendations made by the IEP Team to ensure placement in the most appropriate program within the least restrictive environment
- Review and analyze special education on-line tools and data to provide assistance to school based staff to ensure delivery of services
- Support schools preparing for impartial hearings, and implementing the decisions
- Participate in the New York State Education Department's Quality Assurance Reviews for special education

Instructional Support Specialist for English Language Learners **September 2003-2004**
Region One Bronx, NY

- Designed and implemented ongoing professional development for teachers, school-based administrators, and teaching assistants in the implementation of best practices in the education of English language learners in general education and special education focusing on the workshop model and the implementation of the Comprehensive Literacy and Mathematics Curriculum
- Served as a resource around issues for English language learners that include compliance with NYS mandates, program implementation, lesson planning, data collection, utilizing the data to inform instruction, and use of authentic assessment for the development of student portfolios

Special Education Facilitator **July 1998-2003**
Community School District Ten Bronx, N.Y.

- Collaborated with the District Administrator of Special Education to facilitate Placement and Related Services
- Coordinator of Quality Improvement Program Plan
- Liaison to Bilingual Special Education
- Member of Facilitation Team, which entailed conducting school visits
- Coordinated paraprofessional assignments to children needing the service
- Facilitated Special Education teacher support services per session activities for public and non-public education students
- Implemented impartial decisions and facilitated the reimbursement of funds as per the hearing officer's order
- Visited monthly with a representative from the Office of Monitoring and School Improvement to review the provision of English as a Second Language Services
- Liaison for parents of Special Education children
- Facilitated crisis intervention requests

District Recruitment Certification Specialist **July 2000-2003**
Community School District Ten Bronx, NY

- Local and national recruitment of education majors (as well as non-education majors in shortage areas)
- Assisted certified and uncertified teachers with certification options
- Acted as a liaison between the District and the Division of Human Resources
- Attended training sessions for information and instruction pertinent to recruitment

District Interviewing Committee **July 1999-2003**
Community School District Ten Bronx, NY

- Reviewed resumes
- Prepared questions related to different disciplines for interviewing purposes
- Interviewed candidates (teachers and educational assistants)
- Collaborated with the committee to make a final recommendation regarding hiring

Dean **1997-1998**
Middle School 80 Bronx, NY

- Supported teachers with suggestion for classroom management
- Dealt with students with behavioral problems
- Administered discipline as per the Chancellor's mandates
- Served as liaison between teachers and parents
- Coordinated the students' cafeteria
- Member of the Comprehensive School Improvement Planning Committee, Graduation Coordinator, and the Chairperson of School Based Management Shared Decision Making

Teacher **1977-1997**
Middle School 80 Bronx, NY

- Alternative Education Teacher-in-Charge
- Taught Spanish, Mathematics and General Studies
- Performed all the duties of a teacher, made school program for teachers and students, recruited students by visiting and presenting to students and parents at feeder schools

Bilingual Teacher **1976-1982**
Bronx Psychiatric Center Bronx, NY

- Planned and developed curriculum, interviews students, made educational evaluation and held psychiatric consultations with doctors

SKILLS

- Fluency in Spanish
- Computer literate

LICENSES

- New York City Board of Education – High School Spanish
- New York State-Secondary Level-Spanish
- New York State-Special Education-K-12

REFERENCES

Furnished upon request

Arlene DemyWeinstein

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(b)(6) AWeinst2@schools.nyc.gov

WORK EXPERIENCE

Region One Learning Support Center — ***Regional Director –Office of New Teacher Induction***
One Fordham Plaza — *10/2004 - Present*
Bronx, New York

- *Organized and implemented the yearly selection of new mentors*
- *Supervise 50 full time mentors and the UFT Teacher Center Liaison*
- *Serve as the regional liaison to the Citywide Director of New Teacher Induction*
- *Monitor the New Teacher Induction budget*
- *Support the Department of Education New Teacher Initiative by serving on committees and assisting in developing the vision and goals of the New Teacher Induction Program*
- *Oversee the design and implementation of the New Teacher Summer Orientation which provides Professional Development for over 750 new teachers to Region One on a yearly basis*
- *Provide and monitor monthly professional development and study groups for beginning teachers in classroom management, standards, analyzing student work, assessment and instruction*
- *Conduct bi-monthly mentor forums to support mentors in their field assignments incorporating citywide and regional initiatives in standards, assessments, data and action research inquiry*
- *Work in close collaboration with the University of Santa Cruz to fully implement the mentoring model and facilitate ongoing professional development for all mentors*
- *Participate and facilitate in quarterly Mentor Academies with the University of Santa Cruz staff developers in conjunction with regional staff to further support mentors in implementing the Santa Cruz model*
- *Act as liaison between the Division of Teaching and Learning, Human Resources ,Regional Office, school administrators, NYC Teaching Fellows Program, Teach for America, University partners and the UFT to maintain positive working relationships and to improve teacher practice and student performance*
- *Collaborate with mentors/UFT Teacher Center liaison in setting annual professional goals*
- *Support and supervise Gifted and Talented "Specialized High School Institute" at Bronx HS of Science for 8 teachers and 150 6-7th grade students*

Region One Learning Support Center — ***Assistant Director of Technology***
One Fordham Plaza — *11/96 – 10/2004*
Bronx, New York

- *Provided professional development in WORD, EXCEL and PowerPoint for site based technology staff developers, regional staff, school librarians and site administrators*
- *Provided technical support and training to librarians in District 9 and 10 with their automated library systems*
- *Member of Regional Facilitation Teams, responsible to review school, PASS Review Teams and Learning Walk Teams*
- *SES Supervisor for after school/Saturday "No Child Left Behind" programs*

Mercy College — *Adjunct Professor*
Dobbs Ferry, New York — *9/81 – 6/96*

- *Taught college mathematics and technology graduate courses*

Manhattan College — *Adjunct Professor*
Riverdale, New York — 9/1989 – 9/1999

- *Taught math courses integrated technology into the elementary classrooms*

Riverdale MS/HS 141 — ***Computer Coordinator/Math Teacher***
Bronx, New York — *9/1981 – 11/1996*

- *Taught 6-8th grade Math, Sequential Math I and II as well as facilitated 4 computer lab sites*

J.H.S. 123 — ***Math Teacher***
Bronx, New York — *9/1979 – 819/81*

- *Taught 6-8th grade Math and Regents Math classes*

J.H.S. 166 — ***Math Teacher***
Bronx, New York — *9/1977 – 6/1978*

- *Developed and implemented an individualized math program for middle school students*

St. Anselm's Head Start — ***Pre-school/Kindergarten Teacher***
Bronx, New York — *9/1972 – 8/1977*

- *Worked with 4 and 5 year olds in developing their learning skills*

EDUCATION

New York University — *Graduate courses in technology*
New York, New York — *1982*

City College — *Educational Administration and Supervision*
New York, New York — *Professional Diploma, SAS, 1981*

City College — *"The Child and the Individualized Curriculum"*
New York, New York — *MS.Ed, 1978*

Hunter College — *Psychology/Education Major*
Bronx, New York — *BA, 1972*

LICENSES/CERTIFICATES

N.Y.S. SDA in School District Administrator
S., SAS in Administration and Supervision
N.Y. AP License of Eligibility
N.Y.S. Secondary Mathematics
N.Y.C. Common Branches K-6
N.Y.C. Early Childhood N-2

References available

Alan J. Simon, Ph.D.
Senior Vice President

Summary Dr. Simon brings forty years of outstanding service to the field of education evaluation. During the time since he completed his doctoral studies that were supported by Title IV of ESEA, he has directed a rich array of policy and research studies and program assessments that employed both qualitative and quantitative features, including the use of experimental and quasi-experimental designs. Dr. Simon serves on Metis' Design Consulting Committee and provides senior consultation to several large-scale (e.g., state- and city-wide) projects. He has designed, executed and directed many data management-related projects that were used to inform broad policy decisions. Dr. Simon is a strong proponent of data-driven decision making and has contributed to this process throughout his professional life through his teaching, writing, research and evaluation and presentations at major conferences.

Skills Skilled manager of consultative and research services in the social sciences, especially education. Proficient at qualitative and quantitative research design, application of sound psychometric practices and the management of data to inform educational administrators, teachers, policy makers and the lay public. Expert at the presentation of research outcomes in a non-technical manner. Co-author of a textbook used in graduate level research courses (Merrill/Prentice Hall, 1992; 1997; 2002; 2006).

Education
Ph.D., Hofstra University, educational psychology, research methodology
M.A., Teachers College - Columbia University, curriculum and teaching
B.A. Queens College, C.U.N.Y., elementary education
Permanent Certification - Director of Research, NYSED

Experience

Project Support and Corporate Leadership

For forty years, managed large-scale programmatic and policy-related research, evaluation and technical assistance projects for a wide array of education clients including state and local agencies. As an officer of Metis for the last fifteen years, helped to increase and diversify its client base and to provide leadership to its staff.

- Senior Technical Advisor to the evaluation of North Carolina's High Priority (HP) Schools Initiative (authorized and funded by the North Carolina General Assembly)
- Senior advisor or Project Director for the evaluation of five National Science Foundation-supported projects
- Senior advisor for a team of Metis researchers evaluating local-, state- and federally-funded initiatives for the Cleveland Municipal School District
- Chair of Metis' Institutional Review Board (IRB) and Corporate Officer on internal Design Consulting Committee (DCC). The IRB (#IRB0003465) is certified by the Office of Human Research Protections (OHRP) of the US Department of Health and Human Services. The DCC provides quality control regarding the appropriateness of evaluation methods and measures selected or developed for research and evaluation projects undertaken by Metis.

Program Evaluation

Designed, implemented, directed and provided technical assistance for the evaluation of federal, state and local educational initiatives. Evaluations utilized both qualitative and quantitative approaches and were focused on implementation and outcomes concerns.

- Principal Investigator for the U.S. District Court-ordered evaluation of the Desegregation-based Remedy in *U.S. v. Yonkers*
- Principal Investigator for the evaluation of Magnet Schools Assistance Program evaluations for various New York City districts
- Principal Investigator for the evaluation of the English Language Arts Initiative in the Cleveland Municipal School District
- Principal Investigator for the evaluation of the North Carolina Reading First Program
- Principal Investigator for the N.J. Math Science Partnership
- Principal Investigator for the evaluation of the College Board's New York Education Initiative and EXCELerator Schools Initiative
- Senior Advisor for the evaluation of the EETT Project in NYC's Region 10
- Principal Investigator for a scientifically based implementation and outcome study of Project EAST—Arkansas' state-wide technology curriculum—funded by the USDOE under its Evaluating State Education Technology Programs initiative
- Principal Investigator for the evaluation of the IES-supported Longitudinal Data System for the Arkansas Department of Education
- Project Director for the Interim Evaluation of the State Senate-supported partnership between the Maryland State Education Department and the Baltimore City Public Schools
- Co-Director for the multiyear evaluation of the New York City Board of Education Summer School.

Technical Assistance

Provided technical assistance to local education agencies seeking to collect, analyze and utilize data to improve teaching and learning. Developed systems that organized and presented data in a user-friendly manner to teachers, administrators, parents and policy makers.

- Developed needs assessments for schools and school districts that analyzed achievement and other student-, staff- and school-related information
- Member of the Advisory Committee - Cleveland Municipal School District Math Science Partnership
- Provided technical assistance for the evaluation of Magnet Schools Assistance Programs
- Provided technical assistance for the evaluation of many USDE-supported Title VII (bilingual) grants
- Provided technical assistance for the evaluation of two USDE-supported Technology Improvement Challenge Grants
- Provided technical assistance for the N.J. Math Science Partnership.

