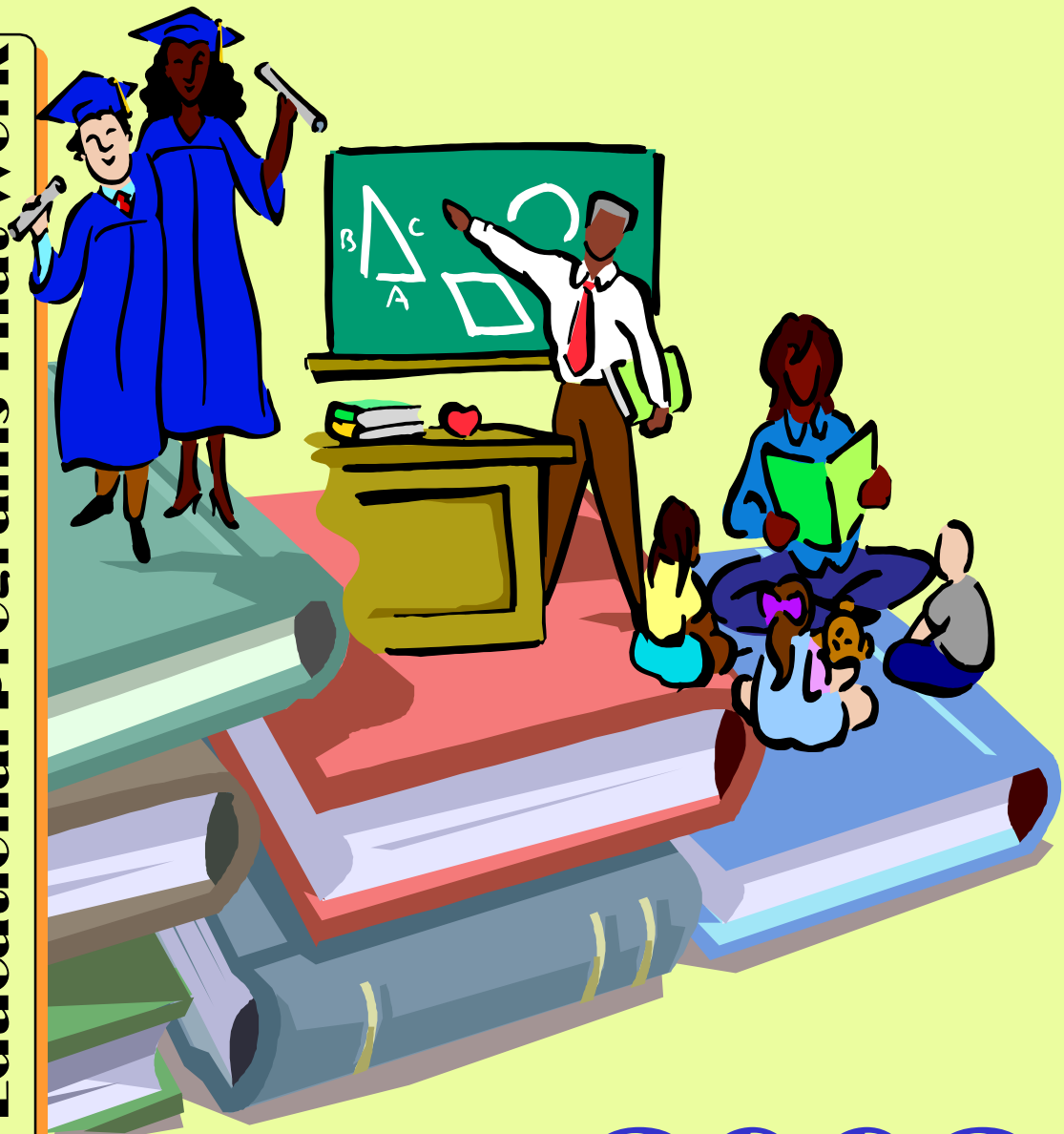


# Sharing Successful Programs

**New York State**

**Educational Programs That Work**



**2002**



# Part I:

## All About Sharing Success







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*Bold = Nationally Validated New York State Program*

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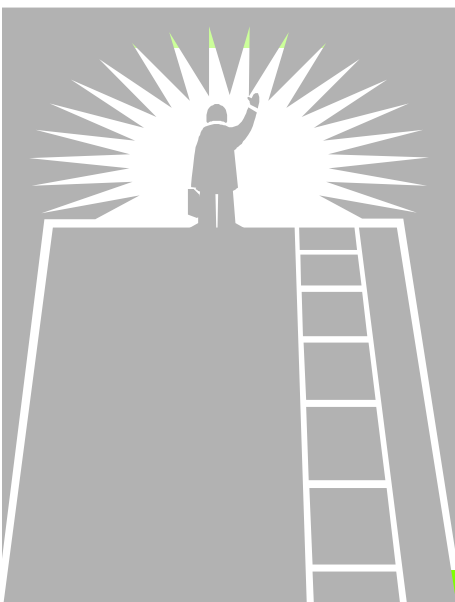
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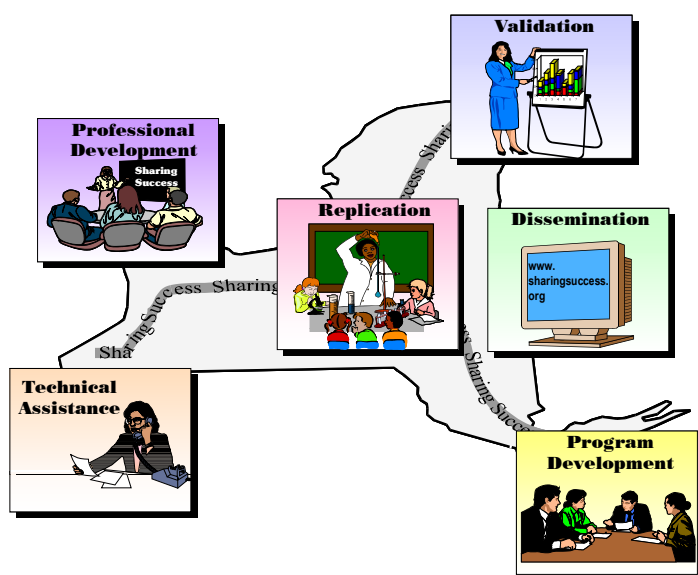
# Part I:

## All About Sharing Success





# What is Sharing Success?



Identifying and disseminating successful, research-based educational programs and practices is the primary function of New York State's *Sharing Successful Programs*. For over 25 years, *Sharing Success* has served New York State educators and expanded its rigorous results-based validation system to include promising practices, out-of-state research-based programs, other results-based recognition systems, high performing schools, peer reviewed lesson plans, and effective strategies. *Sharing Success* advocates replication of these research-based programs and practices as an effective change strategy for schools to meet local needs.

*Sharing Success* can play a major role in **assisting districts to meet higher standards** by providing support for:

- ★ evaluation technical assistance for locally developed programs;
- ★ identification of comprehensive, quality programs for systemic school reform efforts as well as content- and age-specific programs to meet targeted improvement goals;
- ★ local choice to select from a wide range of validated programs and promising practices that meet locally identified needs to help **all** children meet the higher learning standards;
- ★ professional development and follow-up technical assistance to ensure successful replications with appropriate adaptations;
- ★ parent/family involvement in their child's education by identifying and validating programs with demonstrated results in early childhood education, parent involvement, family literacy, and adult basic education.



The New York State-validated programs and promising practices profiled in this booklet were developed by local school districts, institutes of higher education, non-profits, and community-based organizations. These dedicated educators help other practitioners replicate their success by sharing their knowledge through professional development trainings and follow-up technical assistance. The program profiles in this booklet were written by the staff of the projects, without whose cooperation this booklet could not have been produced. Editing, formatting, and technical support were provided by the Technical Assistance Center at the Westchester Institute for Human Services Research, Inc.

# Key Features of Sharing Success

**Quality Control** filters out trial-and-error approaches to program development.

**Validated Programs.** Validation is the quality control mechanism for certifying the effectiveness of a given educational program. These programs complete a rigorous evaluation process, often with the assistance of the Technical Assistance Center, and present evaluation results demonstrating statistically significant and educationally meaningful data before a Validation Panel for review. Any educational program can seek validation; applicants have included school districts, adult education facilities, substance abuse programs, community-based organizations, and institutes of higher education.

**Promising Practices.** Promising practice review is a quality control mechanism involving an external mail review of a program's results. Unlike validation, evidence as a promising practice does not require a quasi-experimental evaluation design nor statistically significant results. Instead, these programs must document pre-post or trend data to support their claims of change. The term "promising practice" is conferred only after a Promising Practice Committee review has determined that the program is an effective educational program based on sufficient, objective evidence.

**Dissemination** takes many forms to reach diverse audiences statewide.

The entire bank of *Sharing Success* programs and practices (over 4,000) are available on the *Sharing Success* website: [www.sharingsuccess.org/code/list.html](http://www.sharingsuccess.org/code/list.html). This booklet highlights only New York State programs and nationally validated programs replicating in the State. Additional information on *Sharing Success* programs is provided through the *Sharing Success* Newsletter (distribution 18,000), *Balanced Views*, distance learning conferences, as well as professional development networks in the State.

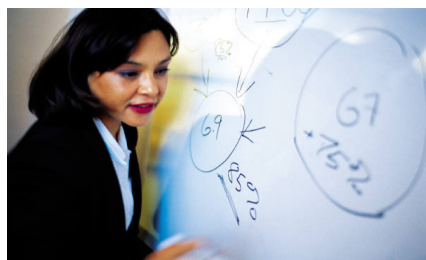
**Sharingsuccessonline.net** provides program videos and a road map for educators to locate and use critical data for planning.



*We realized we were not touching students as far as a good drug/alcohol prevention program. We researched different programs and felt this one could meet our needs.*

— A Replicator

**Replication** is a cost-effective and timely solution for school districts.



*Trainer was well-informed and interesting. Handouts are great! Bringing together teachers to share ideas and discuss problems was invigorating! I'm glad I attended.*

— Science Teacher

Research studies over the past 15 years confirm that a new program can be replicated in a shorter time period (e.g., several months) and at a fraction of the cost of developing a new program.

*The program's continued success could be attributed to the consistent relationship of the excellent consultants from the [validated] program site...The [validated] program staff are excellent and have been a real asset.*

— A Replicator

Approximately 90% of New York State school districts have adopted one or more validated programs over the last 10 years by matching their needs, philosophies, and resources with validated programs and promising practices.

# Sharing Success Addresses Whole School Reform

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Schools have multiple needs. Some schools want one comprehensive schoolwide model to address their needs, while other schools may want to select programs for targeted teaching and learning needs. The **coordinated replication** of multiple validated programs and promising practices can address whole school reform efforts.

The chart on the following page indicates typical elementary, middle, and high school needs and a sample menu of *Sharing Success* programs which can address those needs. The degree to which specific *Sharing Success* validated programs and promising practices serve the needs of your school is a local decision. Replication choices should be keyed to your school improvement plan. To guide these decisions, read the program profiles contained in this book or obtain additional information about a program by communicating directly with the program director (contact information is provided on each program profile).

For additional help in addressing your needs, please contact technical assistance/school reform agents (e.g., Regional School Support Center Directors, Staff/Curriculum Development Network representatives, Teacher Center Directors) to assist you in identifying *Sharing Success* programs **relevant to and appropriate for** the multiple needs of your school. If you do not know all the technical assistance agents available to serve your school, visit the *Sharing Success* website and use our Network Search database ([www.sharingsuccess.org/code/wsr/nyn/nynwork1.html](http://www.sharingsuccess.org/code/wsr/nyn/nynwork1.html)) to find the contact information for professional development networks serving your district.

# Sharing Success: Whole School Improvement

## Address Higher Learning Standards/Core Curricula

- improve CAR data
- provide standards-based, active instruction
- strengthen curriculum to align with standards

**Arts:**  
 Values Education through the Arts/Young Adults

**HL/YPE:**  
 Adaptive Physical Education  
 Growing Healthy

**ELA:**  
 Junior Great Books  
 Reading Recovery  
 Books & Beyond

**MST:**  
 Authentic Science Research  
 First Level Math  
 First Level Science  
 WIZE

**Career/Occ.Studies:**  
 Academy of Finance  
 Adolescent Vocational Exploration  
 Career Internship Program  
 City-As-School  
 Culinary Institute  
 Greenhouse  
 Pre-Teaching Academy

### Restructuring Time

- increase instructional time
- GREAT Kids
- OASIS

### Parent Education/Involvement

- increase communication between school/home
- improve family literacy
- EPIC Growing & Learning Together
- Books & Beyond

### Planning

- provide common vision or goals
- put systemic procedures in place
- More Effective Schools Process

### Helping all Students

- provide instruction for special populations
- City-As-School
- Computer/Process Approach
- Culinary Institute
- Project CARE
- Study Skills Across the Curriculum

### Early Childhood

- increase school readiness
- Early Childhood Center Development Model
- Parent-Child Home Program
- Nonnie Hood Parent Resource Center
- Clean Family Connections
- Syracuse Pre-K Inclusion Program
- Variety Child Learning Center

## Coordinated Replications

### Professional Development

- expand staff development
- provide strong principal leadership
- Supervisory Support
- SITE

### School Climate

- violence prevention
- Educational Karate
- Social Decision Making/Problem Solving

### School/Community Connections

- provide support services for high need student populations
- Youth Intervention Team

### Attendance Improvement/ Drop Out Prevention

- increase attendance
- increase graduation rate
- Greenhouse: Experience Based Career Education
- Project CARE
- Project STAR
- Youth Opportunity Program

# Technical Assistance

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## The Westchester Institute for Human Services Research, Inc.



In 1991, the Westchester Institute for Human Services Research, Inc. formed the Technical Assistance Center (TA Center) for *Sharing Success* through New York State Education Department (SED) funding to facilitate a timely validation and promising practice process and to provide candidates with assistance in program evaluation and assessment. New York State programs seeking certification through *Sharing Success* are eligible for evaluation technical assistance at no cost through the Technical Assistance Center. Staffed with highly experienced and trained professionals from research and education, the TA Center employs a central staff, a review team of internal evaluators, and a consultant bank of evaluators to assist candidates. As

needed, the TA Center helps project staff to clearly define their goals and evidence of effectiveness, develop an evaluation design, identify instruments and statistical measures, and present credible cases of effectiveness before a Validation Panel or Promising Practices Committee. To nominate a program, either return the nomination form located at the back of this booklet or download an application from the website ([www.sharingsuccess.org/code/iknow.html](http://www.sharingsuccess.org/code/iknow.html)).

The TA Center functions in a rapid response mode to requests from the field to address statewide priorities and needs. The TA Center is abreast of “state-of-the-art” research findings in teaching and learning, educational change theory and practice, school reform, and dissemination to provide all New York State educators with research-based information to guide decision making.

Contact the Westchester Institute for Human Services Research, Inc. at (914) 682-1861 ext. 331, e-mail: [TACenter@sharingsuccess.org](mailto:TACenter@sharingsuccess.org) or visit our website: [www.sharingsuccess.org](http://www.sharingsuccess.org).

## Education 21, Inc.

Education 21, Inc., a not-for-profit educational agency, receives funding from the New York State Education Department to work with schools to facilitate the replication of validated programs and promising practices and provide technical assistance to New York State Developer Demonstrators and replicators through a variety of strategies. These include workshops in proposal writing and training-the-trainers; coordination of needs assessment, program gathering, and training activities; and limited financial support for Developer Demonstrators and replicators.

Contact Education 21, Inc., 39 First Street, Troy, NY 12180, (518) 270-0126, [cweed@education21.org](mailto:cweed@education21.org).

## Nonpublic School Facilitator

The Nonpublic School Facilitator at Pace University was established to assist nonpublic schools to adopt validated programs and promising practices. It receives funding from the State Education Department to disseminate information on validated programs and promising practices to nonpublic schools; coordinate awareness sessions; and support training in validated programs for nonpublic schools.

Contact Frank Thompson, Facilitator Center, Pace University, Briarcliff Campus, 41 Elm Avenue, Rm. 100, Briarcliff Manor, NY 10519 (914) 762-7675.

## Regional School Support Centers



The Regional School Support Centers (RSSCs) were established during the 2000-01 school year to work in partnership with local school districts and schools to close the gap in student achievement through a variety of sustained school support services. These Centers constitute a new statewide network of technical assistance centers that are field based and administered by knowledgeable local personnel to supplement services and planning assistance to schools within their region, with priority attention directed to high need schools and districts based on the System of Accountability for Student Success (SASS) and upon indicators established by the Office of Vocational and Educational Services for Individuals with Disabilities (VESID). Regionally, the Centers will broadly disseminate information regarding successful strategies and programs which may be of general benefit to all schools and districts.

Each Center operates under the leadership of an Executive Committee (District Superintendent, Superintendents of large city school districts, and representatives of teachers and institutions of higher education) to increase regional and local decision making and strategic coordination of professional development network services (e.g., Staff/Curriculum Development Network, the Special Education Training and Resource Center Network, and Teacher Centers) to identify and address root causes to close the achievement gap.

### **Region 1: Hudson Mohawk**

### **BOCES LEA: Questar III**

Debbie Brown  
Executive Director RSSC Questar III  
1580 Columbia Turnpike, Box 8, Bldg. 1  
Castleton, NY 12033  
Phone: 518-477-2431 Fax: 518-477-6873 E-mail: [dbrown@questar.org](mailto:dbrown@questar.org)

### **Region 2: Long Island**

### **BOCES LEA: Eastern Suffolk**

Edward J. Zero  
Executive Director Long Island RSSC  
Eastern Suffolk BOCES - Sherwood Center  
15 Andrea Road  
Holbrook, NY 11741  
Phone: 631-218-4123 Fax: 631-218-4127 E-mail: [ezero@esricboces.org](mailto:ezero@esricboces.org)

### **Region 3: Lower Hudson**

### **BOCES LEA: Southern Westchester**

Maureen Cahill  
Executive Director RSSC  
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Phone: 914-937-3820 Fax: 914-592-4438 E-mail: [mcahill@swnboces.org](mailto:mcahill@swnboces.org)

### **Region 4: Mid-Hudson**

### **BOCES LEA: Orange-Ulster**

Kirsten Ruglis  
Executive Director RSSC  
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163 Harriman Heights Road  
Monroe, NY 10950  
Phone: 845-781-4843 Fax: 845-781-4642 E-mail: [kruglis@ouboces.org](mailto:kruglis@ouboces.org)



**Region 5: Mid-South**

Patricia DuBois  
Executive Director RSSC  
Frank W. Cyr Center  
Rexmere Park  
Stamford, NY 12167

Phone: 607-652-1286 Fax 607-652-1281 E-mail: pdubois@mail.oncboces.org

**BOCES LEA: Otsego-Northern Catskills****Region 6: Mid-State**

Marge Meggesto  
Executive Director RSSC  
OCM BOCES  
P.O. Box 4754  
Syracuse, NY 13221

Phone: 315-431-8542 Fax: 315-434-9347 E-mail: mmeggest@ocmboces.org

**BOCES LEA: Onondaga-Cortland-Madison****Region 7: Mid-West**

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Executive Director RSSC  
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Phone: 716-455-7229 Fax: 716-383-6404 E-mail: emcadam@ppeoplec.com

**BOCES LEA: Monroe 1****Region 8: North Country/Mohawk Valley**

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Madison-Oneida BOCES  
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Verona, NY 13478-0168

Phone: 315-361-5542 Fax: 315-361-5595 E-mail: sphilips@mohawk.moric.org

**BOCES LEA: Madison-Oneida****Region 9: Western New York**

Carolyn Steele  
Executive Director RSSC  
Erie I BOCES  
1050 Maryvale Drive  
Cheektowaga, NY 14225

Phone: 716-630-4203 Fax: 716-630-4205 E-mail: csteele@erie1.wnyric.org

**BOCES LEA: Erie I****Region 10: New York City**

Aminda Gentile, Director  
NYC Teacher Center  
48 East 21<sup>st</sup> Street  
New York, NY 10010

Phone: 212- 475-3737 Fax: 212-475-9049 E-mail: agentile@ufttc.org

**BOCES LEA: NYC Board of Education**

# Program Profiles

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All profiles of active, validated programs and promising practices are presented alphabetically. These profiles:

- describe the intended audience,
- provide a brief program description,
- list the top two Learning Standards the program meets, and
- present information for contacting the program directly.

In addition, validated program profiles include:

- the requirements and costs of replication, and
- possible funding sources for replicating the program.

Some of the most common funding sources for replication are local district resources, entitlement funds available to the district, and grant monies provided by the New York State Legislature to fund coordinated regional training sessions. Sources of funds to support replication of validated programs include ESEA Titles I, II, IV, and VI; corporations; and private foundations. The coordinated use of monies is essential, especially for school districts with significant needs. Please note the funding information provided on the New York State-validated program profiles in this booklet.

To obtain more information on any *Sharing Success* program, simply contact the program directly by using the information listed in each program profile.

For additional information on *Sharing Success* or the validation process, please contact the Technical Assistance Center by e-mail ([TACenter@sharingsuccess.org](mailto:TACenter@sharingsuccess.org)), phone (914) 682-1861 ext. 331, fax (914) 682-1760, or visit our website: [www.sharingsuccess.org](http://www.sharingsuccess.org).

For materials about *Sharing Success*, contact the Office of Innovative Programs, New York State Education Department, Room 464 EBA, Albany, NY 12234 (518) 473-7155, fax (518) 486-5295.



# Part II:

## Nationally and State Validated New York State Programs

Validation  
Award





# Academy of Finance

Nationally Validated

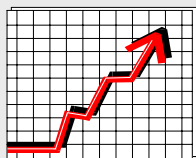
Grades 9-12



*Innovative and intensive finance program for grades 9-12:*

- Prepares students for entry-level careers in financial services.
- Work experience program involving businesses and students of all minorities.

## Results



*High graduation rates with most graduates pursuing financial service careers in college and afterwards.*

- Female and minority participants are more likely to attend college and major in financial services.
- Female graduates are more likely to be employed in financial services and advance further in the field than other females.

## The Program

Academy of Finance is an intensive 2- to 4-year program that prepares students of average or better academic performance for entry-level careers in financial services. It is a highly structured academic/work experience program that offers:

- options for students lacking specific career plans,
- an avenue for career preparation,
- career opportunities for women and minorities in a non-traditional field, and
- a way to involve businesses in preparing youth for entry-level jobs.

The program supplements existing curriculum with:

- four finance or finance-related courses plus computer and accounting,
- one college-level finance course,
- a 7-week paid summer internship at a financial service firm, and
- participation in finance-related activities including conference, lectures, and tours.

## Professional Development

The school district is required to support continuous teacher training in financial services (e.g., the annual staff development conference) and provide additional professional development activities designed in conjunction with the local advisory board. A 6-month start-up period for planning and teacher training is recommended. A start-up guide, curriculum materials, technical assistance, training, and support are provided.

A technical assistance team visits new sites during the start-up phase and on an ongoing basis thereafter. New sites participate in ongoing training activities (e.g., annual staff development and regional conferences).

## Costs & Funding Options

Start-up and ongoing operations are dependent upon shared financial and other support from the participating school district and local business sponsors. The first year's subject costs for non-personnel expenditures are estimated at \$2,000, which covers teacher training, materials, special events, three directors' conferences, and miscellaneous costs. There is a one time \$5,000 adoption fee.

The school/business partnership negotiates the sharing of costs for the full-time program director's and administrative support staff's salaries. The district budgets for teachers' salaries and business sponsors budget for paid internship/on-site teacher training. Tuition for the college course is contributed by the local institution of higher education. Possible funding sources for replication include ESEA Title III.

## Learning Standards

### Career Development/Occupational Studies:

1) be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions; 3b) choose a career major and acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

## Contact

John Ferrandino  
National Academy  
Foundation  
39 Broadway, Suite 1640  
New York, NY 10006  
212-635-2400 x222  
Fax: 212-635-2409  
E-mail: [jjf@naf-education.org](mailto:jjf@naf-education.org)  
Website: [www.naf-education.org](http://www.naf-education.org)

# Action for Personal Choice (APC)

Adult learners



Action oriented course for adult learners:

- Participants gain skills to enter educational, job training, or counseling programs.
- Learners focus on behavioral skills in decision-making and building positive personal relationships.

## Results



- Within the NYS Incarcerated Education Program, the facilitation of APC has reduced recidivism considerably.
- A Pennsylvania State agency using APC as the foundation for their Welfare-to-Work program had a job placement rate of 21% as compared to Pennsylvania state's average job placement rate of 11%.

## The Program

Action for Personal Choice (APC) is a "pre-program" for people who intend to enter educational, job training, or counseling programs. APC was designed to help participants reduce the cognitive and emotional barriers that too often prevent them, particularly those disenfranchised from mainstream society, from reaching their personal, educational, and job attainment goals; identify the barriers to attaining their goals; and remove those barriers and begin building bridges to personal success. This intensive curriculum can be customized to meet both agency and participant needs. The ultimate goal of APC is to provide learners with the social and behavioral skills they need to participate fully in education and training courses, secure employment, build personal relationships, and make informed life decisions.

The program's active learning process ultimately leads learners from Awareness Trust-Building to Change/Healing and Rebuilding. Participants are active — mentally, emotionally, and even physically — throughout their time in the program as they gain practical tools and techniques which help them in the making of choices.

APC is presently being used in middle and high schools; welfare reform programs, correctional facilities, substance abuse treatment facilities, JTPA summer youth employment programs, as well as with a program for learners who have a mental illness or mental retardation. A new youth curriculum is available for youngsters 9-11 years old. It follows the adult APC, but all materials are youth oriented.

## Professional Development

There is a three-day Staff Training Seminar, in which staff from various agencies, facilities and businesses are trained to facilitate the APC curriculum. They will participate in selective lessons and exercises from the curriculum and will experience the power of the APC process. At the completion of the three-day training, participants will more than just learn to facilitate APC with clients/learners, they will also acquire new skills they can use for their own growth and improvement and in their relationships with families, friends, co-workers and administrators. A minimum of 10 participants and maximum of 30 are required to conduct the three-day training. Trainees receive a facilitator's manual (curriculum), overhead transparency masters, and posters. Follow-up technical assistance is provided.

## Costs & Funding Options

The training cost of \$750 per participant includes the three-day training and all materials. The costs of trainer's travel, meals and overnight accommodations is additional. Technical assistance is available to identify funding sources, and to customize the curriculum to meet agency needs and client outcomes.

## Learning Standards

### Career Development/ Occupational Studies:

1) be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes and abilities to future career decisions.

### Health, Physical Education and Home Economics:

2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

## Contact

Mona Bookman  
Institute for Critical  
Thinking & Change  
136 Somerset Drive  
Suffern, NY 10901  
845-357-5354  
800-484-7014 x 7805  
Fax: 201-487-6773  
E-mail: ICTC97@  
aol.com  
mbookman@  
arcbergen.org

# Adaptive Physical Education

*Students K-12 who are mandated for adaptive physical education*



- *An alternative physical education program designed to meet goals determined on students' IEP.*

## Results



- *There is improvement in fundamental motor skills, perceptive motor skills, and behavior management skills.*
- *Students' self-esteem is enhanced through encouraging them to be responsible for the well-being of themselves and others.*

## The Program

This program offers alternative physical education to students who cannot participate in the mainstream program. It is specifically designed for students who have adaptive physical education indicated on their IEPs. Its curriculum contains behavioral objectives written in accordance with IEP requirements for short-term and long-term goals.

Classroom teachers are trained in program techniques and often use these teaching strategies in their academic classrooms:

- students in grades K-3 meet daily for half-hour sessions.
- students in grades 4 through 12 meet three times per week for 45-minute sessions.

## Learning Standards

**Health, Physical Education & Home Economics:** 1) have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

## Professional Development

The D/D site is open to visitors, and it is preferred that all training take place at the D/D site. The replicating district is responsible for the travel and lodging expenses of its staff to be trained. The one-week training includes practice with a variety of student abilities and age ranges and is supervised by program professionals. Technical assistance would be available to the replicating district if needed.

## Costs & Funding Options

A teacher's manual with hundreds of lesson plans and curricula with behavioral objectives are provided to replicators at no cost. A district need only purchase equipment necessary for its chosen activities if existing materials are insufficient. Possible funding sources of replication include ESEA Title VI.

## Contact

Dee Lewis, Acting  
Director  
Adaptive Physical  
Education  
NYC Public Schools  
100-00 Beach  
Channel Dr.  
Rockaway Park, NY  
11694  
718-474-7581 x758  
Fax: 718-474-7876

# Adolescent Vocational Exploration (AVE)

*At-risk youth (14-17) in economically depressed areas*



*Community-based career awareness program for high school students:*

- *Integrates job exploration into the classroom curriculum.*
- *Participants are exposed to possible career options and the search process.*

## Results



- *Participants demonstrated statistically significant gains in career decision-making skills as measured by the Career Decision-Making Skills Inventory.*

## The Program

Adolescent Vocational Exploration is a career-exploration, pre-employment program that exposes young people to job opportunities and careers. It encourages development of skills and motivation to compete in the work world, combining instruction on “how to’s” of the job market with vocational exploration in the community.

Participants study career areas through field trips and practical job placements. AVE incorporates a paid 6-week summer program built around Experienced-Based Career Education (EBCE), supported by a 10-month follow-up program. Payments/insurance for the summer program are provided by the NYS Department of Labor. A career educator organizes delivery of the curriculum through classroom instruction and works with a counselor, an aide, and approximately 50 participants. Supervised by the project director, a field placement coordinator:

- acquires local community resources,
- develops contacts with community business/employers, and
- arranges placement of the participants for career exploration.

## Professional Development

Staff members receive approximately 2-3 days of training in the EBCE model and other relevant school-to-work frameworks.