Claire Aulicino, M.A.
Research Associate

Summary Ms. Aulicino has seven years of experience in research and evaluation. Since joining Metis Associates in 1999, she has worked on projects in areas of school reform initiatives including magnet school programs and smaller learning communities, youth development, school-to-work, and health education.

Skills Experience in survey development, design, and analysis. Knowledge of qualitative research methods, including focus groups, field studies, and literature reviews, and quantitative statistical analysis and interpretation.

Education M.A., Columbia University Teachers College, economics and education
B.A., Duke University, economics

Experience

Program Evaluation

Ms. Aulicino is currently conducting three-year evaluations of Magnet Schools Assistance Programs in two middle schools and two high schools in Baltimore County and in three elementary, one middle, one 6-12, and two high schools in New York City. She has conducted evaluations of similar magnet programs in two New York City districts in previous funding cycles. These projects entail assessing implementation and impact of the programs on students and the school community and evaluating progress in meeting federal objectives for magnet program.

- Conducts site visits to schools for classroom observations and interviews with school and program staff
- Analyzes student racial/ethnic data to evaluate progress in meeting the program's reduction in minority isolation goal
- Conducts longitudinal analyses of student achievement data
- Prepares annual Performance Reports to present evaluation findings.

Ms. Aulicino has worked for the past five years on a study of the impact of the Community Achievement Project in the Schools (CAPS) for United Way of New York City. CAPS is an attendance improvement dropout prevention initiative with programs provided by community-based organizations in approximately 140 New York City public schools.

- Conducts longitudinal analyses of student attendance and achievement data with comparison groups of non-participants
- Analyzes United Way program data on services and implementation
- Prepares reports and presentations of findings.

Ms. Aulicino conducted an evaluation of a three-year federally funded Smaller Learning Communities project in Cleveland Municipal School District in Cleveland Ohio. The evaluation included an assessment of implementation and outcomes of the transformation of five comprehensive high schools into small schools.

- Developed and administered high school climate survey in 21 high schools
- Conducted annual site visits to five schools, including interviews with school administrators, staff, and parents.
- Analyzed student achievement and survey data
- Prepared annual reports of findings.

Ms. Aulicino has conducted the annual evaluation of United Federation of Teachers' Dial-A-Teacher (DAT) program for the past six years. DAT is an telephone-based after-school homework assistance program.

- Oversees observations of parent information workshops
- Analyzes and interprets telephone call log data
- Prepares annual reports of findings.

Work History		
	2002-present	Research Associate, Metis Associates, Inc.
	1999-2002	Research Analyst, Metis Associates, Inc.
	1998-1999	Research Assistant, Public Agenda
	1994-1996	Litigation Consulting Associate, Deloitte & Touche, LLP

CHARLES E. SCHUMER
NEW YORK

COMMITTEES:
BANKING
JUDICIARY
RULES
FINANCE

United States Senate

WASHINGTON, DC 20510

December 19, 2006

The Honorable Margaret Spellings
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Spellings

I am pleased to write in support of the application submitted by the New York City Department of Education's (NYCDOE) Region One Learning Support Center for funding under the Magnet Schools Assistance Grant Program. Such funding will enable Region One to support four New York City magnet schools over a three-year cycle.

New York City's magnet schools have consistently enjoyed substantial success for a plethora of reasons. Not only do they encourage increased racial balance in inner-city areas that often experience unintended segregation, but they also provide students opportunities for enhanced instruction in particular subject areas of interest, such as science, engineering, humanities, and the arts. Many students who graduate from these schools often go on to continue their studies at elite universities throughout the country.

With funding, Region One will continue to support four New York City magnet schools, providing them with the tools and resources needed to continue to educate students over a three-year period. The Bronx Center for Science and Mathematics, Bronx Mott Hall High School, Kingsbridge International High School, and Celia Cruz Bronx High School of Music will continue to provide the high-quality education that inner city children need in order to make a successful transition to society after completion of their studies. Through targeted exposure to specific areas of study that students have an interest in, magnet schools allow such pupils to obtain a greater understanding of the material and often lead them to pursue career opportunities in the field. At such a critical juncture in their lives, the attention, instruction, and support our students receive significantly impacts their future opportunities and substantially influences the paths they ultimately choose. For this reason, it is essential that these magnet schools receive the funding they need to continue to provide their students the invaluable instruction they are currently receiving. I applaud the Region One Learning Support Center for its foresight. I hope its application for funding meets with your approval.

Thank you for your consideration. For additional information, please do not hesitate to contact me or my Grants Director, Amy Mannering, in my Washington office at 202.224.6542.

Sincerely,

Charles E. Schumer
United States Senator

PR/Award # U165A070046

Borough President Adolfo Carrión, Jr.

April 19, 2007

Ms. Yvonne Torres
Regional Superintendent
N.Y.C. Dept. of Education
Regional 1
1 Fordham Plaza
Bronx, NY 10458

Dear Ms. Torres:

I am writing in support of Community School District Ten's proposal to the United States Department of Education's Magnet Schools Assistance Program.

District Ten has an excellent history of creating successful magnet schools. Having piloted programs that meet the needs of the district's diverse ethnic groups, these innovative schools benefit not only the children of District Ten, but also the community as a whole. Additionally, District Ten's magnet schools help to reduce minority student isolation and further the goal of voluntary desegregation. Imaginative educational programs, such as the ones provided by our district's magnet schools, are vital to the future of our city's children.

I am gratified that these magnet schools have contributed so much to the provision of high-quality, creative education for New York's children, and to have this opportunity to support these schools. If I may be of future assistance, please do not hesitate to contact me.

Sincerely

Adolfo Carrion, Jr.
Bronx Borough President

G. OLIVER KOPPELL
COUNCIL MEMBER, 11TH DISTRICT
BRONX

o DISTRICT OFFICE
3636 WALDO AVENUE
BRONX, NY 10463
(718) 549-7300
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o CITY HALL OFFICE
250 BROADWAY, ROOM 1877
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(212) 788-7080

koppell@council.nyc.ny.us

THE COUNCIL
OF
THE CITY OF NEW YORK

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EDUCATION
ENVIRONMENTAL PROTECTION
LAND USE
TRANSPORTATION
WOMENS ISSUES

SUBCOMMITTEE
LANDMARKS, PUBLIC SITING & MARITIME USES

December 26, 2006

Yvonne Torres
Regional Superintendent
New York City Region 1
One Fordham Plaza
Bronx, New York 10458

Dear Superintendent Torres:

It is with great pleasure that I am writing to support Region One's proposal for a Magnet Schools Assistance Program (MSAP) grant.

I wholeheartedly endorse MASP's goal of helping to promote diversity by assisting school districts to establish magnet schools that provide quality education. Furthermore, I have confidence, based on past performance, that Region 1 can successfully utilize MSAP funding to further this goal.

Two of the four schools, the Kingsbridge International High School and the Celia Cruz Bronx High School of Music, for which Region 1 is requesting assistance through a MASP grant, are in my Council district, and I have been very impressed by their curriculum, and the creativity and dedication of their leadership. I believe these schools will benefit from the enrichment provided through the MSAP grant, thereby attracting a more diverse student body, many of whom might seek schooling outside the public school system.

I have previously allocated some of my discretionary Council funds to help these schools fulfill their mission, and I will continue to support the schools' efforts to prepare students for higher education and successfully transition into society.

As a former President of Community School Board 10 and now as a Council Member, I have been in a position to observe the excellent use of Magnet funds in Region 1, and I strongly support the Region's request for funding to continue its innovative and exceptional work.

Very truly yours,

G. Oliver Koppell
Council Member

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

JEFFREY DINOWITZ
Assemblyman 81ST District
Bronx County

DISTRICT OFFICE
3107 Kingsbridge Avenue
Bronx, New York 10463
(718) 796-5345
FAX (718) 796-0694

Room 827
Legislative Office Building
Albany, New York 12248
(518) 455-5965
FAX (518) 455-4437

CHAIR
Committee on Alcoholism
and Drug Abuse

COMMITTEES
Election Law
Environmental Conservation
Health
Judiciary

MEMBER
Puerto Rican/Hispanic Task Force

December 21, 2006

Ms. Yvonne Torres
Regional Superintendent
Region One
New York City Department of Education
One Fordham Plaza
Bronx, New York 10458

Dear Superintendent Torres:

I am pleased to support Region One's Proposal for a Magnet Schools Assistance Program (MSAP) grant. It is imperative that we provide quality educational programs for all students. It is especially crucial that our inner city children are given the skills and tools necessary to access higher education and to successfully transition into society after school.

Region One has been at the forefront of these efforts as evidenced by an excellent history of the development of many successful magnet schools over the last twelve years. The Magnet School Assistance Program strengthens teaching and learning; thus enabling schools to attract and keep students who might seek schooling outside the public school system.

I strongly support Region One's MSAP Proposal and request that they be granted funding in order to continue the excellent work that has been established with Magnet funds in this region.

If I may be of further service, please do not hesitate to contact me.

Sincerely,

Jeffrey Dinowitz
Member of Assembly

NEW YORK
STATE
SENATE
ALBANY, NEW YORK 12247

April 2, 2007

Ms. Yvonne Torres
Regional Superintendent
Region One
New York City Department of Education
One Fordham Plaza
Bronx, New York 10458

Dear Superintendent Torres:

I am delighted to express support for the Region One's proposal for a Magnet Schools Assistance Program grant.

Region One has an excellent history of creating successful magnet schools. Having piloted programs that meet the needs of the region's diverse ethnic groups, these innovative schools benefit not only the children of Districts Nine and Ten , but also the community as a whole . The Region's magnet schools have additionally helped to reduce minority student isolation. Imaginative and creative educational programs like the ones developed by Region One's magnet schools are vital to our city's children.

I am gratified that these magnet schools greatly contributed to the academically rigorous and research validated educational programs. I am confident the good work will continue in the four new high schools applying for the Magnet program.

If I may be of further service, please do not hesitate to contact me.

Sincerely,

Senator Efrain Gonzalez Jr.
Member of the Senate

PRINTED ON RECYCLED PAPER

Community District Education Council 10

Department of Education of the City of New York

Marvin Shelton *President*
Nicole Jackson *First Vice President*
Daniel Yan *Second Vice President*
Rosetta Hall *Recording Secretary*
Yohanis Familia *Treasurer*

Council Members:
Edna Hernandez
Maria Torres
Janice Ford
Judith Powell

Yvonne Torres
Region 1 Superintendent
Sonia Menendez
District 10 Community Superintendent

Yvonne Torres
Regional Superintendent
Region One
New York City Department of Education
One Fordham Plaza
Bronx, NY10458

April 23, 2007

Dear Superintendent Torres:

I am writing to express support for the Region One's proposal for a Magnet Schools Assistance Program grant for the 2007-2010 funding cycle.

For more than ten years Region One has demonstrated a strong commitment to educational reform. The Magnet program provides an excellent opportunity to continue the focus on improved teaching and learning through the support it gives for ongoing professional development and mutually beneficial community collaborations. Region One has successfully created theme-based magnet schools over the last four funding cycles. These innovative schools have served the needs of the region's diverse ethnic groups and benefit not only the children of Districts Nine and Ten, but also the community as a whole.

I am confident the good work will continue in the four new high schools applying for the Magnet program. I whole-heartedly endorse the Region One proposal for the upcoming Magnet Schools Assistance Program grant.