## Costs & Funding Options

Each site requires a minimum of 40 participants, a career educator, an aide, a program director, and a field placement coordinator. The community-based organization must assemble resources to provide employment experiences with stipends for participants. Books and career journals, consumables, tests and a scoring service are required. Possible funding sources for replication include ESEA Title VI.

## Learning Standards

### Career Development/ Occupational Studies:

1) be knowledgeable about the world of work, explore career-options, and relate personal skills, aptitudes, and abilities to future career decisions; 3b) choose a career major and acquire career-specific technical knowledge skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

## Contact

Denise Landy  
NYS Dept. of Labor  
Workforce Development  
& Training Div.  
State Campus  
Building 12, Room 446  
Albany, NY 12240  
518-457-1975  
Fax: 518-457-7369  
E-mail: [usfdmh@labor.state.ny.us](mailto:usfdmh@labor.state.ny.us)



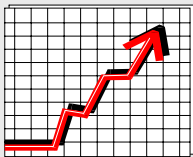
# Adult Career Counseling (ACC)

Adult learners



- *Adult career exploration program combining group and individual counseling sessions.*

## Results



- *Participants build self-esteem, develop a self-concept, and gain the vocational identity necessary to plan for appropriate employment.*

## The Program

Adult Career Counseling assists the career and education transition of adults who have been unable to obtain appropriate employment, are unemployed, are between jobs, or are considering a job or career change. These adults' inability to find satisfactory employment is often caused by poor self-esteem; lack of vocational identity; or lack of a clear and stable picture of their goals, interests, and skills.

The core of the program is the group counseling seminar, which is supplemented by individual counseling activities. The seminar is preceded by a 2-hour group orientation session during which each participant completes a personality and a career interest inventory. The course consists of seven 2-hour group counseling sessions (7 to 20 participants) and a 1-hour individual counseling session. Sessions are conducted over 7 to 8 weeks. ACC has been implemented successfully with a variety of adult populations, from clients with relatively limited reading/writing abilities to postgraduate levels. ACC offers the opportunity to:

- explore potential job and career choices,
- acquire skills,
- find jobs with career ladder potential,
- identify and pursue the education/training needed to achieve short- and long-range goals,
- attain changes in attitudes to overcome barriers, and
- achieve job and career goals.

## Professional Development

Training can be held in a statewide or regional setting. Training length varies: a 2-day training in the entire model or a series of four 2-hour workshops extended over 4 weeks in mock environments. Ideal training candidates are master's-degree-level counselors; others may need additional training. The New York State Career Curriculum Manual is essential to replication. One copy will be provided by the D/D. Duplication is permissible. All necessary materials for implementation are listed in the manual.

## Costs & Funding Options

The approximate basic costs of program operation — including personnel, services, and materials — range from \$1,440 and \$2,450 for a single group of 15 participants to between \$45,300 and \$77,480 for a comprehensive service center assisting 20 groups. Costs of a service center can be reduced with EPE State Aid ranging between \$9,366 and \$23,436.

## Learning Standards

### Career Development/ Occupational Studies:

1) be knowledgeable about the world of work, explore career-options, and relate personal skills, aptitudes, and abilities to future career decisions.

## Contact

Jane Schulman, Dir.  
Adult Career Counseling & Resource Ctr.  
LaGuardia Community College  
31-10 Thompson Ave.  
Room C-703  
L.I.C., NY 11101  
718-482-5354 or  
Jean Napper, Dir.  
Continuing & Community Ed. Services  
Bronx Community College  
181<sup>st</sup> St. & University Ave.  
GRH 417  
Bronx, NY 10453  
718-289-5844  
Fax: 718-289-6345  
E-mail: [jean.napper@bcc.cuny.edu](mailto:jean.napper@bcc.cuny.edu)

# Aggression Replacement Training Program

*Children and adolescents ages 3 through 18 with aggressive behavior and/or social skill deficits*



ART teaches aggressive children and adolescents:

- Effective interpersonal skills
- Anger management techniques
- Moral reasoning strategies

## Results



Statistically significant changes have been noted in:

- (a) increased prosocial behaviors,
- (b) better anger management, and
- (c) reduced criminal recidivism.

## The Program

Aggression Replacement Training (ART) is a violence prevention program that has been in operation for over ten years both in the US and abroad. The ART curriculum is a three-pronged approach to replace aggressive behavior with socially acceptable responses. *Skillstreaming* teaches interpersonal skills to deal effectively with anger-provoking events. *Anger Control Training* teaches youth self-control strategies. *Moral Reasoning Training* promotes socio-moral reasoning through social decision-making meetings, a feature distinguishing ART from other violence prevention programs.

Training on each of the three components runs concurrently for an hour a day, lasting approximately ten weeks. Depending on the setting, ART may be conducted as a pull-out or integrated program. Parent involvement ranges from mandatory participation (separate parent training packages are available) to daily homework-based contact. ART has been implemented in a variety of settings including an alternative school, a community agency, a neighborhood center, a residential school, and a school district.

## Professional Development

Two-day workshops are available for teachers, guidance counselors, delinquency workers, and for future trainers. Groups may range in size from 15 to 1,500 participants and school districts are encouraged to combine resources. A videotaped series (6 tapes) and two professional books may also be ordered from Research Press.

## Costs & Funding Options

Each workshop costs \$6000 (travel and lodging included). Materials for the workshops cost a one-time \$32 per participant. Follow-up trainings are optional. The videotaped series costs \$495, and the two recommended books (Aggression Replacement Training & The Prepare Curriculum) cost \$24.95 and \$39.95, respectively. Funding may be solicited from Federal Safe-School and Drug-Free Schools grant monies.

## Learning Standards

**Health, Physical Education & Home Economics:** 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment; 3) understand and be able to manage their personal and community resources.

## Contact

Arnold Goldstein, Ph.D.  
Center for Research on Aggression  
Syracuse University  
805 South Crouse Avenue  
Syracuse, NY 13244  
315-443-9641  
Fax: 315-443-5732

# Authentic Science Research Program

Grades 10-12



*An authentic science research experience is provided to students grades 10-12:*

- Students carry out a 3-year original research project and work closely with a scientist mentor working in the student's chosen subject area.
- The classroom teacher helps direct the student through the process and overcome daily research obstacles.

## Results



*Students acquire skills in the scientific method, including knowing how to:*

- Access online bibliographic and scientific databases,
- Formulate a research hypothesis,
- Pursue a topic of research for a sustained period of time,
- Analyze data and interpret results, and
- Communicate research findings in written and verbal form.

## The Program

The Authentic Science Research Program offers students of various achievement levels an opportunity to perform authentic science research and participate in the community of scientific research and scholarship as part of their high school experience. Students identify their topic of research; read scientific literature; create testable hypotheses; perform experimentations; record, analyze, and discuss results; and state clear conclusions. They learn time management, sophistication in dealing with professionals, and bibliographic research using online services. Students must write a 20-page scientific paper and enter their research into local, state, and/or national competitions (e.g., Intel, formerly Westinghouse). Authentic Science Research is a 3-year program beginning in the sophomore year. Students choose a topic from mathematics, physical sciences, life sciences, social sciences, or psychology and pursue this research for three years. Based on their bibliographic research, they contact the authors of these articles (over 90% of whom serve as their scientific mentors) and usually do their original research in the scientist's laboratory or maintain ongoing dialogue with the scientist by telephone and/or e-mail. The Scientist/Mentor supervises the student in the content of science.

The classroom teacher helps direct the student through the process of science and overcoming daily research obstacles. The teacher holds class every other day; meets with each student for one hour every two weeks to discuss hypotheses, goals, and objectives; helps the student in bibliographic research; analyzes the student's research portfolio; and is a participant in the student's self-assessment. Authentic Science Research is the only validated research program in the State that offers three Regents credits and 12 SUNY Albany college credits applicable to any college. It uses portfolios to assist students in the processes of research and to document each activity of research completed. Authentic Science Research is presently located in 170 school districts throughout NYS. Successful replications have occurred in urban, suburban, and rural areas.

## Professional Development

Fifteen hour training sessions are presented in a variety of segments: after school, on weekends, or as creatively as needed. A Teacher's Manual, Teacher's Manual Addenda, Sophomore Workbook, Junior Workbook, and Senior Workbook serve as guides for the workshop. Follow-up instruction/assistance is on-going by telephone and e-mail.

## Costs & Funding Options

The inception cost requires a computer, modem, printer, and graphical software. The yearly running cost of the program is approximately \$800 (\$400 for DIALOG Informational Services and \$400 for student supplies). Training cost is \$1,800 for the first teacher and \$1,500 for the second teacher from the same school. This fee covers a five volume set of Teacher's Manuals and Student Workbooks in addition to unlimited help via telephone and e-mail.

## Learning Standards

**Mathematics, Science and Technology:** All seven learning standards are integrally addressed.

## Contact

Robert Pavlica, Ph.D.  
Science Research  
Byram Hills High School  
12 Tripp Lane  
Armonk, NY 10504  
914-273-9200 x391  
Fax: 914-273-8099  
E-mail:  
authenticscience@  
aol.com

# BES Adult Literacy Project

*Nationally Validated*

*Functionally literate adults (reading below 4.0 reading level)*



*Intensive community-based adult literacy program:*

- *Oral and written activities enhance a problem-solving approach to literacy.*

## Results



- *Based on results of longitudinal and cross-sectional studies, participants' reading skills greatly improved to a statistically significant degree as measured by the Test of Adult Basic Education (TABE).*
- *Students continued to make statistically significant reading gains during their second cycle of instruction.*
- *BES works equally well for men & women and adults of different racial/ethnic backgrounds & socio-economic levels.*

## The Program

As a means of improving reading skills, the BES Adult Literacy Project's instructional methods combine a problem-solving approach with a linguistic analysis of words, sounds, and sentences and a highly structured sequence of oral and written skills.

Intensive instruction is provided over a 20-week cycle. All instruction is classroom-based and occurs within community centers and churches.

## Professional Development

Twelve hours of intensive staff/teacher training are required by a BES teacher/trainer. Ten to 12 hours of periodic visits are necessary to monitor trainees' development, model teaching methods, and answer questions on implementation.

BES staff are available to conduct workshops and awareness presentations at the project site or elsewhere. Potential adopters are welcome to visit the project by appointment. The BES curriculum is packaged for dissemination and is used during training and implementation.

## Costs & Funding Options

Costs for the program are approximately \$183 per student per year initially but are reduced to \$110 per student in subsequent years. For adopters who already employ paraprofessional staff, the costs could be as low as \$20 per student. Project staff are available to provide ongoing support and technical assistance. Awareness materials are available at no cost.

## Learning Standards

### English Language Arts:

1) read, write, listen, and speak for information and understanding.

## Contact

David Gonzalez  
Executive Director  
BES Adult Literacy Project  
965 Longwood Ave.  
Bronx, NY 10459  
718-991-7310  
Fax: 718-378-1071  
E-mail: [bronxedservices@aol.com](mailto:bronxedservices@aol.com)

# BRIDGE: Connecting Teaching and Learning

*K-8 special education*



*Innovative instructional program for educators in addressing students' different learning styles:*

- A supportive educational environment and guided practice help all involved in a student's education to match instruction with learning style.

## Results



- BRIDGE empowers students, teachers, administrators, and parents to achieve success, improve student behavior, and increase attendance.

## The Program

BRIDGE examines students' learning styles using the Dunn and Dunn learning styles model to determine learning strengths and to provide teachers, administrators, and students with the tools to address those strengths in instructional programs.

The program features:

- guided practice and on-going support, training, and materials for teachers and students;
- networking among the BRIDGE participants (e.g., bimonthly newsletter);
- a teacher-model coach as a support for the classroom teacher;
- an effective accommodation for multi-age groups in self-contained classrooms and inclusion classrooms; and
- parent education designed to help children work more effectively on schoolwork at home.

BRIDGE complements and is used in conjunction with the Quality School Model, Cooperative Learning, and Whole Language programs. A team of two teachers at each school is encouraged for support.

## Professional Development

Training includes a 3-day workshop at the demonstration or replicating site.

## Costs & Funding Options

Travel expenses and \$300 per diem stipend for the trainer. The training manual costs \$25.

## Learning Standards

### English Language

**Arts:** 1) read, write, listen, and speak for information and understanding.

## Contact

Mary Lou Reil  
Kim Curtin  
BRIDGE Coordinators  
Buffalo Public  
School #26  
84 Harrison Street  
Buffalo, NY 14210  
716-828-4734  
Fax: 716-828-4702  
E-mail: khcurtin@iglide.net



# Buffalo Public School Howard Lewis Parent Center

*Families with children (6 months – 8<sup>th</sup> grade) attending Title 1 schools*



- *Center-based and home-based activities.*
- *Participants learn the developmental growth of their children and how to engage in age-appropriate activities.*
- *Evening tutoring for school-age children.*

## Results



*Parents report:*

- *Increased knowledge and understanding about age-appropriate activities,*
- *Increased frequency of engaging in these activities with their children, and*
- *Increased confidence in their interactions with school personnel and teachers.*

*Preschool children showed dramatic improvement in their language skills on the Peabody-Picture Vocabulary Test.*

## The Program

To reduce fragmented services, the Parent Center coordinates and provides at one neutral location an early childhood program; parent education programs addressing academic, health, and social concerns; and many additional activities to encourage parental involvement in the education of their children. This multifaceted service center helps parents address the social and educational needs of their children.

Based on the belief that parents are their children's first teachers and that working with their children teaches parental responsibility, children and parents participate together in center-based activities, such as storytelling, singing, and using computers (word processing for parents and age-appropriate software for children). There are also shared home-based activities, such as the Take Home Computer Program, a lending library with videotaped books, and a home-based parenting program.

Parents learn to work with their children by learning what is developmentally appropriate for all children at various stages in their lives. Small group sessions, individual counseling workshops, field trips, and role modeling are used to facilitate learning and build on the positive strengths of the participants. A collaboration of various community agencies and organizations supports the program. Administrators, school staff, and Title 1 personnel conduct planning sessions during the year.

## Professional Development

The initial training takes place at the Buffalo Parent Center, with follow-up training held at the replication site. Each training requires 2 days. Included in the training is a review of:

- the screening instrumentation of parents and children,
- a computerized K-12 curriculum,
- transportation procedures,
- communication links among local schools and agencies,
- home visits and parent center schedules,
- lesson plans and enrichment activities (e.g., field trips),
- a lending library, and
- an adult education program.

## Costs & Funding Options

Training costs include a consultant honorarium of \$600/day plus expenses, \$430 for each teacher, and \$120 for the community liaison. The number of participants per training group is flexible. Supplies and materials cost \$800; printing is \$400.

## Learning Standards

This program addresses early literacy and parent involvement.

## Contact

Bonnie V. M. Nelson  
Supervisor  
Buffalo Parent Center  
15 East Genesee St.  
Buffalo, NY 14203  
716-851-3651  
Fax: 716-851-3663

# City-As-School

*Nationally Validated*

*Grades 9-12 (including at-risk and gifted/talented adolescents)*



*An alternative high school which collaboratively provides community experiences to students as part of a highly structured curriculum:*

- *Students participate in various learning experiences throughout the community for academic credit.*
- *Small classes and seminar groups provide guidance and support both academically and socially.*

## Results



- *Attendance and course completion rates of students are improved.*
- *Students develop better attitudes toward schooling, career, and adults.*

## The Program

City-As-School (CAS) is an independent alternative high school linking students with structured curriculum-based learning experiences throughout the community.

Students spend up to 30-40 hours per week in learning experiences of a business, civic, cultural, social, or political nature. Weekly seminar groups serve as forums for discussions of guidance, academic, and social issues, while small, specialized classes support activities at community resources. Features include:

- a structured student-centered Learning Experience Activity Packet (LEAP) to identify and evaluate discrete areas of instruction in each resource,
- academic credit granted for each successfully completed learning experience, and
- attending resources for one cycle (9 weeks) or two cycles and receiving either credit or no credit rather than letter or numerical grades.

## Professional Development

Three days of in-service training sessions in curriculum development and initial and on-going program implementation are provided by CAS trainers at the participating site or CAS in New York City.

## Costs & Funding Options

Training fees for groups of 1-10 people cost \$5,500. An honorarium is required for the trainer if the training is held during the summer or on a holiday. Follow-up consultations are provided free of charge as an integral part of program implementation. Program evaluation services are also available in a multifaceted, guided self-evaluation that can be administered at the adopter or home site.

All forms used to develop resources, publicity reports, pamphlets, catalogs, recruitment posters, evaluation instruments, and administrative materials are included. Possible funding sources for replication include ESEA Title I and ESEA Title VI.

## Learning Standards

The program provides learning in all content areas addressing the learning standards.

## Contact

Bill Weinstein  
City-As-School  
16 Clarkson Street  
New York, NY 10014  
212-337-6800  
Fax: 212-337-6875  
E-mail: [wweinstein@aol.com](mailto:wweinstein@aol.com)

# Comprehensive School Health Education Curriculum

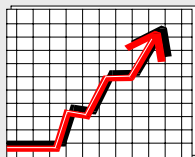
Grades K-5



*An integrated health curriculum designed for elementary grades:*

- *Instructional health units are infused in the language arts, math, and science curricula.*

## Results



*The program promotes:*

- *Students' development of positive self-esteem;*
- *The ability to maintain physical, mental, and emotional health; and*
- *An understanding of the ill effects of alcohol, tobacco, and other drugs.*

## The Program

Providing instruction in all health areas currently mandated by New York State, including drug abuse and HIV/AIDS, the C-SHEC program infuses 10 instructional units into language arts, math, and science. An 11<sup>th</sup> conceptual area, healthful lifestyles, is integrated throughout the other 10 units. Students learn methods of inquiry and engage in activities that reinforce basic communication and computation skills.

Teachers plan integrated lessons, subtly developing the concept that there are interrelationships of knowledge. A curriculum guide, which addresses content and instructional activities for each grade level, is provided so that the students receive appropriate, uniform instruction. Content and activities are related to the goals and objectives for each unit. Each activity includes resources and materials necessary for its implementation, including worksheets that may be duplicated. Students gain the knowledge, skills, and attitudes required to contribute to the promotion and maintenance of health in the community.

## Professional Development

Teachers receive one day of training in the use of the curriculum materials prior to implementation. District directors of curriculum and building principals are also encouraged to receive training. More extensive training may be provided to district curriculum personnel.

## Costs & Funding Options

The program can be implemented on a system-wide basis K-5 or one grade per year until all grades are covered. Trainers cost \$400 a day, plus expenses. A follow-up day in the year of implementation is recommended. Possible funding sources for replication include BOCES COSER (if training is provided on an area-wide basis), local district curriculum development funds, ESEA Title IV, and ESEA Title VI.

While many of the activities use common classroom or household materials, the district must purchase curriculum manuals for each grade level in which implementation is to take place.

## Learning Standards

### Health, Physical Education and Home Economics:

1) have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

### English Language Arts:

3) read, write, listen, and speak for critical analysis and evaluation.

## Contact

Dr. Geoffrey H. Davis  
Hamilton-Fulton-  
Montgomery BOCES  
Box 665  
Johnstown, NY 12095  
518-883-8856  
Fax: 518-736-4724  
E-mail: gdavis@admin.  
hfmbores.org



# Computer and Process Approach to Writing in the Instruction of Severely Handicapped Students

*Handicapped students ages 9-16*



*Technology-infused writing program developed for severely handicapped students:*

- *Using computers students author their own works while honing academic and social skills.*

## Results



- *Pre- and post-writing samples indicated a statistically significant improvement in writing.*
- *Rating scales designed to rate attending to task, task completion, resistance to attending, initiative, and independence also showed positive results in all areas.*

## The Program

This program improves the writing skills and school behavior of severely handicapped students through the use of computers and the process approach to writing. It is for students with deficits in:

- personal behavior skills (i.e., self-control and peer interaction),
- social skills necessary to succeed in school and work, and
- academic competencies necessary to meet promotional standards of the school system.

The philosophy of this approach is that all writers are authors who should participate in the decisions concerning their work. The student writes a rough draft and the work is then proofread by the student, who makes corrections in red pen. Editing techniques are introduced. A conference is held with another student or a teacher who also reads the work. Other changes are made if agreed upon by both parties; however, implementation of the changes is the sole decision of the author. The student then considers the suggested revisions, edits further, and, finally, produces a finished copy.

- Each student uses a McIntosh computer with Bank Street software.
- Students attend a 45-minute writing lab two-to-three times per week.
- Special activities include the illustration, binding, publication, and display of student-authored books and stories.

## Professional Development

A designated staff member is trained in the program and then provides turnkey training. Initial training can be completed in half a day.

## Costs & Funding Options

A visit to the demonstration program site is suggested. The recommended staffing ratio per class is 10 children to one teacher and two paraprofessionals. Replicator must have 10 McIntosh computer systems, at least one printer, Bank Street Writer software, blank disks, and bookbinding materials.

## Learning Standards

### English Language

**Arts:** 4) read, write, listen, and speak for social interaction.

### Mathematics, Science & Technology:

2) access, generate, process, and transfer information using appropriate technologies.

## Contact

Barry Amper  
P.S. 177 Queens  
56-37 188<sup>th</sup> Street  
Fresh Meadows, NY  
11365  
718-357-4650 x 616  
Fax: 718-357-3507  
E-mail: bamper@  
nycteach.net

# Cooperative Communication Between Home/School

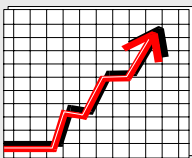
*Parents/Teachers of K-6 children*



*Elementary school program promoting enhanced communication between parents and teachers:*

- *Parent and teacher workshops enhance discussion and communication skills in creating a more supportive environment for students.*

## Results



- *Program results include increases in the number of telephone contacts teachers make with parents and the number of notes teachers send home to parents.*

## The Program

This program focuses on communication between parents and teachers. It promotes improvement in parents' and teachers' attitudes, beliefs, and self-perceptions about communicating with each other.

Cooperative Communication Between Home and School consists of a series of six workshops for parents, two workshops for teachers, and a community panel discussion by parents. The workshops are facilitated by a team that often includes a Cooperative Extension agent and one or more staff members, such as an experienced teacher, counselor, or nurse. Administrators are asked to attend a portion of the second teacher workshop. The inclusion of community organization members and parents on the facilitation team is encouraged.

### Parent Workshops

- Emphasize positive attitudes about parental involvement in the education of their children, reinforce that the school is a caring institution, and enhance conflict resolution and communication skills.
- Meet once a week for about 2 ½ hours.

### Teacher Workshops:

- Emphasize parents as partners in the educational process, enhance conflict resolution and communication skills, and reinforce that school is a caring institution.
- Meet one full day per workshop.

## Professional Development

School facilitation teams must attend a 2-day training program. An optional third day is available for practice. Turnkey training is also available.

## Costs & Funding Options

The cost of training is \$3,000 and includes materials. Possible funding sources for replication include ESEA Title I, ESEA Title IV, and ESEA Title VI.

## Learning Standards

The program provides assistance for parents and teachers to help students meet the learning standards.

## Contact

Chuck Weed  
Education 21, Inc.  
39 First Street  
Troy, NY 12180  
518-270-0126  
Fax: 518-266-1356  
E-mail: cweed@  
education21.org



*A collaborative consumer education program for special education students:*

- *Students participate in learning activities and learn selective consumer strategies within the school setting.*

## Results



- *Selected strands of the Behavioral Characteristics Progression indicated acquisition of new skills as well as achievement of the program goals and objectives.*

## The Program

Emotionally handicapped and communication-disabled students often lack the perspective necessary to be alert consumers. The Culinary Institute (a partnership between the school and the Community in Consumer Education for Severely Handicapped Adolescents) functions within the school setting and provides the program's consumer education component. It is conducted by the staff following SED guidelines for home/career skills adapted for the handicapped population.

The curriculum provides for:

- consumer learning activities that require academic, social, and vocational skill development fostered within the community; and
- single marketing designs and implementation that train students to carry out selective consumer strategies such as reading labels, comparing prices, and making complaints effectively.

The program provides community experiences for special education students and promotes school/community relations. A component of the Culinary Institute is developing contacts and an evolving partnership with business and community leaders.

## Learning Standards

**Mathematics, Science and Technology:** 7) apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.  
**English Language Arts:** 4) read, write, listen, and speak for social interaction.

## Professional Development

Training takes 1-to-3 days and is held at the D/D site.

## Costs & Funding Options

This is an easy program to replicate with the cost for replication minimal. No additional staffing is required. Those interested in replication are encouraged to visit the program and "walk through" a typical day. Cost of materials can be minimized by using supplies brought from home. Possible funding sources for replication include ESEA Title IV.

## Contact

Barry Amper  
P.S. 177 Queens  
56-37 188<sup>th</sup> Street  
Fresh Meadows,  
NY 11365  
718-357-4650 x 616  
Fax: 718-357-3507  
E-mail: [bamper@nycteach.net](mailto:bamper@nycteach.net)



*A comprehensive, after-school homework program for elementary students and their parents:*

- *Students and parents can access teachers by phone for assistance while doing their homework at home.*
- *Parent workshops are available in several languages and content-specific materials offer guidance.*

## Results



- *Since 1985, more than one million NYC students and their parents have used DAT, at a cost of approximately \$1.00 per student.*
- *A vast majority of parents indicated that the DAT-offered workshops were beneficial and subsequently enhanced their involvement in their children's academic achievements.*

## The Program

Dial-A-Teacher (DAT) is an after-school homework help service for elementary school students and parents. DAT serves the students and parents of the NYC school system by providing teachers who give parents and students help with homework over the telephone from 4-7 pm Monday through Thursday.

DAT is designed to be available to those students who may have no one to ask for help when they encounter a problem with their homework and for parents who may have a problem understanding their child's homework. Additionally, DAT helps parents with other problems relative to the school system.

The program is extremely user friendly. Students or parents simply place a local call to DAT where they give some basic information (name, school, borough and grade) to a phone specialist who then either helps the caller or transfers the caller based on language or specialty requirements. DAT staff speak 10 languages and during the 2000-2001 school year had over 79,000 calls.

There is also a parent outreach component. A series of parent workshops are offered at local schools or at DAT headquarters. These workshops are chosen by parents from a list of topics they receive in DAT parent mailings.

DAT has been replicated in several cities, the most recent being the New Orleans, Louisiana schools.

## Professional Development

DAT staff are available to assist any district in setting up their own program. Printed materials are available and DAT staff visit districts throughout the State. The three session training program includes: an overview of DAT, staff selection, and staff training.

## Costs & Funding Options

DAT is an expensive program. Office space must be secured. This space must be large enough to house teachers and books. A phone system must be purchased which is sophisticated enough to transfer calls from one teacher to another and also distribute the calls among the teachers equally. Experienced teachers must be hired. Teacher editions of textbooks, especially math and science, must be on hand. Reference materials must also be readily available. Access to the Internet would also be recommended to handle those questions not dealt with using standard reference materials. Grant money is available. In fact, the DAT program was originally funded with a federal grant. It is currently funded by the NYC Board of Education and the United Federation of Teachers.

## Learning Standards

### English Language

**Arts:** 1) read, write, listen, and speak for information and understanding.

### Mathematics, Science & Technology:

3) understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

## Contact

Ira Dobren  
Assistant to the Director  
48 East 21<sup>st</sup> Street  
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New York, NY 10010  
212-598-9205  
Fax: 212-529-6218  
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# Discovery Approach

*Autistic students*



- Teaches autistic and developmentally disabled children ages 5 to 21 years to develop problem solving skills and the ability to function more independently.

## Results



- Analysis of student performance showed that with each task all students exhibited improved problem solving skills.

## The Program

The Discovery Approach is a child centered multi-sensory, non-teacher directed program which teaches young autistic and developmentally disabled children problem solving skills utilizing a variety of hands-on materials. This approach permits students to find (discover) solutions to problems.

Rather than eliminate problems in the child's environment, the teacher develops situations for the child to resolve. The teacher:

- creates obstacles,
- gives ample time to solve the problem,
- narrates the activity,
- offers intervention when necessary,
- allows the child to learn by trial and error,
- chooses activities that are interesting and age appropriate, and
- observes the child's reactions and assesses on-going abilities.

The Discovery Approach is trans-disciplinary in nature with key concepts reinforced across every aspect of the school program. Students are given the opportunity to explore their environment through teacher planned activities.

The students range from 5 to 21 years of age. They are multicultural and ethnically diverse. They have been evaluated by Committees on Special Education (CSEs) and fall into two Special Instructional Environments:

1. SIE III Autistic
2. SIE VI Mild to Moderate Retardation  
Language Dysfunction  
Emotional Problems

However, this approach is relevant to all young children with or without special needs.

## Professional Development

Training can be completed in either 2 full-day sessions; 2 half-day trainings; 2 half-day program observations; or 1 full-day training session.

## Costs & Funding Options

Costs are negotiated. If necessary, lodging, food, etc. for the trainers will be assumed by the adopting school/organization.

## Learning Standards

**Health, Physical Education, and Home Economics:** 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment; 3) understand and be able to manage their personal and community resources.

## Contact

Marilyn Kress  
Principal  
PS 226  
345 East 15<sup>th</sup> Street  
Room 202  
New York, NY 10003  
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E-mail: mkress@  
nycboe.nycenet.edu

# Early Childhood Center Development Model

*Grades pre-K-2*



- *Multifaceted early literacy program for students pre-K to grade 2.*

## Results



*The data generated over a 10-year period document the following:*

- *Statistically significant differences in levels of math/reading performance consistently favoring the program;*
- *Positive and statistically significant parental perceptions of program effects have been consistently observed;*
- *Acceptable levels of program school integration/desegregation criteria have been realized;*
- *The high school dropout rate is lower for students attending the Early Childhood Center Development program.*

## The Program

The Early Childhood Center Development Model serves as an appropriate and effective educational program for young children. It also facilitates school desegregation.