If I may be of further service, please do not hesitate to contact me.

Sincerely,

Marvin Shelton
President
Community Education Council 10

1 Fordham Plaza, Rm. 842 • Bronx, NY 10458 • Phone: 718-741-5836 • Fax: 718-741-7098 • CEC10@schools.nyc.gov

NYUSteinhardt
Steinhardt School of Culture, Education, and Human Development
Region II Equity Assistance Center
Metropolitan Center for Urban Education

April 23, 2007

Dear Yvonne Torres,

The New York University Equity Assistance Center is one of ten regional centers supported by the U.S. Department of Education under the 1964 Civil Rights Act. We are charged with providing assistance to schools and districts in New York and New Jersey concerning issues of gender, race and national origin. Magnet schools and the federal magnet grant-writing process are specific responsibilities of our Center. Therefore, we support and would be happy to offer feedback, research services and any other technical assistance if Region 1 is awarded.

We look forward to providing assistance.

Sincerely

Dr. Eddie Fergus
Project Director

Ms. Yvonne Torres
Regional Superintendent
Region One
New York City Department of Education
One Fordham Plaza
Bronx, New York 10458

April 12, 2007

Dear Superintendent Torres:

I am delighted to express support for the Region One's proposal for a Magnet Schools Assistance Program grant. This is a worthy program that benefits everyone involved.

Region One has an excellent history of creating successful magnet schools. Having piloted programs that meet the needs of the region's diverse ethnic groups, these innovative schools benefit not only the children of Districts Nine and Ten, but also the community as a whole. The Region's magnet schools have additionally helped to reduce minority student isolation. Imaginative and creative educational programs like the ones developed by Region One's magnet schools are vital to our city's children.

I am gratified that these magnet schools greatly contributed to the academically rigorous and research validated educational program. I am confident the good work will continue in the four new high schools applying for the Magnet program, namely:

- Celia Cruz Bronx High School of Music
- Bronx Center for Science and Mathematics
- The Kingsbridge International High School
- The Mott Hall III Bronx High School

If I may be of further service, please do not hesitate to contact me.

Sincerely,

Giselle O. Martin-Kniep, Ph. D.

Phone: 516.794.4694 Fax: 516.671.7264 E-mail: gmklci@aol.com Address: 20 Elm Place, Sea Cliff, NY 11579

EDUCATION FOR CAREERS (EFC)

MICHELE BURR MICKELSON, PHD – LEAD CONSULTANT

(b)(6)

April 16, 2007

Yvonne Torres
Regional Superintendent
Community School Districts Nine and Ten
One Fordham Plaza
Bronx, New York 10458

Dear Ms. Torres,

It is as an experienced career development educator and Lead Consultant for Education for Careers (EFC) that I am writing to you. I would like to express my strong support for the Magnet Schools Assistance Program (MSAP) at Community School Districts Nine and Ten.

In addition to the goals and purposes stated for the MSAP, there are valuable opportunities available to enhance academic achievement through this project. Mickelson Educational & Career Consulting is especially committed to the following specific goals of this program:

- . Achievement of tangible and marketable vocational, technological, and professional skills of high school students; and
- Preparation of students academically to successfully continue with postsecondary education and/or productive employment.

I have a successful record of providing technical assistance and professional development to a previous MSAP project in six schools in District Ten. In addition, I have seventeen years of experience at the University of Wisconsin-Madison related to education, specifically career development, for a larger educational constituency. This includes work with a national catalog of career development publications/resources and a national careers conference. I would be pleased to work with you in creating and supporting the professional development of MSAP staff plus the project planning, program development, and assessment of the professional development component of this important project to achieve the program goals at the four high schools included in this project

I join you and the staff of Districts Nine and Ten in your commitment to enhance the awareness of the world of work for high school students as they investigate their community, augmenting their knowledge and skills, and developing career paths to lead them to success the future. I believe that students are best served when they begin exploring these concepts through appropriately related learning activities through opportunities for service learning, job shadowing, internships, or other learning strategies.

This project, I believe, will benefit both students and teachers in their quest for enhanced academic achievement, preparation for student transitions to postsecondary education, and productive employment. This project through Education for Careers (EFC) will also contribute to the universe of knowledge about successful school reform. I wish you the greatest success in the accomplishment of the program's goals.

Sincerely,
Michele Burr Mickelson

Metis Associates
...making a meaningful difference

90 BROAD STREET, SUITE 1200, NEW YORK, NY 10004 TEL: (212) 425-8833 FAX: (212) 480-2176 WEBSITE: WWW.METISASSOC.COM

April 23, 2007

Ms. Yvonne Torres
Region One Superintendent
New York City Department of Education
One Fordham Plaza
Bronx, NY 10458

Dear Ms. Torres:

On behalf of Metis Associates, I would like to applaud you on your efforts to put together a compelling and significant response to the Request for Proposals from the U. S. Department of Education's Magnet Schools Assistance Program (MSAP). We would be delighted to serve as the local evaluator of the inter-district magnet initiative for Districts 9 and 10 should it be approved for funding.

As you know, Metis collaborated with the Region's planning team on the specification of measurable performance indicators and the evaluation plan. In our opinion, the evaluation plan included in your proposal will yield reliable evidence of the project's successes in meeting its intended objectives, including positively impacting student achievement. The evaluation plan for the MSAP initiative is consistent with all evaluation requirements of the MSAP statute, regulations and performance indicators.

Metis Associates, an independent research and evaluation consulting firm located in Manhattan, is well qualified to conduct the program evaluation. Metis was formed in 1977 to provide human services research and design to public, philanthropic, and private-sector organizations. Currently serving more than 70 clients across the United States, Metis' mission remains focused on supporting public and private organizations in achieving results for the children, adults, families and communities they serve. As you know, Metis currently serves as the external evaluator for existing CSD 10 MSAP, a relationship that dates back several MSAP funding cycles and has conducted evaluations of magnet projects in other New York City Community School Districts (1, 2, 25, 26, 27, 28, and 30), and for the Beacon, New York and Baltimore County, Maryland school districts. In addition, over the past several years, Metis has also conducted evaluations of a number of other projects in the two districts, including several Title VII bilingual education programs, an Even Start family literacy program, a Vocational and Educational Services for Individuals with Disabilities (VESID) literacy project, and an Arts in Education initiative for CSD 10; and a NSF-funded Local Systemic Change Teacher Training Program for CSD 9.

Metis Associates is prepared to execute the tasks and provide the deliverables described in District 9 and 10's application for assistance. Metis will conduct the proposed first-year evaluation for a fixed price of $62,000.

Sincerely,

Alan J. Simon, SVP

Alan J. Simon, Ph.D.
Senior Vice President

HOFSTRA UNIVERSITY

December 13, 2006

I am writing in support of Kingsbridge International High School's application for a grant from the Magnet Schools Assistance Program. I am a volunteer with the Inner City Outings Program of the Sierra Club in New York City. As part of that program, I work with Naveen Kanithi, Coordinator of Special Programs at Kingsbridge International High School, to take students from Kingsbridge on outdoor trips.

Inner City Outings is the Sierra Club's community outreach program for underprivileged children and adolescents. We are a one hundred percent volunteer organization. We work as an organization to provide young people with outdoor recreational opportunities, leadership training, positive group experiences and environmental education, while imbuing in them a love of nature and the outdoors.

ICO was established in 1970 by the San Francisco Bay chapter of the Sierra Club. Currently, there are over fifty ICO groups in cities across the nation, all of which are overseen by the national Sierra Club. New York City ICO was begun in 1981, and I've been volunteering since 1985.

We work in partnership with social service agencies and schools, and currently work with Kingsbridge International High Schools and five other groups. In my work with Kingsbridge, which started in October 2006, I try to arrange about one trip a month throughout the year. I hope to continue this relationship through next year and as long into the future as possible. The students of Kingsbridge are perfect for ICO, and I have very much enjoyed our first two trips together. The school is doing an excellent job of supporting ICO by providing transportation for the trips, and by Naveen's recruitment of the students and active participation on the trips.

If you need more information, please feel free to contact me at my office at Hofstra University, where I am a mathematics professor: (516) 463-5573. I also encourage you to visit the New York City ICO web site at newyork.sierraclub.org/nyc/ico/.

Sincerely,

Raymond N. Greenwell

Raymond N. Greenwell
Professor of Mathematics

PR/Award # U165A070046

Bronx Council On the ARTS

March 30, 2007

Ms. Yvonne Torres
Regional Superintendent
Region 1
One Fordham Plaza, 8th Floor
Bronx, NY 10458

Re: Celia Cruz Bronx High School of Music

Dear Ms. Torres:

On behalf of my Executive Director Mr. William Aguado and the Bronx Council on the Arts, I am writing this letter to offer Bronx Council on the Arts' support their effort in attaining status as a Magnet school.

Over the last four years, the Bronx Council on the Arts has had the pleasure of working with and providing Arts-In-Education funding to Celia Cruz Bronx High School of Music and/or its artist partners enabling them to provide extra tutoring in order to further enhance students' skills in instrumentation or vocal performance. Moreover, some of these funds involved integrating the arts into the school's curriculum in order to further the students mastering the given academic subject. Again, these efforts have proofed to be a success.

More important is the fact that each and every student currently enrolled at Celia Cruz has gone through the adjudication process established by the New York State School Music Association and all have received passing scores. This success reflects the commitment of the staff and the administrative leadership of Celia Cruz Bronx High School of Music. Their model as a New Vision School has improved student attendance and has retained a high rate of students being accepted into universities and colleges around the country.

In view of this high rate of artistic and academic success, we urge you and your office to do all in its power in assisting the Celia Cruz Bronx High School of Music attain magnet school status. Attaining magnet school status will enable the school to attract the best students of our County and affording these students a realistic opportunity in attaining their professional goals.

In working closely with Celia Cruz Bronx High School of Music we know that our mission of nurturing of our future artists will definitely be achieved. If we can be of any further assistance, please feel free to call my office at 718-931-9500.

Sincerely,

Americo Casiano, Jr.
Grants Administer

PR/Award # U165A070046

LEHMAN COLLEGE

The City University of New York

March 28, 2007

Yvonne Torres
Regional Superintendent
Region 1/ Community School District 10
One Fordham Plaza 8th floor
Bronx, NY 10458

Dear Ms. Torres,

As the lead partner for the New Visions Celia Cruz Bronx High School of Music, I am very excited about the possibility of the school joining the Magnet School Assistance Program.

Lehman College has worked very closely with the Celia Cruz Bronx High School of Music from its inception. We consider the school an integral part of our Lehman mission. Celia Cruz students rehearse and receive music instruction regularly on our campus. Their concerts are performed at Lehman theatres and their students and some of their faculty also participate in Lehman performance groups. Lehman College Music Department faculty work with Celia Cruz teachers and students to enhance music education opportunities. We also collaborate on academic initiatives related to areas of study outside of music: SAT preparation, faculty development, art, foreign language, college admissions, etc. Celia Cruz students are regularly invited to college events and lectures. They have even performed at many College functions. Lehman administrators and faculty participate in Celia Cruz HS meetings and events as well.

As Dean of Arts & Humanities, I am very proud of the fine work Principal William Rodríguez has done in creating and maintaining high standards and aspirations for the Celia Cruz Bronx High School of Music. I look forward to our continued relationship and to the opportunities the Magnet School Assistance Program will provide.