The program features include:

- all day pre-kindergarten and kindergarten,
- nationally validated program to identify each child's strengths and needs,
- parent involvement,
- teacher and teacher aide in every classroom, and
- nationally validated critical and creative thinking skills program.
- developmental reading program
- developmental, language and activity-based math program
- continual monitoring and adjusting to ensure progress
- on-going staff development
- unique staffing and creative programming

## Learning Standards

The program addresses early literacy.

## Professional Development

Initial and follow-up training for administrators, program coordinators, and teachers require 2 days each, preferably at replicator site. The number of participants per training group is flexible. Included in the training are review of screening instrumentation, implementation suggestions, program components, curriculum infusion, scheduling, and lesson plans.

## Costs & Funding Options

Cost is \$430/teacher for the initial training. Consultant honorarium is \$300/day plus expenses. Other costs include \$720 for manipulatives and \$250 for printing. Funding sources for replication are Title II grant monies.

## Contact

Grace Schaefer  
Director  
Early Childhood  
Programs Academy  
Buffalo Public Schools  
Room 428 City Hall  
Buffalo, NY 14202  
716-851-3627  
Fax: 716-851-3584



# Easy Step to Reading Independence

*Students grades 1-9 heterogeneously grouped and functionally illiterate adults*



- *Reading program that enables reading-disabled students to begin reading at age- and grade-appropriate levels through a highly coordinated interaction of listening, speaking, reading, and writing skills*

## Results



- *Statistically and educationally significant pre- and posttest raw score gains on reading achievement tests.*
- *Sustained effects of reading achievement for 4 years after students exited the program.*

## The Program

The ESTRİ program enables reading-disabled students to begin reading at age- and grade-appropriate levels through a highly coordinated interaction of listening, speaking, reading, and writing skills.

By pinpointing the exact needs, deficiencies, or areas of weakness — as well as developing a simplified process for decoding unknown words — ESTRİ enables students to read and write with meaning and comprehension using grade- and age-appropriate materials. Students can learn to read and write at the same time they are mastering curriculum and academic course materials. The program is then incorporated into activities throughout the school day. Parents assist their children to find materials on topics of interest discussed during the school day and help them study the illustrations and charts even before the students can read the words in the reading selections. Older students use the tutor tapes to strengthen self-paced instruction.

The program has also been successful with high school special education, bilingual, and ESL students.

## Professional Development

It is recommended that an administrator/program supervisor be assigned to the program if more than one building in the district is adopting the program. This may be a central office staff person, a principal, or a grade teacher. Training is conducted at the adopter site by an administrator and reading teacher proficient in the ESTRİ methodology. Staff from the replicator district are expected to attend a 1- to 2-day workshop to enable the reading and classroom teachers time to work together to develop ease in administering the program. It is recommended that administrators attend part of the first training session.

## Costs & Funding Options

Training fees are \$300 per day per trainer, plus travel and lodging expenses. To ensure quality implementation, it is recommended that adopters plan at least one follow-up site visit from the ESTRİ staff. Possible funding sources for replication include ESEA Title I and Title VI. The ESTRİ program uses commercially prepared materials that include a student workbook and accompanying teacher manual (\$11.95/each), a vocabulary enrichment book and accompanying teacher manual (\$11.95/each), alphabet wall charts (\$5.50/set), and a class set of student tutor tapes (primary level grades 1-2-3, \$119.50; secondary level grades 4-adult, \$123).

Needs assessment placement tests (includes 25 test booklets, teacher manual, and key) are available for \$21.95.

## Learning Standards

### English Language

**Arts:** 1) read, write, listen, and speak for information and understanding.

### Career Development/ Occupational Studies:

1) be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

## Contact

Catherine Biggins, Ed.D.  
496 Western Highway  
Blauvelt, NY 10913  
845-359-5600 x121  
E-mail: mbiggins@opblauvelt.org

# Educational Karate Program

*K-12 students*



*Violence prevention program for K-12 students:*

- *Students learn respect, self-control, and strategies of conflict resolution.*
- *100 hours of skill building classroom teaching material.*

## Results



- *Encourages positive changes in students' attitudes toward self, others, and violence.*
- *Teaches students positive self-defense and anti-abduction behaviors and techniques.*

## The Program

The Educational Karate Program helps children to learn at an early age the principles of self-respect, respect for others, self-control, and violence prevention strategies. EKP encourages students to realize the importance of both physical and mental health by promoting the idea of peace with one's self and with others: a true attitude against violence.

The goals of the program are to create better attitudes toward self and respect for others (e.g., peers, teachers, parents) and to learn basic physical and mental self-defense techniques. During EKP classes, children frequently work together (in pairs and groups) to master specific skills. These sessions help promote group unity and a classroom atmosphere that is conducive to mutual assessment, self-competition, and skill building. The program blends the comprehension of concepts with experiences of participation and conflict resolution.

The curriculum was developed by nationally recognized physical fitness and martial arts expert Hidy Ochiai. The program covers:

- the important essentials of physical and mental self-defense techniques,
- attitudinal practices toward self and others,
- violence prevention strategies, and
- skills to prevent the abduction of children.

The curriculum provides a minimum of 100 hours of classroom teaching material. However, the time for teaching may be increased or decreased depending on the teacher's use of the suggested material and the amount of time devoted to hands-on, simulated experience in the classroom.

## Professional Development

Teachers are trained in groups of 6 or more at a school of their choice within their district. After completion, a comprehensive test is given to demonstrate the acquired skills of the program. An EKP certificate is presented after completion of the training. After 6 months, certified EKP teachers are encouraged to attend a one hour refresher class free of charge. Annually, certified EKP teachers are required to participate in a one hour re-certification class in which self-defense techniques and lesson plans are reviewed and his/her instructor's card is renewed.

Training for each teacher includes: The Instructor Guide, The Grade-Specific Lesson Plan, an EKP T-shirt, instructor's identification clip, EKP certificate, follow-up from an EKP trainer, Standard Aligned Rubric, and a support video.

## Costs & Funding Options

Training cost per teacher is \$400 and consists of 9 hours, usually done in 3-hour increments over a 2- or 3-day period. Annual cost of re-certification is \$50 per teacher.

## Learning Standards

**Health, Physical Education and Home Economics:** 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment; 1) have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

## Contact

Mr. Hidy Ochiai  
Anita Cassard  
EKP Institute  
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West  
Vestal, NY 13850  
607-748-5869  
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[hidyochiai@pronetisp.net](mailto:hidyochiai@pronetisp.net)



# EPIC/Growing and Learning Together

Parents of students grades K-12



*Community- and school-based parenting workshop program:*

- *Participants meet in supportive discussion sessions and attend workshops which address concerns regarding their roles as parents.*

## Results



- *By exploring parenting issues and sharing concerns, participants increase their knowledge and become more self-confident as parents.*

## The Program

The EPIC/Growing and Learning Together program consists of parent workshops that are small, supportive discussion groups which meet weekly and address parenting concerns. EPIC works closely with the school to bring the workshops to the community. Workshops are led by two EPIC-trained facilitators, who are either parent volunteers or staff. The parent volunteer facilitators are supported by a trained coordinator within the school district, who also helps recruit workshop participants. Some topics offered are:

- character, conscience, and values;
- fostering self-esteem;
- encouraging emotional growth;
- structure and limit; and
- guilt and stress of the working parent.

Thirteen additional topics are also offered.

## Professional Development

The local EPIC contact person identifies and recruits volunteers to receive EPIC facilitator and coordinator training. The training focuses on EPIC program content and basic instruction in group dynamics and communication skills. There are no minimum educational requirements to be a facilitator, however, all facilitators must have experience as a parent or primary childcare giver, complete the screening process, and attend 2 days of facilitator training, where they are given manuals with extremely comprehensive, step-by-step instructions. Coordinator training orients the new home coordinator to proven techniques in parent recruitment for workshops and procedures for running the program at a local site.

EPIC workshops help teach participants how to communicate with both their children and school personnel more effectively. This begins the process whereby parents become more involved in their children's education.

## Costs & Funding Options

The cost of a 2-day on-site training, for a maximum of 25 people, is \$2,100. On-site coordination of workshops by EPIC staff is also available on a case-by-case basis, with fees charged according to size of project. Expenses for travel costs and per diem charges associated with on-site trainings are charged separately. Regional training is also available. At least two people per site may attend the training at a cost of \$225 per person. This includes 2 days of facilitator training, a half day of coordinator training, one home coordinator guide per site, and one facilitator manual per person. The facilitator manual set is \$40 (contains facilitator and parent manual); parent manuals are \$15. Discounts are available when ordering 20 or more parent manuals or 30 or more facilitator manuals. Facilitator and parent manuals are also available in Spanish. Possible funding sources for replication include ESEA Title I, VI, VIII, Youth-At-Risk, Safe and Drug Free Schools, and McKinney funds.

## Learning Standards

**Health, Physical Education & Home Economics:** 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.  
**English Language Arts:** 4) read, write, listen, and speak for social interaction.

## Contact

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or  
Carol Lipsky, Sr. VP  
100 Executive Blvd.  
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Ossining, NY 10562  
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E-mail: lipskyc@epicforchildren.org

# EPIC/Growing Up Together Project

Grades 4-6



- *Coordinated teacher and school staff program that infuses EPIC activities into the classroom curriculum.*

## Results



- *Richer and more meaningful relationships among parents, teachers, and administrators are created.*

## The Program

The EPIC Growing Up Together program helps teachers and support staff educate the whole child.

Teacher guides provide continuing activities and support as the child matures. However, beyond the classroom, EPIC recognizes the important role parents play in their children's education.

By infusing the EPIC activities into the regular curriculum, teachers can help students:

- improve their self-esteem,
- build problem-solving and decision-making skills, and
- increase respect for rules, rights, and responsibilities.

## Professional Development

Prior to implementation of the program, teachers receive a one-day in-service training course. The maximum number of participants in a training group is 25.

## Costs & Funding Options

Costs include \$1,050 for the one-day training course and \$525 for a half day of follow-up training. Additional trainings are available at an additional cost to implement the home program parenting workshops and school support staff training (bus drivers, cafeteria aides, etc.). Possible funding sources for replication include ESEA Title I, Title VI, Title VIII, Youth-At-Risk, Safe and Drug Free Schools, and McKinney funds. Curriculum materials must be purchased from EPIC and include the following (certain manuals are available in English and Spanish):

- Resource Guide (\$40-45) - for grades pre-K-3, 4-6, and 7-12
- Parent's Manual (\$15) - for parents of infants and toddlers, parents of young children, and adolescents
- Facilitator's Manual (\$40) - set includes Facilitators Manual and Parent Manual
- Procedures Manual for Home (\$25)
- Procedures Manual for School Programs (\$60)
- Student evaluations pre- and posttest (approximately \$2 per student).

Discounts are available on orders of 30 or more Teacher Resource Guides.

## Learning Standards

### Health, Physical Education & Home Economics:

2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**Social Studies:** 5) use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

## Contact

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E-mail: lipskyc@epicfor  
children.org

# GRASP (Giving Rural Adults a Study Program)

*Educationally disadvantaged adults (21 or older) seeking a HS equivalency diploma; a GED reading level*



*A home-based GED preparatory program for disadvantaged adults:*

- *Participants complete home-study packets of curriculum based on the GED exam.*
- *Completed assignments, testing, and feedback are essential components of the program.*

## Results



- *GRASP has helped increase students' retention rates and positive attitudes.*
- *Many GRASP graduates have enrolled in vocational training programs, evidencing gains in self-confidence and motivation.*

## The Program

Problems such as lack of transportation or child care, shift work, or physical/emotional disabilities make it impossible for a number of adults to attend traditional, on-site classes. GRASP provides an outreach program that delivers individualized home-study packets to adults in their communities via the regional library network.

Although targeted for rural, isolated adults, GRASP can work effectively in any setting. Components include:

- an assessment of candidate's reading, writing, and math skills prior to program entry,
- staff determination of candidate's ability to work independently and devote 6 hours a week to the program,
- home-study packets covering the five GED disciplines prepared twice a month and based on previously completed assignments, and
- a predictor test when students are deemed ready for the exam.

Students may remain in the program until they are test ready, which is usually within 1 year. Curriculum is based on the GED exam and, for staff purposes, all assignments are coded for reading level and average length of time to complete. Testing and feedback are an essential ingredient as there is no direct contact between teacher and student. A comprehensive, easy-to-use record keeping system has been developed.

## Professional Development

A minimum of 1 full day of in-service training is required prior to program implementation. Both an administrator and a teacher should attend. An extensive manual containing curriculum and all forms and assignments developed for GRASP is provided to each site. By completion of training, each site should understand staffing and budget requirements, recruitment, curriculum, and resources.

## Costs & Funding Options

A nominal training fee may be required.

## Learning Standards

Students are prepared for each area of GED testing, including math, language arts, literature, social studies, and science.

## Contact

Sharon Conrick  
GRASP Trainer  
WSWHE BOCES  
Northway  
Plaza Suite 1309  
Queensbury, NY 12804  
518-746-3521  
Fax: 518-746-3540

# GREAT Kids (Graduation Requires Effort And Time)

Grades 6-8



*A summer program for at-risk students entering junior high:*

- Students attend a 6-week program in basic skills.
- Active parent, teacher, and school staff coordination and collaboration are integral components of the program.

## Results



*Data show that students performing 1 to 2 years below grade level in reading or writing, lacking self-esteem, or having behavioral problems have:*

- Increased academic achievement,
- Decreased school dropout, and
- Improved attitudes toward school.

## The Program

Based on the philosophy that the total development of the child is essential for academic and life success, the GREAT Kids program aims to improve at-risk students' chances for successful completion of junior high school in 2 years.

An integrative curriculum (basic skills in math, science, reading, and writing) is introduced through a home and career skills and technology education approach. Students attend classes 5 days a week for 3 hours every morning for 6 weeks during the transitional summer from elementary school to junior high school. Transportation is provided through Department of Social Services funding.

The key to the program's success is the partnership formed by the student, teacher, and parent. The program encourages active parental participation through weekly meetings. A commitment of the parents to attend weekly evening meetings is essential; there are four parent meetings with the counselors and monthly group meetings between the students and their counselors. The teachers and administrator meet every day for at least 1 hour to coordinate the week's curriculum and field trips; to discuss student progress; and to brainstorm strategies to deal with students who are experiencing social, emotional, and behavioral difficulties.

## Learning

**Standards:** The program provides assistance to help students meet the standards in math, science and English language arts.

## Professional Development

There is a four-day training, with a required 2-day follow-up consultation.

## Costs & Funding Options

The four-day training can occur either at the demonstration or replication site and costs \$150 per diem per trainer (plus travel and lodging expenses if training takes place at replicator's site). A 2-day follow-up consultation is provided at the same cost after program implementation. Necessary program materials are listed in a recommended program bibliography. Possible funding sources for replication include ESEA Title VI.