Sincerely,

Marlene Gottlieb

Office the Dean of Arts and Humanities
Phone 718-960-8675 · Fax 718-960-8548 · www.lehman.edu
Shuster Hall, Room 382 · 250 Bedford Park Boulevard West · Bronx, NY 10468-1589

IBO

INTERNATIONAL BACCALAUREATE ORGANIZATION
ORGANISATION DU BACCALAURÉAT INTERNATIONAL
ORGANIZACIÓN DEL BACHILLERATO INTERNACIONAL

29 March 2007

Ms. Yvonne Torres
Regional Superintendent
New York City Region 1
1 Fordham Plaza
Bronx, NY 10458

Dear Ms Torres:

This letter is in support of Mott Hall Bronx High School's application to the federal Magnet School Assistance Program for a grant to become a magnet school. The International Baccalaureate (IB) will support Mott Hall Bronx High School in becoming an authorized IB Diploma Programme. The details of this support are outlined by the IB's current timeline and processes for application and authorization, available at www.ibo.org or through this office.

The application process and fee structure include specialized training and professional resources leading toward authorization. Schools typically engage in the application and authorization process for three years. At the end of this period, an authorization visit by an IB visiting team will be scheduled. Upon the recommendation of the authorization visit team, a school will begin teaching the IB philosophy and curricular framework at a comprehensive level. Please note that a school's completion of the application process does not guarantee a school's authorization.

IB staff development is offered through the IB North America scheduled workshops, which take place throughout North America. Programme resource materials can be purchased through the IB Publications office to guide professional development and support implementation.

The IB mission statement points out that the organization "aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment." Working with Mott Hall Bronx High School to implement the Diploma Programme and to achieve authorization for both programmes is quite consonant with the mission of the IB. Please feel free to contact me for any additional information.

Sincerely,

Ralph M. Cline, PhD
Deputy Regional Director, IB North America

NORTH AMERICA & CARIBBEAN
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US-10115
TEL: +1 212 696 4464 FAX: +1 212 889 9242
E-MAIL: ibna@ibo.org WEB SITE: www.ibo.org

AVID
Decades of College Dreams

Advancement Via Individual Determination

AVID CENTER
a non-profit organization

Eastern Division
3 Corporate Boulevard, Suite 116
Atlanta, GA 30329
Phone: (404) 486-9737
Fax: (404) 486-9796
www.avidonline.org

Jim Nelson
Executive Director

Board of Directors

Pete Gerzio
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Dave Gordon
Melendy Lovett
Lionel "Skip" Meno
Drew Schlosberg

National Headquarters

9120 Shoreham Place
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San Diego, CA 92122
Phone: (858) 623-AVID (2843)
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Central Division

14205 N. Mopac Expressway
Suite 445
Austin, TX 78728
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Western Division

8301 E. Prentice Avenue
Suite 303
Greenwood Village, CO 80111
Phone: (303) 741-0134
Fax: (303) 741-0135

Ms. Yvonne Torres
Regional Superintendent
New York City Region 1
1 Fordham Plaza
Bronx, New York 10458

To Whom It May Concern:

This letter is in support of Mott Hall Bronx High School's bid to be a part of the Region 1 federal Magnet School Assistance Program grant application.

Advancement Via Individual Determination (AVID) is a nationally known college preparatory program that targets students in the academic middle – B, C, and even D students – who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but fall short of their potential. Typically, they are the first in their families to attend college; many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

Not only are students enrolled in their school's toughest classes, such as honors and Advanced Placement, but also in the AVID elective. For one period a day, they learn organizational and study skills, work on critical thinking and ask probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

Mott Hall Bronx High School began offering the AVID program in the 2006-2007 school year to eighteen (18) 10th graders and plans to expand in subsequent years until there is one AVID class on each grade. We are pleased that Mott Hall has shown a commitment to the faithful implementation of the program as evidenced by having eighteen (18) staff members trained in AVID methodologies in their first year of implementation.

As the AVID Eastern Division Director, I support Mott Hall Bronx High School in its application to become a Magnet school.

Sincerely,

Barbara Smith

Barbara Smith, Ph.D.
AVID Eastern Division Director

November 3rd 2006

Ms. Yvonne Torres
Regional Superintendent
New York City Region 1
1 Fordham Plaza
Bronx, NY 10458

Dear Ms. Torres:

As you know, DreamYard has made a long-term commitment to the schools and communities of the Bronx. With your support and the support of Region 1 we have partnered numerous professional artists and educators in meaningful collaborations that empower young people to positively affect their communities and become lifelong learners. As part of our work, we have had the great fortune to develop close partnerships with numerous Bronx schools and organizations.

We are writing to support one of those school partners, Mott Hall Bronx High School, in their application for a grant to work with Metis Associates. DreamYard artists consult with Mott Hall teachers to design innovative projects and are also working to start a drama club at the school. In addition, we also have had the pleasure of working closely with Metis Associates, most significantly in partnership with Region 1 on a US Department Education grant to evaluate POETRY Express.

As a partner of Mott Hall Bronx High School we support their application for a grant to work with Metis Associates.

Sincerely,

Jason Duchin
Co-Founder and Co-Executive Director
(718) 588-8007 ext. 2
jduchin@dreamyard.com

Tim Lord
Co-Founder and Co-Executive Director
(718) 588-8007 ext. 3
tlord@dreamyard.com

DreamYard Directors | Jason Duchin, Tim Lord

Board of Directors | Erickson Blakeney, Peter Duchin, Eb Gaines, Tom Guinzburg, Deborah Hecht, Philip Seymour Hoffman, Susana Loval, Charles P. Lord, Ted Owen, Helen Pardoe, Patricia Perez, Parker Posey, Robin Skye, Landon Slane, Abby Turk, Inna Zardoya

87 Howard Avenue
Bronx, New York 10452
718 588.8007
dreamyard.com

Ms. Yvonne Torres
Regional Superintendent
New York City Region 1
1 Fordham Plaza
Bronx, NY 10458

To Whom It May Concern:

The mission of Wingspan Arts is to reach out and expose diverse groups, especially young audiences, to all forms of the performing, visual, media and literary arts. We accomplish this by engaging professional artist-educators who are inspired by the work they do and have a unique gift for sharing that inspiration with students. Since its founding in 2001, thousands of children across the New York Metro Region have benefited from Wingspan Arts' customized programs, which utilize a wide spectrum of arts disciplines to address a variety of relevant developmental areas. Our programs enable students to have a better view and understanding of a complicated, changing world that can be uniquely and vividly expressed through the arts. This helps fulfill the mission of connecting students to the arts, and the arts to life.

In-School Collaboration is key to the success of Wingspan Arts work during the school day. Each program is designed with school leaders and teachers working together with Wingspan staff and teaching artists. Wingspan's goal is to enhance what a school is already offering and reach students in new ways. Wingspan Arts works with Mott Hall Bronx High School in this capacity. We are working toward our goal by integrating dance, martial arts, and strength training in a high school physical education program. In addition, students are given the opportunity to continue working with Wingspan instructors outside of school.

Sincerely,

Rebecca Ashley

Rebecca Ashley
Associate Director of In-School Programs
Wingspan Arts, Inc.

Ms. Yvonne Torres
Regional Superintendent
New York City Region 1
1 Fordham Plaza
Bronx, NY 10458

To Whom It May Concern:

The mission of Replications, Inc. is to offer superior educational opportunities to public school children who would otherwise be educated in poorly performing schools. We fulfill this mission by creating, one after another, small, excellent schools. Our work is inspired by this insight: that the typical way in which a pioneering public school is created through the energy and will of a single, visionary leader radically limits the influence of the school's innovations. Rather than spend our resources developing models that would be similarly limited, we choose instead to identify distinctive schools that already have a record of success, and then ***replicate*** these schools in new settings. In other words, we capitalize on the trials and errors and successes of others and work to ensure that good school models reach many more children than could possibly attend the original model schools. Eight years into its history, Replications, Inc. has established eleven middle schools, four secondary schools and eight high schools, for a total of twenty-three schools: two in Baltimore and twenty-one in New York City.

As time goes on in the life of any exceptional school, the risks grow that the institution will lose those features that have been essential to its success. Teachers move on, leaders retire, and institutional memory fades, while federal regulations and other systemic forces place pressure on the small, distinctive school to conform. At the same time, the leader and staff of a high-performing school are busy people and have little or no opportunity to promote their successes, codify their good practices in any systematic way or communicate the lessons they have learned to other educators.

Mindful of these risks and limitations, Replications, Inc has begun developing Networks of same-model schools. Each Network will include all of the Replication schools that follow a particular model. To date, we have launched three: the Frederick Douglass Academy Network, the Mott Hall Network, and the Knowledge and Power Preparatory Academy (KAPPA) Network. Our Mott Hall School Network initiative is a natural extension of Replication Inc.'s commitment to improving public schools by extending the life and influence of schools identified as exemplary models. The Mott Hall Network provides mechanisms and media for communication among our network's members. Our Network goals include: developing and strengthening curriculum, enhancing school performance and accountability, and sharing and promoting what works. In addition, Replications, Inc provides professional development opportunities to principals through the Replications Leadership Institute. The Leadership Institute hosts distinguished lectures, retreats and other meetings that are attended by both current principals of Replications Inc. schools and strong candidates for future leadership positions. In this way, the

Institute serves not only as a source of professional development but as a source of support for individuals leading Replications, Inc. schools.

Replications, Inc supports Mott Hall Bronx High School in its application for funding from MSAP.

Sincerely,

John Elwell

John Elwell
President

the City College of New York
GROVE SCHOOL OF ENGINEERING
OFFICE OF THE DEAN

Steinman Hall, Room 142
160 Convent Avenue
New York, New York 10031
TEL: 212.650.5435
FAX: 212.650.5768
www.ccny.cuny.edu/engineering

March 30, 2007

Mr. Edward Tom
Principal
The Bronx Center for Science and Mathematics
1363 Fulton Avenue
Bronx, NY 10456

Re: Grove School of Engineering and STEM Program Support for the Magnet Grant Application

Dear Mr. Tom,

As the Dean of the Grove School of Engineering and Director of the STEM Institute summer program, I am writing in support of The Bronx Center for Science and Mathematics' application for the Magnet grant.

The STEM Institute is a collaborative initiative between the College NOW Program, the Biomedical Engineering Dept., NOAA-CREST and other research programs at The City College of New York Grove School of Engineering, and the New York City Department of Education. The program is designated to instruct students (currently enrolled in the 9th, 10th and 11th grades) in rigorous "minds-on" academic courses such as Advanced College Algebra, Pre-Calculus and Trigonometry, Calculus with Analytic Geometry, General Physics with Calculus or Pre-Calculus Application, General Chemistry, Technical Writing and other advanced topics as appropriate in engineering and science disciplines. These courses are designed to emphasize teamwork, creative hands on experiences and critical thinking skills. Also, the STEM Institute is designed to engage high school students in peer mentoring and networking across the STEM student pipeline to develop and maintain underrepresented minority and female students interest in the STEM Program.

The proposed Magnet grant will create an expanded pipeline of students who can participate in program such as STEM. The STEM Institute has served more than 100 students from different high school in the Bronx such as The Bronx Center for Math and Science, Bronx High School for Medical Science, Bronx Science High School, Dewitt Clinton High School, Mott Hall High School, etc. I am particularly please that the Bronx Center for Science and Mathematics is one of our partner high schools.

Best wishes for a successful proposal and I look forward to continue working with your high school.