## Contact

Joe Coleman  
Superintendent  
LaFayette Central  
School District  
5955 Route 20 West  
LaFayette, NY 13084  
315-677-9728  
Fax: 315-677-3372

# Greenhouse: Experienced-Based Career Education

*Potential dropouts grades 10-12*



*Experienced-based career internship program for high school students:*

- *Community resources act as educational centers and provide mentors.*
- *Students participate in career experiences through flexible scheduling and integrated academic work.*

## Results



*Positive effects of Greenhouse include the following:*

- *Better attitudes and feelings about school,*
- *Improved self-knowledge and decision making,*
- *Heightened awareness of career opportunities,*
- *Renewed interest in school and increased student attendance, and*
- *Increased credit accumulation toward graduation.*

## The Program

Greenhouse can be a separate alternative high school or a school-within-a-school. A major component of the program is identification of community resources to provide essential career experiences.

Criteria/guidelines have been developed for identifying students and generating orientation strategies for introducing the program. Each student is assigned to a learning coordinator who organizes the student's program and determines the amount of credit to be granted for his/her experiential learning program. Community members serve as mentors for the students' apprenticeships or internships, and a supplementary curriculum is developed to use community resources as educational centers. Flexible scheduling helps integrate the student's academic work with the experience-based program.

## Learning Standards

### **Career Development/ Occupational Studies:**

2) demonstrate how academic knowledge and skills are applied in the workplace and other settings; 3a) demonstrate mastery of foundation skills and competencies essential for success in the workplace.

## Professional Development

Ten days of initial training at the replicator site are recommended for districts wishing to implement Greenhouse, with 3 days of follow-up and a single day of technical assistance. Visitors are welcome at the D/D site by appointment.

## Costs & Funding Options

An honorarium of \$250 per diem and travel expense reimbursement for the trainer are required. The maximum number of trainees is seven per trainer. Curriculum development activities require additional funds. Possible funding sources for replication include ESEA Title VI.

## Contact

Richard Zodda  
Rockville Centre  
Public Schools  
Greenhouse  
189 Sunrise Highway  
Rockville Centre,  
NY 11570  
516-764-7393  
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E-mail: rzodda@  
rvcschools.org



# Habitat Ecology Learning Program (HELP)

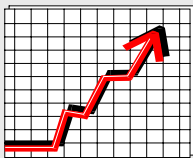
*Students grades 4-6*



*Exciting interdisciplinary ecology program for elementary students:*

- *Students engage in hands-on activities through a rich six-module curriculum.*
- *Detailed lesson plans and student activities are contained in each module.*

## Results



- *88% of teachers have improved the quality of their science teaching by adopting new strategies or using effective instructional strategies more frequently.*
- *82% of students have increased their understanding of fundamental concepts in habitat ecology.*
- *HELP has a positive impact on student motivation in science: students write and read more in science, engage in more hands-on activities, and work more in cooperative groups.*
- *94% of responding parents observed students explaining habitat ecology concepts and applying them to new situations.*

## The Program

The Habitat Ecology Learning Program (HELP) is an exciting, interdisciplinary curriculum designed to encourage students to use language arts, life sciences, social studies, and math to explore the richness of ecology. This hands-on program consists of six modules: *How Nature Works*, *Rain Forests*, *Grasslands*, *Wetlands*, *Deserts*, and *Temperate Forests*.

HELP can be used as a stand-alone, year-long curriculum or incorporated into your existing program as an exciting, motivational supplement. Each HELP module contains roughly 22 detailed lessons and can be taught in sequence with other modules or by itself. At its core, HELP is a life science program that lends itself to interdisciplinary implementation and team teaching.

HELP address the biological, physical, and cultural attributes of five important habitats. Although the approach and student activities differ in each module, the following key concepts are covered in all six: plant and animal adaptations, competition, predation, climate, energy flow, challenges to survival, human cultures, and much more.

HELP has been rigorously tested and has also been validated by the United States Department of Education as a program of exceptional merit. The program meets the national standards.

HELP is used in over 2,500 classrooms in 39 states and the District of Columbia. In addition, in New York State, it is also being replicated in over 880 classrooms.

## Professional Development

The Bronx Zoo's Education Department offers dynamic multi-day training workshops that prepare teachers to use HELP effectively. Workshops, typically span 1 to 5 days. HELP materials are provided to all trained teachers. Workshops are offered at the Bronx Zoo year-round, including weekends during the academic year. Our staff also travels nationwide; we will come to your school or local zoo for on-site teacher training.

## Costs & Funding Options

The total cost for all six modules is \$300.00, but teachers can buy the modules individually. Additional costs are associated with training. Please call for details. We will gladly explore with you sources for private funding within your locality and collaborate on writing a proposal.

## Learning Standards

**Social Studies:** 3) use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live — local, national, and global — including the distribution of people, places, and environments over the Earth's surface.

## Mathematics, Science & Technology:

7) apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## Contact

Ann Robinson  
Director of National Programs  
Bronx Zoo Education Department  
Wildlife Conservation Society  
185<sup>th</sup> St. & Southern Boulevard  
Bronx, NY 10460  
718-220-5131  
Fax: 718-220-1057  
Website: [www.wcs.org](http://www.wcs.org)

# International Baccalaureate Diploma Program: A New York Public School Model

Grades 11 and 12



*The IB program is designed to academically challenge students and teach them to relate the content of the classroom to the realities of the world outside.*

- Rigorous course of studies and examinations that challenge students.
- Prepare students to be life-long learners.

## Results



- After participating in the IB Diploma Program, students are better prepared for college and perform better, as measured by course grades and grade point averages. Evidence for this claim is furnished by three university studies comparing IB graduates with comparable control students.

## The Program

The International Baccalaureate (IB) Diploma Program: A New York Public School Model is an academically challenging, internationally based and recognized program offered to high school students. At South Side High School in Rockville Centre, NY, the program is open to **all** students during their final two years of high school. The Program offers rigorous courses (in most cases exceeding the demands of traditional Advanced Placement courses) in six subject areas, as well as opportunities to conduct independent research, critically reflect on knowledge and experience gained inside and outside of the classroom, and engage in activities and service in the community. Student performance is evaluated through varied forms of assessment and by a worldwide network of IB examiners.

In addition to satisfactorily completing at least six courses and their corresponding IB assessments, diploma candidates must meet three extra requirements: 1) passing a Theory of Knowledge course, intended to stimulate critical reflection, 2) meeting a Creativity, Action, Service (CAS) requirement, a self-designed and assessed program of experiential learning (e.g., theater, sports, or community service), and 3) writing the Extended Essay, a 4,000-word independent, original research paper.

The IB Program is based on the philosophy of providing intellectual development and high academic standards, as well as emphasizing the ideals of international understanding and responsible citizenship.

## Professional Development

Implementing the IB Program takes place in four phases: 1) Consideration/ Exploration, 2) Application, 3) Affiliation, and 4) Participation. With each phase, South Side High School offers professional development sessions, trainings, and a Summer Institute for administrators and teachers.

## Costs & Funding Options

Any school wishing to offer the IB Program to its students must be authorized to do so by completing a comprehensive application. There is an Application Fee of \$3500 which includes an on-site authorization visit. A 6- to 18-month affiliation period follows authorization. The Affiliation Fee is \$2600 per year, and once the conditions of affiliation are met, schools can begin implementation of their programs. The IB's Annual Subscription Fee is \$8000 plus per capita and exam fees. Total annual costs for this phase can vary from \$20,000 - \$100,000 per school.

Costs of participation in the workshops offered by South Side High School vary. There are also curriculum guides and other publications available for purchase.

## Learning Standards

The program helps students to meet all of the learning standards

## Contact

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Assistant Principal  
IB Program Coordinator  
Commack High School  
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# More Effective Schools Process

*Nationally Validated*

*School districts, school buildings, shared decision making teams, classroom teachers*



- A data-driven, decision-making program to assist schools in meeting state mandated expectations for students.

## Results



*The MESP results in significant increases in:*

- Academic achievement for all students; especially in reading and math,
- The percent of grade enrollment passing high level courses,
- The use of effective instructional practices, and
- The capacity of staff to implement collaborative planning, problem solving, and leadership roles to improve school results.

## The Program

The More Effective Schools Process (MESP) uses comprehensive district, school, and classroom strategies to ensure student success. MESP uses proven, research-based strategies to develop and support the leadership and local capacity of schools. Implementation of MESP helps every child, regardless of socio-economic background, to meet or exceed grade level expectations and state and local standards defining student success. The process is based on effective schools' research; collaboration; and shared, data-driven decision making. More Effective Schools Process is working in numerous districts; 248 schools throughout Kentucky using this process had a significantly higher level of achievement than did 998 other schools in the state.

**District Level:** A broadly representative leadership team is formed to revise or create policy on performance standards for schools, school improvement processes, and reporting requirements. During the second phase of implementation, district curriculum teams are formed to establish expectations and create grade level standards that are aligned with the NYS Standards.

**School Level:** Perception surveys are administered, student performance data are obtained, and school level teams analyze the data and develop an improvement plan.

**Classroom Level:** Teachers learn to align classroom curriculum and instruction with expectations and grade level standards. They also learn how to develop and use performance assessments to ensure high levels of learning.

## Professional Development

A district-wide leadership team is trained and guided to develop policy concerning school and student expectations, annual reporting requirements, and effective schools processes. Training and guidance are also provided to translate New York State standards into grade- and course-level expectations and standards in order to foster consistent and coordinated alignment and implementation of teaching, testing, and learning expectations. School-based improvement teams are trained to solve problems and to plan using data analysis and research to improve student learning.

## Costs & Funding Options

Costs depend upon district size and the number of schools involved. Approximately \$50,000 per year over a 3 year period provides the district and school training described above. Detailed joint planning is needed with the replicating district to develop a customized budget.

Possible funding sources for replication include CSRD Grants, Comprehensive School Improvement Grants, IASA Title I School-wide Improvement funds, IASA Title II Eisenhower Professional Development funds, IASA Title VI Innovative Educational Strategies funds, and Goals 2000 Integrated Systemic Reform funds.

## Learning Standards

MESP addresses all learning standards through the development of grade-level standards and their application in the classroom.

## Contact

Curt Huddleston  
Executive Director  
Association for  
Effective Schools, Inc.  
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# The Morning Program

*Teachers, administrators, and K-5 students*



- *A positive early morning assembly which fosters elementary students' positive attitudes towards themselves, others, and the school.*

## Results



- *Students are more positive about school and themselves.*
- *Faculty and parents also surveyed felt that Morning program was a positive addition to their child's education.*
- *Research is published and available upon request.*

## The Program

The Morning Program is a daily assembly held at the beginning of each school day for the purpose of starting the day on a positive note. Through the use of music, positive speakers, and program activities, the Morning Program helps children begin their day feeling good about themselves thus promoting a more positive attitude toward learning.

The Morning Program brings together students and teachers from multiple grade levels in a common meeting place. Each program routinely includes fun songs, the pledge of allegiance, a patriotic song, introduction of visitors (parents and friends), birthday announcements, and class or individual recognition. There is also some time dedicated to a short daily program or speaker based on monthly themes.

Children are given the opportunity to actively participate in the program through class presentations. Children and their families (visitors) are introduced to a variety of speakers that they might not otherwise meet. Community members are welcome to visit the Morning Program daily through open invitations, a natural way to involve the community in the school.

The behavior of Morning Program participants has been shown to carry over to other school assemblies. As a result of the Morning Program, students also become more comfortable speaking in front of large groups of people.

There have been over 110 Morning Program replicators in NYS alone. These programs involve rural, suburban, and urban districts in various sites, including Central NY, the Southern Tier, the Capital district, the Adirondack region, and Long Island.

## Professional Development

Training is held during the summer for 3 days and should involve all staff that will be participating in the program. During training, staff will develop goals for its Morning Program, learn the "ins and outs" of setting up a daily assembly, and write daily plans for a full year of Morning Program for their school. Staff are also given a variety of materials and ideas needed to begin a Morning Program.

## Costs & Funding Options

Training costs vary depending on the number of schools participating. Group training can be arranged (2 to 4 schools training during the same 3-day period) and cost \$900 (plus travel) per school including materials (no limit to the number of staff trained). The cost increases to \$1,650 for single school training and materials. Trainers are available during the year for phone consultation. Possible funding sources for replication include district Drug and Alcohol Grant monies, ESEA Title IV and ESEA Title VI.

## Learning Standards

### English Language

**Arts:** 4) read, write, listen, and speak for social interaction.

### Career Development/ Occupational Studies:

1) be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

## Contact

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Morning Program  
Coordinator  
Unadilla Valley Central  
School  
South Campus  
P.O. Box 39-40  
S. New Berlin, NY 13843  
607-859-2600  
Fax: 607-859-2786  
E-mail: [odonnelp@clarityconnect.com](mailto:odonnelp@clarityconnect.com)  
Website: [www.uvcs.k12.ny.us/morningprogram.htm](http://www.uvcs.k12.ny.us/morningprogram.htm)

# Nonnie Hood Parent Resource Center

*Families or childcare providers and their children 0-5 years old*



*Multifaceted parent resource center:*

- *Services include a drop-in center with age-appropriate materials and equipment, parent education workshops, and a referral service.*

## Results



- *Promotes positive interaction and developmentally appropriate educational opportunities for children.*
- *Adults learn new skills and/or techniques on parenting and childcare.*
- *Parents make more informed choices regarding childcare.*

## The Program

The Nonnie Hood Parent Resource Center is a multifaceted program supporting families and caregivers. It is composed of three main components:

- A Drop-In Center houses developmentally appropriate equipment and activities for children, and their caregivers, birth to 5 years of age. There is a toy and resource lending library.
- The Parent Education program offers workshops and training for parents and caregivers. Role modeling and informal networking occurs at the Drop-In Center.
- The Child Care Resource and Referral service assists parents in finding quality childcare to meet their needs and recruits and offers technical assistance to daycare providers.

As part of a partnership with the Corning-Painted Post School District, the NYS Education Department, and a private corporation, the Nonnie Hood Parent Resource Center is able to serve the needs of its community. The program is open six days a week and two evenings a week to meet the needs of dual working families. The program is housed in an early childhood center that is home for the school district's Head Start and special education program, enabling the Center to reach the youngest and neediest in the community.

The Nonnie Hood Parent Resource Center fosters a warm and supportive environment that promotes positive interaction and developmentally appropriate educational opportunities for children. The Center also provides varied, informal, and formal educational opportunities for adults through the use of workshops, a loan closet, special events, and the Drop-In center. The program assists parents in making informed choices for childcare and offers technical assistance and support for family day care providers. The Center forms a supportive connection between parents and providers.

## Professional Development

Consultation and on-site visitation are welcomed. A training program and materials are available.

## Costs & Funding Options

The program can be adopted in its entirety or adopted to your individual needs. Training expenses are to be negotiated depending on the needs of your agency.

## Learning Standards

This program lays the foundation for meeting all the learning standards, especially in English language arts and mathematics, science, and technology.

## Contact

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Project Director  
Nonnie Hood Parent  
Resource Center  
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# OASIS (Opportunity for Academic Success In School)

*At-risk students grades 1-4*



*An intensive, 5-week preparatory summer program for elementary students:*

- Students receive assistance in language arts and math skills needed for the next grade level they will be attending.
- Parental involvement is encouraged through learning kits for home use.

## Results



- Students demonstrated statistically and educationally significant gains in their cognitive abilities in reading, language arts, and math.
- Grade level retentions were drastically decreased from 5.6% to 0.45%.

## The Program

OASIS is an early-intervention, summer program for students entering grades 1 through 4. This intensive program prepares students for the next grade level, thus reducing the number of retentions and, over time, decreasing the drop-out rate.

The program is 5 weeks in length from 9:00 a.m. to 12:00 p.m. each day. Language arts and math are the academic areas stressed. The curriculum used in OASIS has been developed with an emphasis on the mastery of skills needed in the next grade level.

During the third quarter of the school year, each teacher in grades K-3 refers students whom might benefit from participation in OASIS. Students are then prioritized by need and selected to attend. Once the slots have been filled for the program, a waiting list is compiled so that if a student cannot attend, another student is given the opportunity. At the conclusion of the program, a learning kit is given to parents which contains additional activities for the students to do while at home before the beginning of the next academic year. This also encourages continued parental involvement.

## Professional Development

All program components and instructional strategies are covered in a 2-day training session. Follow-up is provided on an as-needed basis. Program trainers and support staff are available to answer any questions by phone.

## Costs & Funding Options

The training consists of a 2-day workshop at a cost of \$250 per day. On-site training is available but would include all travel expenses incurred. Staff requirements are dependent on the number of grade levels participating. Clerical support is a critical component of the program and should be allotted a fraction of time for the summer session. Informational brochures are available at no charge. Cost of supplies and materials is dependent on the number of grade levels involved. The following manuals are available: a Grade-Level Curriculum Guide @ \$35; an Administrator's Manual @ \$35; and a Kit Manual @ \$35.

## Learning Standards

**English Language Arts:** 1) read, write, listen, and speak for information and understanding.

**Mathematics, Science & Technology:** 1) use mathematical analysis, scientific inquiry, and engineering design as appropriate to pose questions, seek answers, and develop solutions.

## Contact

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# Olean Family Connections

*Families with children to 7-years-old*



*Integrated family literacy program for families with children up to 7-years-old:*

- Program components include early childhood education, parenting, and adult basic education.
- Instruction and services are offered at the center as well as during in-home visits.

## Results



- Participants showed significant increases in school readiness skills as measured by the Pre-School Inventory.
- Children showed significant increases in receptive vocabulary and in estimated verbal and literacy-related skills.
- Adults showed a significant increase in literacy skills.
- Parents reported a significant increase in the help they give to their children in skill acquisition.

## The Program

Olean Family Connections is a unified, holistic approach to early childhood education, parenting, and adult basic education skills. It is a family literacy program for families residing in Title 1 attendance areas with one parent who qualifies for services under the Adult Education Act. Existing Adult Education Centers, Head Start, Even Start, and Early Childhood Centers can be used for this project.

Olean Family Connections empowers low-income parents to become full partners in their child's education by:

- Providing instruction and services in a Learning Center environment;
- Supplementing instruction with in-home visits; and
- Addressing individual, family, and program needs through case management and counseling.

On-going staff development is an integral part of the program.

## Learning Standards

The program addresses early literacy.

## Professional Development

Training includes a one-day visit to the demonstration site and assessment of readiness to replicate. A 2-day in-service training is then provided at the replicating site, including one day of follow-up training 60 days after implementation. On-going phone consultation with the D/D is available at no charge.

## Costs & Funding Options

Training expenses include travel costs and trainer stipend. Staffing for 100 families includes: (1) case manager/social worker, (1) adult education teacher, (1) early childhood education teacher, (2) teacher aides, and (4) home visitors. Staffing is appropriately reduced at sites serving less than 100 families.

Facilities needed include (1) adult education classroom, (1) early childhood classroom, (1) child care area, and a combined parent/program office area. Possible funding sources for replication include ESEA Title VI.

## Contact

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Olean City Schools  
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# Pablo Python Looks at Animals

Nationally Validated

Grades K-3



*Interdisciplinary, hands-on science curriculum for elementary students:*

- Program includes a host of curricular materials to be used in the classroom and at home (e.g., student texts, audio tapes, video, parent handbooks, and unit plans).

## Results



*Evaluation highlights include:*

- Students who show a significant increase in science literacy.
- Teachers spend more time teaching science and are more confident about their science knowledge.
- Administrators verify a positive change in attitudes about and time spent on teaching and learning science.
- Parents verify the increased awareness and interest of their children and themselves in nature and science.

## The Program

Pablo Python provides a hands-on life science curriculum combining interdisciplinary classroom activities with the rich resources of community institutions like zoos, aquariums, nature centers, and others. The program teaches fundamental science concepts and observation skills by utilizing a multimedia approach that encourages children to explore the world through all their senses.

The curriculum covers size and shape, textures and patterns, color, sound, locomotion, how animals find and eat their food, and the distinctions between living and nonliving things.

The program can be used as the entire science curriculum or as a supplement to enhance the early childhood curriculum. The program consists of a series of six student books; a teacher's manual; 48 reproducible student activity sheets; an audio tape of animal sounds; a video cassette on animal diversity, growth, and behaviors; a series of six full-color posters; and a parental handbook (English and Spanish versions available). Each student book is devoted to a different science topic. Each topic can be divided into units, with each unit involving two to six lessons. Lessons range from 30 to 90 minutes and include a variety of learning activities. Pablo Python takes into account the wide range of cognitive levels of children and is being used in a variety of settings from California to China to Papua, New Guinea.

Pablo Python is being used in over 4,525 classrooms in 44 states and the District of Columbia as well as over 2,500 classrooms throughout New York State.

## Professional Development

Teachers can receive between six hours and five full days of workshop training. Trainings are led by educators from the Bronx Zoo at the zoo or at your school. During these workshops, teachers are introduced to program materials and offered specific ideas and lesson plan suggestions for implementing the program. They also receive extensive background information in science essential to teachers in the early elementary grades.

## Costs & Funding Options

The whole kit of curriculum materials costs \$300 and includes the teacher's manual, videotape, audio tape, the book series, activity sheet masters, six posters, and a parent handbook.

Additional costs are associated with training. Please call for details. We will gladly explore with you sources for private funding with your locality and collaborate on writing a proposal.

## Learning Standards

### English Language

**Arts:** 1) read, write, listen, and speak for information and understanding.

### Mathematics, Science and Technology:

2) access, generate, process, and transfer information using appropriate technologies.

## Contact

Ann Robinson  
Director of National Programs  
Bronx Zoo Education Department  
Wildlife Conservation Society  
185<sup>th</sup> St. & Southern Boulevard  
Bronx, NY 10460  
718-220-5131  
Fax: 718-220-1057  
Website: [www.wcs.org](http://www.wcs.org)



# Parent-Child Home Program

*Nationally Validated*

*Families with 2/3-year-olds who are at-risk of school failure  
because of low incomes and parent's limited education*



*A 2-year home-based parenting program for families with at-risk 2- to 3-year-olds who have not had access to educational opportunities:*

- Home visitors work with parents each week.

## Results



*Studies of graduates of the original PCHP and PCHP replication sites demonstrate that:*

- Maintenance of 17 point short-term gain in IQ to above the norm of 100, up to age 10,
- Parents' sustained increase in verbal responsiveness to their children, 2 years after the program, correlated with the children's scores in reading, math, task orientation, social responsibility, self-confidence, and IQ,
- Scores equal to or above the national norms in 2<sup>nd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grades on reading and math standardized tests, and
- First graders score significantly higher than their socio-economic peers on school readiness measures.

## The Program

The Parent-Child Home Program (PCHP) is a 2-year home-based program designed to prevent educational disadvantage in at-risk 2- and 3-year-olds by enhancing parent-child verbal interaction. The program's theory is that cognitive and social-emotional growth result from the exchange of conceptually rich language between parent and child stimulated by curriculum materials, books, and toys which remain permanently with the families.

Each week for 2 years, Home Visitors hold 2 half-hour sessions with the parent and child together. The Home Visitors, either paid paraprofessionals or volunteers, model a curriculum of verbal and other positive interactions between parent and child to help children prepare for entering school. Weekly Guide Sheets outline the core concepts (colors, numbers, shapes, reasoning, etc.) illustrated by the current book or toy and provide suggestions for other activities using the book or toy. The Home Visitors meet weekly with the PCHP Coordinator. The Coordinator is a social service/community resource for PCHP families, many of whom are isolated from or unfamiliar with resources available to them. The program also provides an important link between school and home, preparing the parents and children to enter the school system.

Eighty-four percent of PCHP participants studied graduate from high school. Nationally less than 65% of students from low income families complete high school. PCHP now has 102 replication sites, in the United States, and 10 overseas.

## Professional Development

Two years of training/technical assistance are provided, including 3½ days of coordinator training; technical materials (all record keeping and reporting forms, model guide sheets, and outreach materials, etc.); assistance in training home visitors; on-site and telephone consultations; a newsletter; and an annual conference for PCHP Coordinators, and Home Visitors.

## Costs & Funding Options

Operating costs vary significantly depending upon how many families are being served and whether Home Visitors are paid or volunteers. The books and toys range from \$180-\$250 per family each year. The training/technical assistance for two years is \$6000, leading to certification as an authentic Parent-Child Home Program replication.

Possible funding sources include Title I, Even Start, Goals 2000, Reading Excellence, state aid, state parenting or literacy funds, private foundations, corporate sponsors, local agencies, and community support. The National Center will work with individual sites to obtain funds.

## Learning Standards

The program address early literacy/verbal interaction skills and prepares children to enter school ready to learn.

## Contact

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National Center  
The Parent-Child Home  
Program, Inc.  
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E-mail: [info@parent-child.org](mailto:info@parent-child.org)  
Website: [www.parent-child.org](http://www.parent-child.org)

# Parents and Children Together (PACT)

*Families with children ages 0-3*



- *Home visitation parenting program which uses modeling, referral services, and age-appropriate developmental activities to involve parents in raising their children's readiness skills for school.*

## Results



- *Children whose families participated in PAT had significantly higher school readiness scores on all three assessment tests.*
- *PAT children had significantly higher grades in kindergarten than non-participants.*
- *Significantly fewer PAT participants were enrolled in remedial education in grade 1.*

## The Program

Parents and Children Together (PACT) is an enhanced home visitation program modeled from the Parents As Teachers (PAT) program in Missouri. Parent educators coach parents to be the first and most influential teacher for their children.

Services include:

- monthly home visits by certified parent educators,
- periodic developmental screenings for vision, hearing, language, motor, and social skills,
- resource and referral services,
- parent group meetings; and
- a lending library of child development and parenting books, assorted videos, and age-appropriate toys.

Parent educators provide information to participants regarding their child's development and demonstrate parenting techniques, such as disciplinary practices or activities to promote language development.

PACT is aimed particularly at preventing future school problems, so it has been designed to involve more interagency cooperation. The combination of PACT and other service agencies is designed to raise the readiness skills of participating children by the time they enter school.

## Learning Standards

The program addresses early literacy.

## Professional Development

All parent educators are required to attend a four and one-half day Parents As Teachers training. An additional half-day of follow-up training is recommended. This should involve a visit to the demonstration site and/or consultative support from center staff.

## Costs & Funding Options

Trainings can be done regionally or on-site at a total cost of \$500. A curriculum guide is included in the training cost.

## Contact

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Project Coordinator  
Binghamton CSD  
Community Resource  
Center  
1123 Vestal Avenue  
Binghamton, NY  
13903-1599  
607-762-8197  
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E-mail: [haustm@bcsdgw.stier.org](mailto:haustm@bcsdgw.stier.org)

# Placement Prevention Program

*Families with children pre-K to 16-years-old who are at risk of out-of-home placement or are having difficulty in various areas that affect school performance*



*This program provides the following to families in the home and at school:*

- Support Services/ Preventive Programming,
- Intensive Supervision,
- Crisis Intervention,
- Mentoring, and
- School Support Project.

## Results



*Reduced the number of out-of-home placements by 79% (at \$61,685 per year per student).*

*Teachers and parents reported statistically significant decreases in problem severity from pre- to post-test intervention and these decreases were educationally important.*

## The Program

The Placement Prevention Program is a comprehensive intervention program developed to empower families where children are at risk of out-of-home placement or are having difficulty in various areas that affect school performance. It is a voluntary program that works with each family's strengths and values in helping them achieve self-identified goals. Some of the issues include anger management, behavior modification, self-esteem, conflict resolution, ADHD, communication skills, learning disabilities, mental health issues, sibling rivalry, and school related issues.

The program uses a team approach and is built on strong participant involvement. To receive services, children are referred by a Juvenile Needs Task Force (Probation, DSS, Mental Health, School) and action is taken within a day: a home visit is made, the family decides if they will participate, and an Individual Family Service Plan is developed. A team member is assigned to each student and there is daily contact in school and at home if necessary. Case conferencing is done on a weekly basis and involves everyone involved with the family. The team approach is very effective in that it allows team members to provide immediate attention to the students and school staff should a problem arise during the school day. Each team member is assigned his/her own caseload, but everyone on the team is familiar with each others' families.

Family activities are held monthly, along with after-school boys and girls groups. Home visits are done on a biweekly basis or as often as necessary. These visits provide parents with direct intervention, modeling, and/or educational opportunities in parenting skills and discipline by home visitors or mentors.

The Placement Prevention Program ensures that students receive assistance in meeting their educational goals while also helping families meet their basic needs. Because the program is family-driven and built on the strengths of family members, program participants remain actively involved in and committed to reaching their goals.

## Professional Development

A two-day on-site training at the developer's site in Olean is available. Trainees experience firsthand how the program works and are involved in some of the activities.

## Costs & Funding Options

A minimal fee will be charged for those visiting the Olean site. In Olean, program funding comes from Cattaraugus County DSS, Community Schools, and Special Education Funding. These monies are also available to replicators through their own county sources, as well as Title I, Safety Grants, and Extended School Day/Violence Prevention monies.

## Learning Standards

**Health, Physical Education & Home Economics:** 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment; 3) understand and be able to manage their personal and community resources.

## Contact

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Coordinator  
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# Pre-Teaching Academy

*High school juniors*



*In-school internships for juniors and seniors who are interested in the teaching profession:*

- Pre-teachers work with small groups, develop lesson plans and teach them, grade tests, review homework, and work closely with their mentors in all facets of the teaching profession.
- The program is a collaboration between the district and a school of higher education enabling the pre-teachers to attend college workshops and courses for college credit.

## Results



- The Academy promotes positive attitudes toward the field of education and encourages young people to become teachers.
- The Academy prepares students for college, provides them the opportunity to accelerate their education, and exposes them to a college environment.

## The Program

The Pre-Teaching Academy is a collaborative venture between higher education and a public high school to introduce high school students to the joys and rewards of the teaching profession.