Sincerely,

Joseph Barba
Dean

PR/Award # U165A070046

Dartmouth College HANOVER • NEW HAMPSHIRE • 03755-3547

Department of Education • *6103 Raven House* • TELEPHONE: (603) 646-3140

Jay Davis

Instructor and Secondary Teacher Education Director
Program Director, Summer Enrichment at Dartmouth Program

March 30, 2007

To whom it may concern,

I write this letter of support for the Bronx Center for Science and Mathematics, out of a deep conviction in the mission and implementation strategies of the school. It has been a partner school with Dartmouth College for two years, as one of our sending schools for the Summer Enrichment at Dartmouth (SEAD) program. (For more information, see www.dartmouth.edu/~sead) We are proud to be partnered with this school.

As Director of Secondary Teacher Education at Dartmouth College, and a veteran of eleven years of high school and middle school teaching myself, I am intimately familiar with some of the challenges facing our educational system. In my role as director of the SEAD program, I have also worked for six more years with under-resourced schools and students who qualify for free or reduced lunch. In all of these experiences, I have come to know few institutions that match the Bronx Center for Science and Mathematics in its combination of creative vision, academic rigor, and commitment to working in challenging circumstances. It is an up and coming school that is already helping to transform children's lives.

More importantly, it is constantly looking to improve the services that it offers in meeting students' needs. It is in this spirit that it applies for a grant to increase the diversification of the school. By working actively to increase its enrollment of such populations as Caucasian and Middle-Eastern students, the school is demonstrating its commitment to as diverse a student body as it can attain. I am confident that this commitment will bear fruit, and the school deserves the resources to make this happen.

I would be happy to answer any questions or concerns that you might have, and I urge you to support this small school with very large aspirations.

Sincerely,

Jay Davis

the City College of New York
GROVE SCHOOL OF ENGINEERING
OFFICE OF THE DEAN

Steinman Hall, Room 142
160 Convent Avenue
New York, New York 10031
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March 30, 2007

Mr. Edward Tom
Principal
The Bronx Center for Science and Mathematics
1363 Fulton Avenue
Bronx, NY 10456

Re: Grove School of Engineering and STEM Program Support for the Magnet Grant Application

Dear Mr. Tom,

As the Dean of the Grove School of Engineering and Director of the STEM Institute summer program, I am writing in support of M.S. 268, The Bronx Center for Science and Mathematics' application for the Magnet grant.

The STEM Institute is a collaborative initiative between the College NOW Program, the Biomedical Engineering Dept., NOAA-CREST and other research programs at The City College of New York Grove School of Engineering, and the New York City Department of Education. The program is designated to instruct students (currently enrolled in the 9th, 10th and 11th grades) in rigorous "minds-on" academic courses such as Advanced College Algebra, Pre-Calculus and Trigonometry, Calculus with Analytic Geometry, General Physics with Calculus or Pre-Calculus Application, General Chemistry, Technical Writing and other advanced topics as appropriate in engineering and science disciplines. These courses are designed to emphasize teamwork, creative hands on experiences and critical thinking skills. Also, the STEM Institute is designed to engage high school students in peer mentoring and networking across the STEM student pipeline to develop and maintain underrepresented minority and female students interest in the STEM Program.

The proposed Magnet grant will create an expanded pipeline of students who can participate in program such as STEM. The STEM Institute has served more than 100 students from different high school in the Bronx such as The Bronx Center for Math and Science, Bronx High School for Medical Science, Bronx Science High School, Dewitt Clinton High School, Mott Hall High School, etc. I am particularly please that the Bronx Center for Science and Mathematics is one of our partner high schools.

Best wishes for a successful proposal and I look forward to continue working with your high school.

Sincerely,

Joseph Barba
Dean

PR/Award # U165A070046

HOFSTRA UNIVERSITY

December 13, 2006

I am writing in support of Kingsbridge International High School's application for a grant from the Magnet Schools Assistance Program. I am a volunteer with the Inner City Outings Program of the Sierra Club in New York City. As part of that program, I work with Naveen Kanithi, Coordinator of Special Programs at Kingsbridge International High School, to take students from Kingsbridge on outdoor trips.

Inner City Outings is the Sierra Club's community outreach program for underprivileged children and adolescents. We are a one hundred percent volunteer organization. We work as an organization to provide young people with outdoor recreational opportunities, leadership training, positive group experiences and environmental education, while imbuing in them a love of nature and the outdoors.

ICO was established in 1970 by the San Francisco Bay chapter of the Sierra Club. Currently, there are over fifty ICO groups in cities across the nation, all of which are overseen by the national Sierra Club. New York City ICO was begun in 1981, and I've been volunteering since 1985.

We work in partnership with social service agencies and schools, and currently work with Kingsbridge International High Schools and five other groups. In my work with Kingsbridge, which started in October 2006, I try to arrange about one trip a month throughout the year. I hope to continue this relationship through next year and as long into the future as possible. The students of Kingsbridge are perfect for ICO, and I have very much enjoyed our first two trips together. The school is doing an excellent job of supporting ICO by providing transportation for the trips, and by Naveen's recruitment of the students and active participation on the trips.

If you need more information, please feel free to contact me at my office at Hofstra University, where I am a mathematics professor: (516) 463-5573. I also encourage you to visit the New York City ICO web site at newyork.sierraclub.org/nyc/ico/.

Sincerely,

Raymond N. Greenwell

Raymond N. Greenwell
Professor of Mathematics

PR/Award # U165A070046

NEW YORK CITY DEPARTMENT OF EDUCATION

REGION ONE LEARNING SUPPORT CENTER

One Fordham Plaza, Bronx, New York 10458 • Tel. #: 718-741-7030 • Fax #: 718-584-5502 • Website:regionone.us

YVONNE TORRES
Regional Superintendent
ASKIA DAVIS, Ed.D.
Regional Deputy Superintendent

Tiffany Carlo-Correa
Coordinator Gifted and
Talented/Enrichment
Tcarloc@schools.nyc.gov
718 741-7073

March 13, 2007

Mr. Marty Barr
Executive Director
Office of Student Enrollment,
Planning and Operations
52 Chambers Street
New York, NY 10007

Dear Mr. Barr:

Please find attached the amended Voluntary Desegregation Plan for an inter District Magnet application for Districts 9 and 10 which we plan to submit along with our application to the U.S. Department of Education's Magnet Schools Assistance Program for funding during the 2007-2010 funding cycle. If the grant award is acquired by the district, we assure the New York City Department of Education that we will implement the Desegregation Plan as amended.

We would appreciate any and all feedback that you would have to offer. If you have any questions, please feel free to contact Tiffany Carlo-Correa at 718-741-7073.

If the Plan as amended meets with your approval, we would appreciate it if you provide us with a letter of support for inclusion in our proposal to the U.S. Department of Education.

Thank you for your support.

Sincerely,

Yvonne Torres, Regional Instructional Superintendent, Region 1

Frank Paliotta, Superintendent, Community School District 09

Sonia Menendez, Superintendent, Community School District 10
Enc.

"Building a Community of Learners and Leaders"

PR/Award # U165A070046

Desegregation Plan Information Form

Type of Desegregation Plan

(Check One & Attach the Appropriate Documents)

☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.	☒ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.
Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any desegregation plan modification should be mailed to: Steven L. Brockhouse US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm 4W229 Washington, DC 20202-5970	**Attach the Following Documents** • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*
Office of Student Enrollment Planning and Operations
Elizabeth Sciabarra, Chief Executive

April 16, 2007

Ms. Yvonne Torres
Regional Superintendent, Region 01
One Fordham Plaza
Bronx, New York 10458

Dear Superintendent Torres:

The Office of Student Enrollment Planning and Operations (OSEPO) have reviewed Region 1's updated Voluntary Desegregation Plans for Districts 9 and 10 to support a Magnet Schools Assistance Program application.

The plan includes the following designated magnet schools: Celia Cruz Bronx High School of Music, Kingsbridge International High School, Mott Hall Bronx High School, and The Bronx Center for Science and Mathematics. The intent of the Region 1 plan is to enroll non-minority students who reside within Districts 9 and 10 but who would otherwise attend non-public schools.

Insofar as the plan is an optional program designed to promote a reduction in racial isolation and increased diversity in Region 1 high schools, this office is approving the plan. Approval is made with the understanding that Districts 9 and 10, and OSEPO will monitor aspects of the plan to insure the achievement of the desegregation objectives at all participating schools.

Further, you are advised that the availability of student transportation is established by Chancellor's Regulations, as administered by the Office of Pupil Transportation, and Federal Regulations that pertain to the use of Magnet Schools Assistance Funds.

If you need further assistance, please contact me at 212-374-5473.

Sincerely,

Marty Barr
Executive Director
Elementary and Middle School Enrollment

C Frank Paliotta
Sonia Menendez
John Harper
Cathy Talenti

52 Chambers Street, Room 415, New York, NY 10007
212-374-2363

NEW YORK CITY DEPARTMENT OF EDUCATION

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YVONNE TORRES
Regional Superintendent
ASKIA DAVIS, Ed.D.
Regional Deputy Superintendent

Tiffany Carlo-Correa
Coordinator Gifted and Talented/Enrichment
Tcarloc@schools.nyc.gov
718 741-7073

March 13, 2007

Mr. Marty Barr
Executive Director
Office of Student Enrollment,
Planning and Operations
52 Chambers Street
New York, NY 10007

Dear Mr. Barr:

Please find attached the amended Voluntary Desegregation Plan for an inter District Magnet application for Districts 9 and 10 which we plan to submit along with our application to the U.S. Department of Education's Magnet Schools Assistance Program for funding during the 2007-2010 funding cycle. If the grant award is acquired by the district, we assure the New York City Department of Education that we will implement the Desegregation Plan as amended.

We would appreciate any and all feedback that you would have to offer. If you have any questions, please feel free to contact Tiffany Carlo-Correa at 718-741-7073.

If the Plan as amended meets with your approval, we would appreciate it if you provide us with a letter of support for inclusion in our proposal to the U.S. Department of Education.

Thank you for your support.

Sincerely,

Yvonne Torres, Regional Instructional Superintendent, Region 1

Frank Paliotta, Superintendent, Community School District 09

Sonia Menendez, Superintendent, Community School District 10
Enc.

"Building a Community of Learners and Leaders"

PR/Award # U165A070046

NEW YORK CITY DISTRICTS 9 AND 10
VOLUNTARY DESEGREGATION PLAN
Amended March 2007

This plan constitutes an update of Community School District 10's voluntary desegregation plan, which was initially approved by Community School Board 10 in March 1995, and amended three times subsequently, in January 1998, November 2000, and February 2004 (see documentation attached). Under this amended Voluntary Desegregation Plan, dependent upon funding from the Magnet Schools Assistance Program (MSAP), Community School Districts 9 and 10 will operate an inter-district magnet program during the 2007-2010 MSAP funding cycle. This plan is being submitted to the New York City Department of Education for approval, and subsequent submission to the U.S. Department of Education for consideration in conjunction with the districts' MSAP application for funding.

During the 2007-2010 funding cycle, Districts 9 and 10 will:

- reduce minority isolation in four high schools with substantial proportions of minority students (Celia Cruz Bronx High School of Music, Kingsbridge International High School, Mott Hall Bronx High School, and The Bronx Center for Science and Mathematics);
- develop and implement magnet programs that will assist the districts and schools in achieving systemic reforms and providing all students with the opportunity to meet challenging State content and performance standards;
- develop and design innovative educational methods and practices and provide courses of instruction that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational, technological and professional skills of students attending the magnet schools;
- improve the capacity of Districts 9 and 10 to continue operating magnet schools after federal funding through professional development; and
- ensure that all students at the magnet schools have equitable access to high quality educational programs that will enable them to succeed academically and continue with postsecondary education or productive employment.

Background and Context of the Desegregation Plan

As noted above, District 10 in the Bronx has received funding from the Magnet Schools Assistance Program since the 1995 program cycle. Over the course of these project periods, through the implementation of voluntary desegregation plans, a total of 12 elementary, four K-8 schools, four middle, one 6-12 school, and one high school have been able to enhance their educational offerings by developing and implementing innovative, theme-based curricula, research-based instructional practices, rigorous staff development, and aggressive outreach and marketing campaigns in order to attract a more diverse population of students in the community.

While not all magnet schools succeeded in meeting their enrollment targets, there is evidence to show that the schools were successful in attracting new students and, in some instances, decreasing minority isolation. For example, during the 2001-2004 MSAP funding cycle, while minority isolation across the four elementary schools served by the grant increased slightly (by 0.7 percentage points), the schools were successful in stemming the tide of an even greater increase in minority isolation district-wide (of 1.2 percentage points). Furthermore, the magnet program did not have a negative impact on the ethnic balance at the feeder schools, and succeeded in ensuring equitable minority and non-minority participation at the classroom level.

With the first wave of reorganization of the New York City Department of Education in July 2003, Community School Districts 9 and 10 were brought together into one instructional division, Region 1, under the leadership of the former Superintendent of District 10, Irma Zardoya. Given that the transition to the new organization was still in process, and taking into consideration the demographics of the new district under her jurisdiction, during the 2004-2007 funding cycle, Superintendent Zardoya opted to submit another proposal targeting only the schools of District 10. In the current funding cycle, there are a total of six schools receiving support from MSAP: three elementary schools (PS 205, PS 310, and PS 340), one middle school (MS 254), one 6-12 school (MS/HS 368), and one high school (Marble Hill).

Under the leadership of the current Superintendent, Yvonne Torres, there has been a shift in instructional priorities and a decision to leverage MSAP funding as a catalyst for addressing pressing needs at the secondary school level. These needs are observed in Regents exam pass rates of high school students in Districts 9 and 10, when compared with rates of students citywide. For example, on the Comprehensive English Regents exam, 70% of high school students in Districts 9 and 10 who took the exam in 2006 passed it, compared with 78% of students citywide. In math, 79% of District 9 and 10 students passed the Regents A exam, compared with 83% of students citywide.

2007-2010 Desegregation Strategy

The linchpin of the districts' desegregation strategy is to attract the significant numbers of non-minority students already residing in the Bronx who are currently attending public schools outside of Districts 9 and 10 or non-public schools back into the districts' high schools.

As New York City Department of Education data reveal, there are vast disparities in the proportions of minority and non-minority students in grades 9-12 attending high schools in the Bronx. As shown in Table 1, in all District 9 and 10 high schools, an overwhelming majority of the students (94.4%) are from minority backgrounds - a similar proportion to the population of Bronx high school students overall (95.5%).

Table 1
Numbers and Percentages of Non-Minority and Minority Students In Districts 9 and 10 and the Bronx*

	District 9 and 10 Public High Schools (N/%)	All Bronx Public High Schools (N/%)
Non-Minority Students	23,458 (94.4%)	59,528 (95.5%)
Minority Students	1,401 (5.6%)	2,784 (4.5%)
Totals	24,859	62,312

*Source: NYC Department of Education (2005-2006 school year)

When reviewing enrollment data from the non-public (private and parochial) secondary schools in the area encompassed by Districts 9 and 10,[1] it is clear that the proportion of non-minority students in the non-public high schools is much greater than that in public schools (see Table 2 below). As shown, of the 24,859 students in District 9 and 10 high schools, only 5.6% are non-minority, whereas of the 4,686 students in non-public high schools in this area, slightly more than half (50.6%) are non-minority. Stated differently, of the 3,774 non-minority students who attend high schools in the region served by Districts 9 and 10, 62.9% attend non-public schools while 37.1% attend public schools.

Table 2
Numbers and Percentages of Non-Minority and Minority Students Attending Districts 9 and 10 Public and Non-Public Secondary Schools

	Districts 9 and 10 High Schools	Non-Public High Schools in Districts 9 and 10	Total
Non-Minority Students	1,401 (5.6%)	2,373 (50.6%)	3,774 (12.8%)
Minority Students	23,458 (94.4%)	2,313 (49.4%)	25,771 (87.2%)

*Source: New York State Education Department

Thus, although a free public school education is available to all children who reside in the Districts 9 and 10 community, substantial numbers of parents are electing not to take advantage of this benefit, and are instead incurring the expense of a private school education for their children.

Desegregation Strategy

Districts 9 and 10 are convinced of the merit of its desegregation plan because of the success of the magnet initiative in reducing minority student isolation in the target magnet schools, and in the District as a whole, over the course of the past MSAP funding cycles. Three main components have been defined to ensure success of the current plan in achieving its intended goals: strong academic and educational programs; targeted outreach and student

[1] In this catchment area, there are 10 non-public high schools, including seven parochial and three non-denominational, which enroll a total of 4,686 students in grades 9 through 12.

recruitment; and a fair and equitable student selection process. A summary of the schools' plans in these areas is presented below.

✓ **Designing and implementing exciting and rigorous educational opportunities that will be attractive enough to the population of families we are trying to recapture.**

Over the past several months, planning teams at each of the proposed magnet schools have collaborated on designing a magnet program that will address identified areas of student need as well as serve to attract a more diverse student population. Provided below is a summary of each school's proposed magnet program:

- The magnet program at Bronx Center for Science and Mathematics will introduce new strands in science and mathematics to its existing rigorous academic program that will allow students to customize their learning through required, elective, and advanced placement (AP) courses. Students will investigate, explore, and apply their learning in science and mathematics to real-world situations through coursework and participation in theme-related clubs, internships, and college experiences.

- Celia Cruz Bronx High School of Music provides a quality music program with rigorous academic courses through which students explore and expand their musicianship in one of three strands: Concert Band, String Ensemble Piano, or the Vocal Program. The magnet program will provide the framework to expand the music theme into all areas of instruction and provide additional opportunities for students to participate in theme-related enrichment and career awareness activities.

- At Kingsbridge International High School, the magnet program will build upon the school's strong focus on English and native language development through an International theme, while preparing students in technology language and skills for the 21st century job market. Through the integration of the international theme into content area curriculum, technology integration across content areas, theme-related activities and performances, college preparation, and the development of a community garden, students will draw on the multicultural resources in the school and be exposed to the many cultures in New York and among the student body, while maintaining their own cultural identity.

- Mott Hall Bronx High School's academic program places a strong emphasis on mathematics, science, and technology. The magnet program will strengthen the rigorous academic program by adding the International Baccalaureate (IB) Diploma and AVID programs. Through the IB Programme, students will take advanced classes in which they will learn to ask questions, learn how to learn, develop a strong sense of their own identify and culture, and develop the ability to communicate with and understand people from other countries. AVID, which will help prepare students for rigorous high school classes including IB, will provide direct support for first generation college-goers through an enhanced, rigorous curriculum which includes direct instruction, tutorials, and college preparation classes.

✓ **Carrying out aggressive and targeted outreach campaigns to inform parents of the schools' innovative and rigorous academic offerings.**

All four schools have designed intensive and creative marketing plans in order to publicize their magnet program offerings in the hopes of attracting and recruiting a more diverse student body. These plans entail the following types of activities:

- Participating in Open Houses and city-wide recruitment fairs;
- Offering school visits to prospective families;
- Creating outreach and marketing materials, such as school brochures and videos;
- Submitting articles and advertisements in local newspapers;
- Conducting presentations at target middle schools;
- Conducting targeted community outreach at local organizations and community; and
- Showcasing academic and magnet-related activities and student work.

✓ **Working closely with staff from the NYC Department of Education's Office of Student Enrollment Placement and Operations (OSEPO) to ensure that there is an equitable and fair student selection and assignment process.**

All prospective public high school students in New York City participate in the High School Admissions process, through which they complete the High School Application Form to rank up to twelve potential high schools in order of their preferred admission. Students are selected by schools through a race-neutral, randomized computer selection process. During the "Main Round" of the admissions process, students are matched with their highest ranked school that has also ranked the student, and in early spring, are notified by letter of the result. If the Main Round does not result in a match, students select up to twelve new schools and are entered into the "Supplementary Round." Other factors that may be considered in the process are student's ranking of the school, academic record and standardized test scores (for educational option and specialized high schools), attendance, proficiency in a specific area (screened schools), and geographic residence (zoned schools). All eligible student applicants are guaranteed placement in a New York City public high school.

The four proposed magnet high schools do not use academic criteria for admissions; however, two of the schools have other specific admissions criteria. At Celia Cruz, a "screened" high school, students are selected through a competitive audition process based on their musical aptitude. KIHS students are all international scholars who have arrived in the United States within the past four years.

The four proposed magnet schools will make a good faith, proactive effort to ensure that an adequately diverse pool of candidates select the school as their first choice in the citywide high school admissions process. Each school regularly monitors its pool of student applicants to ensure a diversity of candidates and to monitor the effectiveness of their targeted recruitment efforts.

Under the choice provisions of the No Child Left Behind Act, parents whose children are attending schools designated by New York State as "low performing" may opt to send their child to a higher performing school. As with the NYC high school admissions process, the NCLB choice plan is implemented by the New York City Department of Education. According to information provided by the NYCDOE, it can be asserted that race is not used as a criterion in the assignment of students to schools under the NCLB choice process. Each of the four proposed magnet high schools is eligible to receive students seeking transfer to a higher performing school under this choice process. As such, each school has agreed to reserve up to 10 seats per grade per year to accommodate choice transfer requests; the enrollment projections attached to this plan take into consideration this priority.

Table 1 Enrollment Data - Region 1 (Bronx, NY)

Actual Enrollment as of 10/31/06 (Current School Year)						Projected Enromment as of 10/31/07 (Year 1 of Project)					
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
9	9,393	95.9%	397	4.1%	9,790	9	9,882	96.1%	396	3.9%	10,278
10	7,416	95.2%	372	4.8%	7,788	10	7,806	95.5%	370	4.5%	8,176
11	4,380	93.2%	322	6.8%	4,702	11	4,595	93.1%	342	6.9%	4,937
12	4,201	93.3%	302	6.7%	4,503	12	4,391	93.1%	327	6.9%	4,718
Total	25,390	94.8%	1,393	5.2%	26,783	Total	26,674	94.9%	1,435	5.1%	28,109

Projected Enrollment as of 10/31/08 (Year 2 of Project)						Projected Enrollment as of 10/31/09 (Year 3 of Project)					
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
9	10,355	96.0%	437	4.0%	10,792	9	10,903	96.2%	429	3.8%	11,332
10	8,185	95.4%	399	4.6%	8,584	10	8,614	95.6%	399	4.4%	9,013
11	4,838	93.3%	345	6.7%	5,183	11	5,089	93.5%	353	6.5%	5,442
12	4,626	93.2%	338	6.8%	4,964	12	4,873	93.5%	340	6.5%	5,213
Total	28,004	94.9%	1,519	5.1%	29,523	Total	29,479	95.1%	1,521	4.9%	31,000

Table 2 Year of Implementation for Existing Magnet Schools Included in the Project

School Name	1st School Year as Magnet School	School Name	1st School Year as Magnet School
Not Applicable			

Table 3 - Enrollment Projections for Magnet Schools

NYC Region 1 - Bronx Center for Science and Math (BCSM)

2006-2007 (Baseline Year)

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	169	167	98.8%	2	1.2%
10	80	78	97.5%	2	2.5%
11					
12					
Total	**249**	**245**	**98.4%**	**4**	**1.6%**

2007-2008

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	108	102	94.4%	6	5.6%
10	135	132	97.8%	3	2.2%
11	106	105	99.1%	1	0.9%
12					
Total	**349**	**339**	**97.1%**	**10**	**2.9%**

2008-2009

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	108	100	92.6%	8	7.4%
10	108	102	94.4%	6	5.6%
11	135	132	97.8%	3	2.2%
12	106	105	99.1%	1	0.9%
Total	**457**	**439**	**96.1%**	**18**	**3.9%**

2009-2010

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	108	98	90.7%	10	9.3%
10	108	100	92.6%	8	7.4%
11	108	102	94.4%	6	5.6%
12	135	132	97.8%	3	2.2%
Total	**459**	**432**	**94.1%**	**27**	**5.9%**

Table 3 - Enrollment Projections for Magnet Schools

NYC Region 1 - Celia Cruz Bronx High School of Music

2006-2007 (Baseline Year)

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	112	108	96.4%	4	3.6%
10	119	118	99.2%	1	0.8%
11	54	51	94.4%	3	5.6%
12	57	57	100.0%	0	0.0%
Total	**342**	**334**	**97.7%**	**8**	**2.3%**

2007-2008

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	115	100	87.0%	15	13.0%
10	115	111	96.5%	4	3.5%
11	122	120	98.4%	2	1.6%
12	58	55	94.8%	3	5.2%
Total	**410**	**386**	**94.1%**	**24**	**5.9%**

2008-2009

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	115	90	78.3%	25	21.7%
10	115	100	87.0%	15	13.0%
11	115	111	96.5%	4	3.5%
12	122	120	98.4%	2	1.6%
Total	**467**	**421**	**90.1%**	**46**	**9.9%**

2009-2010

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	115	85	73.9%	30	26.1%
10	115	90	78.3%	25	21.7%
11	115	100	87.0%	15	13.0%
12	115	111	96.5%	4	3.5%
Total	**460**	**386**	**83.9%**	**74**	**16.1%**

Table 3 - Enrollment Projections for Magnet Schools

NYC Region 1 - Kingsbridge International High School (KIHS)

2006-2007 (Baseline Year)

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	89	86	96.6%	3	3.4%
10	131	128	97.7%	3	2.3%
11					
12					
Total	**220**	**214**	**97.3%**	**6**	**2.7%**

2007-2008

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	110	100	90.9%	10	9.1%
10	110	105	95.5%	5	4.5%
11	110	105	95.5%	5	4.5%
12					
Total	**330**	**310**	**93.9%**	**20**	**6.1%**

2008-2009

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	110	95	86.4%	15	13.6%
10	110	100	90.9%	10	9.1%
11	110	105	95.5%	5	4.5%
12	110	105	95.5%	5	4.5%
Total	**440**	**405**	**92.0%**	**35**	**8.0%**

2009-2010

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	110	92	83.6%	18	16.4%
10	110	95	86.4%	15	13.6%
11	110	100	90.9%	10	9.1%
12	110	105	95.5%	5	4.5%
Total	**440**	**392**	**89.1%**	**48**	**10.9%**

Table 3 - Enrollment Projections for Magnet Schools

NYC Region 1 - Mott Hall Bronx HS

2006-2007 (Baseline Year)

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	120	117	97.5%	3	2.5%
10	114	112	98.2%	2	1.8%
11					
12					
Total	**234**	**229**	**97.9%**	**5**	**2.1%**

2007-2008

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	108	104	96.3%	4	3.7%
10	108	104	96.3%	4	3.7%
11	108	103	95.4%	5	4.6%
12					
Total	**324**	**311**	**96.0%**	**13**	**4.0%**

2008-2009

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	108	100	92.6%	8	7.4%
10	108	104	96.3%	4	3.7%
11	108	104	96.3%	4	3.7%
12	108	103	95.4%	5	4.6%
Total	**432**	**411**	**95.1%**	**21**	**4.9%**

2009-2010

Grade	Total Enrollment	# of Minority Students	% of Minority Students	# of Non-Minority Students	% of Non-Minority Students
9	108	97	89.8%	11	10.2%
10	108	100	92.6%	8	7.4%
11	108	104	96.3%	4	3.7%
12	108	104	96.3%	4	3.7%
Total	**432**	**405**	**93.8%**	**27**	**6.3%**

Table 4: Enrollment Data—Feeder Schools

Schools		Actual Enrollment as of October 1, 2006 (Current School Year)					Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)				
Feeder	Magnet(s)	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Table 5: Selection of Students

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection applies.
- Use additional sheets, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

Magnet School(s): Bronx Center for Science and Mathematics, Celia Cruz Bronx High School of Music, Kingsbridge International High School, Mott Hall Bronx High School

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

In New York City, all prospective public high school students participate in the High School Admissions process, through which they complete the High School Application Form to rank up to 12 potential high schools in order of their preferred admission. Students are selected by schools through a race-neutral, randomized computer selection process. The four proposed magnet schools will make a good faith, proactive effort to ensure that an adequately diverse pool of candidates select the school as their first choice in the citywide high school admissions process. Each school will regularly monitor its pool of student applicants to ensure a diversity of candidates and to monitor the effectiveness of their targeted recruitment efforts.

While the four proposed magnet high schools do not use academic criteria for admissions, Celia Cruz High School and Kingsbridge International High School use other specific admissions. At Celia Cruz, students are selected through a competitive audition process based on their musical aptitude. KIHS students are all international scholars who have arrived in the United States within the past four years.

Table 6: Revised Magnet Schools

Instructions:

For each magnet school identified in Table #2 (Existing Magnet Schools Included in the Project):

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Magnet School:

Nature of Revision or Change to the Magnet School:

No Revised Magnet Schools Participating in the Project.

Explanation of How or Why the Revision is Significant:

NEW YORK CITY DEPARTMENT OF EDUCATION

REGION ONE LEARNING SUPPORT CENTER

One Fordham Plaza, Bronx, New York 10458 • Tel. #: 718-741-7030 • Fax #: 718-584-5502 •Website:regionone.us

YVONNE TORRES
Regional Superintendent
ASKIA DAVIS, Ed.D.
Regional Deputy Superintendent

Tiffany Carlo-Correa
Magnet Project Director
Tcarloc@schools.nyc.gov
718 741-7073

To Whom It May Concern:

Please find attached the written agreement between parties (Frank Paliotta Community Superintendent of District 9 and Sonia Menendez Community Superintendent of District 10) agreeing to ensure that our Magnet project complies with the attached desegregation plan.

Sincerely,

Tiffany Carlo-Correa
Magnet Program Director

MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES

In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decisionmaking and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Yvonne Davis (VP) 4/26/07

Signature of Authorized Representative — Date

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **7675-Mandatory_R1_MSAP_Final_Budgets.pdf**

NYC Districts 9 and 10
Magnet Schools Assistance Program
Year 1 Itemized Budget: 2007-2008

1 Personnel *Position*	Number	FTE	Salary	Total
MSAP Project Director		(b)(4)		$120,000
MSAP Resource Specialists				$450,000
Project Secretary				$40,000
Teacher Per Session - Planning/Curriculum Development				$96,706
Teacher Per Session - After-School Enrichment				$117,678
Supervisor Per Session - After-School Enrichment				$15,680
Teacher Per Diem				$14,645
Personnel Total				**$854,710**

2 Fringe Benefits *Description*	Value	Rate	Amount	Total
Health Insurance				
Full-time staff	$610,000	13.20%	$80,520	**$80,520**
Sabbatical				
Full-time staff	$610,000	2.00%	$12,200	**$12,200**
Social Security				
Full-time staff	$610,000	7.55%	$46,055	
Per Session/Per Diem	$244,710	7.57%	$18,525	**$64,580**
Unemployment Insurance				
Full-time staff	$610,000	0.50%	$3,050	
Per Session/Per Diem	$244,710	0.50%	$1,224	**$4,274**
Welfare				
Full-time staff	$610,000	3.49%	$21,289	**$21,289**
Pension				
Full-time staff	$610,000	10.50%	$64,050	**$64,050**
Annuity				
Full-time staff	$610,000	0.43%	$2,623	**$2,623**
Fringe Benefits Total				**$249,535**

NYC Districts 9 and 10
Magnet Schools Assistance Program
Year 1 Itemized Budget: 2007-2008

	Other Direct Costs		
	Description	*Amount*	*Total*
3	**Travel**		
	Magnet Staff Local Travel	$2,500	
	Magnet Staff Out of Town Travel	$29,000	**$31,500**
4	**Equipment**		
	School-Based Instructional Equipment	$134,400	**$134,400**
5	**Supplies**		
	MSAP Program Office Supplies	$5,000	
	Instructional Supplies and Materials	$12,850	
	Library Books/Textbooks	$37,200	
	Instructional Software	$10,750	
	Professional Development Supplies	$15,000	**$80,800**
6	**Contractual**		
	Metis Associates (Evaluation)	$62,000	
	Education for Careers	$40,000	
	Learner-Centered Initiatives	$50,000	
	Schools Attuned	$12,000	
	School-Based Purchased Services	$50,800	**$214,800**
7	**Construction**		**$0**
8	**Other**		
	Postage	$2,500	
	Recruitment Costs (printing, advertising)	$20,000	
	Telecommunications	$10,000	
	Student Admissions	$23,500	**$56,000**
9	**Total Direct Costs**		**$1,621,745**
10	**Indirect Costs (Total - Equipment *3%)**		**$44,620**
11	**Total Costs (lines 9-10)**		**$1,666,365**

NYC Districts 9 and 10
Magnet Schools Assistance Program
Year 2 Itemized Budget: 2008-2009

1 Personnel	Number	FTE	Salary	Total
Position				
MSAP Project Director		(b)(4)		$123,600
MSAP Resource Specialists				$618,000
Project Secretary				$41,200
Teacher Per Session - Planning/Curriculum Development				$52,085
Teacher Per Session - After-School Enrichment				$121,209
Supervisor Per Session - After-School Enrichment				$16,150
Teacher Per Diem				$14,786
Personnel Total				**$987,030**

2 Fringe Benefits	Value	Rate	Amount	Total
Description				
Health Insurance				
Full-time staff	$782,800	13.20%	$103,330	**$103,330**
Sabbatical				
Full-time staff	$782,800	2.00%	$15,656	**$15,656**
Social Security				
Full-time staff	$782,800	7.55%	$59,101	
Per Session/Per Diem	$204,230	7.57%	$15,460	**$74,562**
Unemployment Insurance				
Full-time staff	$782,800	0.50%	$3,914	
Per Session/Per Diem	$204,230	0.50%	$1,021	**$4,935**
Welfare				
Full-time staff	$782,800	3.49%	$27,320	**$27,320**
Pension				
Full-time staff	$782,800	10.50%	$82,194	**$82,194**
Annuity				
Full-time staff	$782,800	0.43%	$3,366	**$3,366**
Fringe Benefits Total				**$311,362**

NYC Districts 9 and 10
Magnet Schools Assistance Program
Year 2 Itemized Budget: 2008-2009

	Other Direct Costs		
	Description	*Amount*	*Total*
3	**Travel**		
	Magnet Staff Local Travel	$2,500	
	Magnet Staff Out of Town Travel	$29,000	**$31,500**
4	**Equipment**		
	School-Based Instructional Equipment	$71,400	**$71,400**
5	**Supplies**		
	MSAP Program Office Supplies	$5,000	
	Instructional Supplies and Materials	$12,500	
	Library Books/Textbooks	$37,200	
	Instructional Software	$750	
	Professional Development Supplies	$15,000	**$70,450**
6	**Contractual**		
	Metis Associates (Evaluation)	$62,000	
	Education for Careers	$40,000	
	Learner-Centered Initiatives	$50,000	
	Schools Attuned	$12,000	
	School-Based Purchased Services	$50,800	**$214,800**
7	**Construction**		**$0**
8	**Other**		
	Postage	$2,500	
	Recruitment Costs (printing, advertising)	$20,000	
	Telecommunications	$10,000	
	Student Admissions	$23,500	**$56,000**
9	**Total Direct Costs**		**$1,742,542**
10	**Indirect Costs (Total - Equipment *3%)**		**$50,134**
11	**Total Costs (lines 9-10)**		**$1,792,676**

NYC Districts 9 and 10
Magnet Schools Assistance Program
Year 3 Itemized Budget: 2009-2010

1 Personnel	Number	FTE	Salary	Total
Position				
MSAP Project Director		(b)(4)		$123,600
MSAP Resource Specialists				$618,000
Project Secretary				$41,200
Teacher Per Session - Planning/Curriculum Development				$48,052
Teacher Per Session - After-School Enrichment				$121,221
Supervisor Per Session - After-School Enrichment				$16,152
Teacher Per Diem				$14,786
Personnel Total				**$983,011**

2 Fringe Benefits	Value	Rate	Amount	Total
Description				
Health Insurance				
Full-time staff	$782,800	13.20%	$103,330	**$103,330**
Sabbatical				
Full-time staff	$782,800	2.00%	$15,656	**$15,656**
Social Security				
Full-time staff	$782,800	7.55%	$59,101	
Per Session/Per Diem	$200,211	7.57%	$15,156	**$74,257**
Unemployment Insurance				
Full-time staff	$782,800	0.50%	$3,914	
Per Session/Per Diem	$200,211	0.50%	$1,001	**$4,915**
Welfare				
Full-time staff	$782,800	3.49%	$27,320	**$27,320**
Pension				
Full-time staff	$782,800	10.50%	$82,194	**$82,194**
Annuity				
Full-time staff	$782,800	0.43%	$3,366	**$3,366**
Fringe Benefits Total				**$311,038**

NYC Districts 9 and 10
Magnet Schools Assistance Program
Year 3 Itemized Budget: 2009-2010

	Other Direct Costs		
	Description	*Amount*	*Total*
3	**Travel**		
	Magnet Staff Local Travel	$2,500	
	Magnet Staff Out of Town Travel	$24,000	**$26,500**
4	**Equipment**		
	School-Based Instructional Equipment	$71,400	**$71,400**
5	**Supplies**		
	MSAP Program Office Supplies	$5,000	
	Instructional Supplies and Materials	$12,500	
	Library Books/Textbooks	$37,200	
	Instructional Software	$750	
	Professional Development Supplies	$15,000	**$70,450**
6	**Contractual**		
	Metis Associates (Evaluation)	$65,000	
	Education for Careers	$40,000	
	Learner-Centered Initiatives	$50,000	
	Schools Attuned	$12,000	
	School-Based Purchased Services	$50,800	**$217,800**
7	**Construction**		**$0**
8	**Other**		
	Postage	$2,500	
	Recruitment Costs (printing, advertising)	$20,000	
	Telecommunications	$10,000	
	Student Admissions	$23,500	**$56,000**
9	**Total Direct Costs**		**$1,736,198**
10	**Indirect Costs (Total - Equipment *3%)**		**$49,944**
11	**Total Costs (lines 9-10)**		**$1,786,142**

		BCSM		
		YR 1	YR 2	YR 3
Personnel				
Position				
Project Director				
MSAP Resource Specialists		(b)(4)		
Project Secretary				
Teacher Per Session - Planning/Curriculum Development	hrs			
Teacher Per Session - After-School Enrichment	hrs			
Supervisor Per Session - After-School Enrichment	hrs			
Teacher Per Diem	days			

	BCSM		
	YR 1	YR 2	YR 3
Other Direct Costs			
Description			
Travel			
Magnet Staff Local Travel	500	500	500
Magnet Staff Out of Town Travel	3500	3500	3500
Equipment			
School-Based Instructional Equipment	43000	18000	18000
Supplies			
MSAP Program Office Supplies			
Instructional Supplies and Materials	2000	2000	2000
Library Books/Textbooks	12000	12000	12000
Instructional Software	0	0	0
Professional Development Supplies			
Contractual			
College Board	9000	9000	9000
Kaplan	3500	3500	3500
School-Based Purchased Services	12500	12500	12500
Construction			
Other			
Postage			
Recruitment Costs (printing, advertising)			
Telecommunications			
Student Admissions	4000	4000	4000

		Celia Cruz		
		YR 1	YR 2	YR 3
Personnel				
Position				
Project Director				
MSAP Resource Specialists		(b)(4)		
Project Secretary				
Teacher Per Session - Planning/Curriculum Development	**hrs**			
Teacher Per Session - After-School Enrichment	**hrs**			
Supervisor Per Session - After-School Enrichment	**hrs**			
Teacher Per Diem	**days**			

	Celia Cruz		
	YR 1	YR 2	YR 3
Other Direct Costs			
Description			
Travel			
Magnet Staff Local Travel	500	500	500
Magnet Staff Out of Town Travel	10000	10000	10000
Equipment			
School-Based Instructional Equipment	36400	11400	11400
Supplies			
MSAP Program Office Supplies			
Instructional Supplies and Materials	4350	4000	4000
Library Books/Textbooks	8000	8000	8000
Instructional Software	750	750	750
Professional Development Supplies			
Contractual			
College Board	8000	8000	8000
QTEL	4500	4500	4500
School-Based Purchased Services	12500	12500	12500
Construction			
Other			
Postage			
Recruitment Costs (printing, advertising)			
Telecommunications			
Student Admissions	6000	6000	6000

		KIHS		
		YR 1	YR 2	YR 3
Personnel				
Position				
Project Director				
MSAP Resource Specialists		(b)(4)		
Project Secretary				
Teacher Per Session - Planning/Curriculum Development	hrs			
Teacher Per Session - After-School Enrichment	hrs			
Supervisor Per Session - After-School Enrichment	hrs			
Teacher Per Diem	days			

	KIHS		
	YR 1	YR 2	YR 3
Other Direct Costs			
Description			
Travel			
Magnet Staff Local Travel	500	500	500
Magnet Staff Out of Town Travel	1500	1500	1500
Equipment			
School-Based Instructional Equipment	25000	12000	12000
Supplies			
MSAP Program Office Supplies			
Instructional Supplies and Materials	4500	4500	4500
Library Books/Textbooks	11200	11200	11200
Instructional Software	10000	0	0
Professional Development Supplies			
Contractual			
Bronx Museum of Art	2000	2000	2000
New York Botanical Garden	3000	3000	3000
Wave Hill	2800	2800	2800
International Network	3000	3000	3000
Technology Consultants (TBD)	3000	3000	3000
School-Based Purchased Services	13800	13800	13800
Construction			
Other			
Postage			
Recruitment Costs (printing, advertising)			
Telecommunications			
Student Admissions	11000	11000	11000

		Mott Hall Bronx		
		YR 1	YR 2	YR 3
Personnel				
Position				
Project Director				
MSAP Resource Specialists		(b)(4)		
Project Secretary				
Teacher Per Session - Planning/Curriculum Development	**hrs**			
Teacher Per Session - After-School Enrichment	**hrs**			
Supervisor Per Session - After-School Enrichment	**hrs**			
Teacher Per Diem	**days**			

	Mott Hall Bronx		
	YR 1	YR 2	YR 3
Other Direct Costs			
Description			
Travel			
Magnet Staff Local Travel	500	500	500
Magnet Staff Out of Town Travel	10000	10000	5000
Equipment			
School-Based Instructional Equipment	30000	30000	30000
Supplies			
MSAP Program Office Supplies			
Instructional Supplies and Materials	2000	2000	2000
Library Books/Textbooks	6000	6000	6000
Instructional Software	0	0	0
Professional Development Supplies			
Contractual			
IBNA	8000	8000	8000
AVID	4000	4000	4000
School-Based Purchased Services	12000	12000	12000
Construction			
Other			
Postage			
Recruitment Costs (printing, advertising)			
Telecommunications			
Student Admissions	2500	2500	2500

		Total		
		YR 1	YR 2	YR 3
Personnel				
Position				
Project Director		(b)(4)		
MSAP Resource Specialists				
Project Secretary				
Teacher Per Session - Planning/Curriculum Development	**hrs**			
Teacher Per Session - After-School Enrichment	**hrs**			
Supervisor Per Session - After-School Enrichment	**hrs**			
Teacher Per Diem	**days**			

		Total		
		YR 1	YR 2	YR 3
Other Direct Costs				
Description				
	Plus District Travel			
Travel	each yr			
Magnet Staff Local Travel	500	2500	2500	2500
Magnet Staff Out of Town Travel	4000	29000	29000	24000
Equipment				
School-Based Instructional Equipment		134400	71400	71400
Supplies				
MSAP Program Office Supplies				
Instructional Supplies and Materials		12850	12500	12500
Library Books/Textbooks		37200	37200	37200
Instructional Software		10750	750	750
Professional Development Supplies				
Contractual				
School-Based Purchased Services		50800	50800	50800
Construction				
Other				
Postage				
Recruitment Costs (printing, advertising)				
Telecommunications				
Student Admissions		23500	23500	23500

Region One MSAP Planning Costs

	2007-2008 Calculation	2007-2008 Totals	2008-2009 Calculation	2008-2009 Totals	2009-2010 Calculation	2009-2010 Totals
Personnel						
Project Director	.5 x $120,000	$60,000	.15 x $123,600	$18,540	.10 X $123,600	$12,360
Teacher Specialists	.5 x 4.5 x $100,000	$225,000	.15 x 6 x $103,000	$92,700	.10x 6 x $103,000	$61,800
Teacher Per Session (curriculum development)	2,467 hrs x $39.20	$96,706	1,290 hrs x $40.38	$52,090	1,190 x $40.38	$48,052
Fringe Benefits						
Project Director (@37.67%)	37.67%	$22,602	37.67%	$6,984	37.67%	[illegible]
Teacher Specialists (@37.67%)	37.67%	$84,758	37.67%	$34,920	37.67%	(b)(4)
Teacher Per Session (@8.07%)	8.07%	$7,804	8.07%	$4,204	8.07%	
OTPS						
Contractual Services						
Metis Associates, Inc.	.25 x $62,000	$15,500	.15 X $62,000	$9,300	.1 X $65,000	[illegible]
Learner Centered Initiatives	.25 x $50,000	$12,500	.15 x $50,000	$7,500	.1 x $50,000	$5,000
Education for Careers	.25 x $40,000	$10,000	.15 x $40,000	$6,000	.1 x $40,000	$4,000
Schools Attuned	.25 x $12,000	$3,000	.15 x $12,000	$1,800	.1 x $12,000	(b)(4)
School-Based Contractual Services	.25 x $50,800	$12,700	.15 x $50,800	$7,620	.1 x $50,800	
Total Planning Costs		$550,570		$241,658		$
Total MSAP Grant Request		$1,666,365		$1,792,676		$1,786,142
Percentage of Total MSAP Grant Request		33%		13%		10%

(b)(4)