During their school years and two summers, high school juniors and seniors complete teaching internships supervised by high school teacher-mentors. Interns have firsthand classroom teaching experiences in their own high school, including tutoring, instructing small groups, reviewing homework, presenting preliminary lesson materials, teaming with their mentors to teach entire lessons, teaching entire lessons or parts on their own, and preparing and grading tests. They complete and receive credit for two college courses and attend Saturday and after-school educational workshops with their teacher-mentors. Pre-teacher candidates should meet the following criteria:

- grades of at least 75% in Regents-level classes with no failing grades,
- DRP percentile of at least 50,
- no attendance or school discipline problems, and
- enjoyment of learning and a desire to help others.

The unique, firsthand experience of teaching their peers significantly increases the self-esteem and communication skills of the pre-teachers.

## Professional Development

Two initial days of in-service training and five follow-up visits throughout the year are provided. Topics covered in training include: 1) structuring student internships, 2) developing placements in schools and other agencies, 3) matching teacher-mentors with interns, 4) developing linkages with local colleges, 5) monitoring student growth, 6) providing feedback for students, 7) developing and implementing workshops for teacher-mentors and interns, 8) designing and implementing college credit courses for high school students, 9) structuring a comprehensive program evaluation, and 10) creating a program database.

## Costs & Funding Options

A program coordinator at the high school (requires time to supervise the program) and a liaison at the college, preferably within the education department, are strongly suggested. Additional funding, if available, is used for stipends for students and teachers (with per session pay) to attend workshops and to offer one college education class per semester for pre-teaching interns. Training costs range from \$2,500 to \$4,000. Possible funding sources for replication include ESEA Title VI.

The following materials will be provided to replicating schools: 1) a course outline and textbooks (\$20/each) for the college Introduction to Education course, 2) pre-teacher evaluation forms for use by mentor teachers, 3) sample newsletters, 4) sample program evaluation forms, and 5) a Lotus template for program database.

## Learning Standards

### Career Development/ Occupational Studies:

2) demonstrate how academic knowledge and skills are applied in the workplace and other settings; 3a) demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

## Contact

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Project Director  
Center for School College  
Collaboratives  
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Website: [www.lehman.cuny.edu/education/center/preteach.htm](http://www.lehman.cuny.edu/education/center/preteach.htm)

# Primary Mental Health Project (PMHP)

*Grades K-3 (with school adjustment problems)*



*Early intervention program for students grades K-3 with emotional or behavioral problems:*

- *Trained child-associates (e.g., aides, college students) meet with children individually or in small groups once or twice a week.*
- *More individualized attention is provided in helping students improve learning and social skills.*

## Results



*As a result of PMHP, students have:*

- *Exhibited a reduction in acting out, shyness, and anxious behaviors,*
- *Improved learning and social skills, and*
- *Increased their frustration tolerances.*

## The Program

An early detection/prevention program, PMHP addresses emotional and behavioral problems (e.g., aggression and withdrawal) that interfere with effective learning. The program uses play and relationship techniques to resolve home and school difficulties.

Through carefully developed screening procedures, PMHP identifies students with early adjustment problems. These students receive prompt, effective helping services through an individualized program involving the school's mental health professionals, the child's parents, the classroom teacher, and/or other pertinent school professionals. Students are seen individually or in small groups once or twice a week for 30- to 60-minute sessions. A private place, preferably a separate room or a confidential area free from disturbance, is needed for this purpose.

Carefully selected, trained, nonprofessional child-associates (e.g., college students, aides), working under close professional supervision, increase the number of children who can be helped. Child-associates each work 15 to 20 hours a week, with a caseload of 12 to 18 children each. Participating schools should have at least two child associates.

## Professional Development

At least two persons (such as the principal and a mental health team and/or faculty representative) from the adopting district must attend a 2-day workshop in November in Rochester, New York.

## Costs & Funding Options

The standard workshop fee (\$140 per person) is waived for districts that purchase services from PMHP under the Sharing Success Programs network. Districts should budget for the salaries of the child-associates and substitute teachers so that classroom teachers can participate in three conferences to discuss the children's needs, behavior, and progress with teachers, child-associates, professionals and consultants. Possible funding sources for replication include ESEA Title VI.

Six options or combinations of options for training are available: 1) PMHP workshop - \$140 per person; 2) Program set-up consultation - \$2,000; 3) Program setup, consultation, and child-associate training - \$5,000; 4) Program setup, consultation, and program evaluation - \$5,000; and 5) Program setup, consultation, child-associate training, and program evaluation - \$8,000.

Materials include art and play materials such as doll houses, sand, human figures, etc. (approximately \$200-300); screening instruments (\$0.25/child); and evaluation instruments (\$1.00/child).

## Learning Standards

**Health, Physical Education and Home Economics:** 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

## Contact

William Haffey  
Director or  
Jessie York  
Primary Mental Health  
Project  
15 Linden Park  
Rochester, NY 14625  
585-249-7019  
Fax: 585-218-6226  
E-mail: [jessie\\_york@boces.monroe.edu](mailto:jessie_york@boces.monroe.edu)



*Alternative educational program for disaffected youth ages 14-21 who are designated as dropouts or potential dropouts:*

- A separate learning site enables students to work more cohesively with staff in preparation of returning back to their home school.
- Strong collaboration with community organizations, parents, staff, and students ensure an integrated approach.

## Results



- Participants have lower dropout rates, improved academic success, and decreased truancy and discipline problems.
- Students' self-concept and community-school-parent relationships are improved.

## The Program

Project CARE uses an individualized, self-paced approach to at-risk youth seeking to develop a positive attitude and self-concept. Potential dropouts are the target population. The program also addresses problems of academic success, discipline, and truancy.

The project develops an alternative learning site designated to serve disaffected youth in need of alternative educational delivery methods. The target population works cohesively with specially trained staff for the purpose of working toward a successful return to their home school. The ultimate goal of Project CARE is to have students successfully re-enter their home school within a minimum of six months and a maximum of two years and earn a high school diploma or GED equivalency.

An individualized approach is integrated with career education, socialization skills, and parental involvement. An apprenticeship program enables students to gain work experience at various public and private sector employers. There is a multidisciplinary substance abuse education program in all classes, as well as an emphasis of values and decision-making skills.

## Professional Development

Two days of in-service training with two consultants are available. There is on-going technical assistance and a follow-up visit to insure quality implementation.

The program is also working in the following locations:

Norwich City Schools  
Ulster County BOCES  
Northport School District

## Costs & Funding Options

Costs will vary according to size and organization of the replication unit. Costs include training manuals and trainers' fees and expenses. Possible funding source for replication include ESEA Title VI.

## Learning Standards

The program provides assistance in all content areas addressing the learning standards.

## Contact

Dr. Joyce O. Knapp  
Supervisor of  
Educational Programs or  
Sharon Hulbert  
Harpursville Learning  
Center  
Cumber Road  
Harpursville, NY 13787  
607-693-3110  
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# Project LEGAL

*Nationally Validated*

*Grades 5, 7, 8, 11 (and grades in which American history is taught)*



*Law related education for elementary and secondary students in American history courses:*

- *Legal concepts are explored through the examination of legal cases related to specific American history content.*
- *Teacher manuals provide detailed materials, activities, and examples to be integrated into the classroom.*

## Results



- *Students discover that the law affects them and that laws are based on societal and individual values.*
- *Project LEGAL increases students' knowledge, comprehension, and problem-solving skills related to the United States legal/ judicial system.*

## The Program

Project LEGAL's (Law-related Education: Goals for American Leadership) goal is to advance knowledge of legal issues and problem-solving skills in elementary and secondary American history courses. Situations are examined to demonstrate the judicial system's purpose, concept of legal values conflicts, case-method analysis of the facts, formulation of the issue question, and reasoning on both sides of the case.

An introductory unit consisting of ten lessons taught systematically and sequentially leads to the development of high-level problem-solving skills. Teacher manuals provide detailed lesson plans for this unit, with activities and examples for each grade level. Biweekly lessons fit into state-mandated history course content and reinforce the knowledge and problem-solving skills presented in the introductory units. The teacher determines the content and specific issues/cases to be studied using LEGAL's teaching strategies and visuals. The visuals are especially helpful in teaching learning disabled or remedial reading students. LEGAL also has adapted its program for the Internet and offers technology education.

## Professional Development

An awareness video is available. Training ranges from one to three days. After training, a teacher should administer pretests; have them scored; teach the 10 introductory lessons by December 1<sup>st</sup>; and prepare, teach, and submit two problem-solving lessons each month from December through April. Replicator must assume responsibility of scoring and furnishing project with mean scores and standard deviations for each group; project will then administer a test and analyze results.

## Costs & Funding Options

Training and travel expenses vary according to the number of districts participating and the location's supplies.

Suggested materials include student booklets containing introductory units (\$3 each; minimum 30 booklets), a teacher's manual (\$25), and pre- and posttests (\$10 set of 35).

## Learning Standards

**Social Studies:** 5) use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

## Contact

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Director  
Project LEGAL  
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Website: www.  
maxwell.syr.edu/  
plega





K-12 law-related education program:

- PATCH curricula are tailored to successfully meet grade-level instructional objectives and standards.
- Legal concepts are infused into the social studies curriculum.
- Active student participation is facilitated by features such as an in-house court.

## Results



- Students in the PATCH LRE courses scored significantly higher (.05 level) on knowledge of law and criminal justice.
- Tests used included: PATCH-designed grade-level pre- post-tests; LRE pre- post-tests; debriefing sheets, C.E.R.T., and One-on-One rating sheets; oral evaluation sheets; parent questionnaires; and in-service pre- posttests.

## The Program

Project PATCH is a K-12 Law-Related Education Program. In 1991, PATCH received both the NYS Council for the Social Studies and National Council for the Social Studies Program of Excellence Awards. In 1996, NYS Commissioner Richard Mills recognized the PATCH Program as an exemplary Social Studies and Law-Related Education program which supports and enhances the social studies standards. In 1998, the Suffolk County Human Rights Commission awarded Project PATCH and Northport High School its first Annual High School of the Year Award.

Since 1969, Project PATCH has developed and used some of this nation's most creative teaching strategies and student learning activities educators will find anywhere. It has enhanced all its legal learning experiences with leading edge technology. The Project's teacher- and student-developed curriculum has been validated and published, and much of it can or will be found on the Northport School District website.

In the K-8 program, LRE concepts are infused across the curriculum. Through peer and cross-age teaching, the program links our K-8 students with literature, social studies, civics, and law-related learning. In the 9<sup>th</sup> and 10<sup>th</sup> grade, the Project infuses comparative legal, human rights education, and international law through the new Global History curriculum. *It's a Legal World I* is taught in the 9<sup>th</sup> grade and *It's a Legal World II* in the 10<sup>th</sup> grade. In the 11<sup>th</sup> grade, the PATCH *American History through Constitutional Law* course successfully fulfills all instructional objectives of the new 11<sup>th</sup> grade American history curricula. For grade 12, Project PATCH has developed four law-related education curricula that meet the State Education Department's participation in government and economics new course requirements: 1) American Law, 2) Criminal Justice, 3) Leadership, and 4) International Law. Special features include a student in-house court, an educational ombudsperson, leadership training, legal writing model, and service learning opportunities.

## Professional Development

Project PATCH, in partnership with the NYS Bar Association and the State Education Department's Law, Youth & Citizenship Program, conducts a **free** 5-day teacher training institute in the use of their law-related educational programs and strategies. Since 1976, 7,611 self-selected educators from all 50 states and 18 foreign nations have received in-service training by the 11-person PATCH staff.

Course manuals and outlines are available for grades 8-12; manuals are also available for developing an in-house student court, an educational ombudsperson, civil law, moot court competitions, and a legal writing model. Much of the PATCH instructional materials can be found on the Northport website.

## Costs & Funding Options

The D/D site is open to visitors by appointment. There is no cost for trainers' time or Project PATCH materials.

## Learning Standards

**Social Studies:** All five social studies standards and instructional objectives are addressed.

## Contact

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northport.k12.ny.us  
Website: www.  
northport.k12.ny.us



*Integrated school health program that emphasizes student and community health concerns:*

- SHIP is a collaboration among the school, community organizations, and parents in improving students' health and well-being.
- The program is interdisciplinary and integrated in several types of out-of-school activities.

## Results



*Project SHIP students displayed positive attitudinal changes in the following areas:*

- Self-esteem;
- Rules, rights and responsibilities; and
- Decision-making and problem-solving skills.

## The Program

Project SHIP (School Health Integrated Programs) is a sequential school health education program. The program involves students, teachers, educational administrators, and other school staff working in conjunction with community organizations and parents to identify and use preventive strategies to improve the health and well-being of all concerned, especially the district's students. Although initially validated for the 6<sup>th</sup> grade health education program, it has been extended locally to cover all grade levels.

Project SHIP's health education curricular guides and intensive staff development programs focus on (including, but not limited to):

- Improving student attitudes through the acquisition of positive self-concepts,
- Adhering to individual rules, rights, and responsibilities, and
- Understanding good decision-making and problem-solving skills.

Project SHIP stresses integration in other discipline areas, extracurricular activities, peer leadership clubs, and a variety of out-of-school activities. It also encourages the adoption and implementation of commercially prepared, proven, and worthy health education programs.

## Professional Development

Potential adopters are required to attend a 2-day training session that includes orientation to the program and staff development.

## Costs & Funding Options

Costs for each replication may vary. Please call the Program Director for more information about implementation. Possible funding sources for replication including ESEA Title IV and ESEA Title VI.

## Learning Standards

**Health, Physical Education & Home Economics:** 1) have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health; 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

## Contact

Zenon Deputat  
SHIP Coordinator  
North Tonawanda CSD  
175 Humphrey Street  
North Tonawanda, NY  
14120  
716-807-3778  
Fax: 716-807-3522

# Project SMART-Kids-At-Work

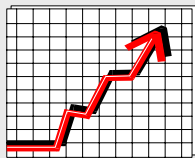
*K-6 teachers/students, school administrators, business/industry personnel & university faculty*



*Highly stimulating math and science program for elementary students emphasizing the usefulness of school content in the workplace:*

- Teachers work closely with industry and college professionals to develop math and science related field activities.
- Local industries make their sites available to students & offer staff development workshops to teachers.

## Results



- Project SMART-Kids-at-Work significantly improves instructional practices in elementary science mathematics teaching by incorporating more hands-on, inquiry teaching strategies.
- There is significant improvement in elementary children's attitudes toward the usefulness of science & mathematics in school, the workplace, and in daily life.
- Increases parental and community knowledge of and support for improved science and mathematics instruction.

## The Program

The Project SMART-Kids-at-Work (Science, Mathematics Applied Resources for Teaching) program is a cooperative partnership of schools, area industries, and SUNY Oswego that stimulates teachers' and students' interest in and understanding of science and mathematics as applied in the workplace.

In the school/industry partnership program, teachers and college faculty work with business and industry to develop mathematics and science field trips related to classroom activities. The industries involved (including a paper plant, food processing plant, newspaper, grocery store, auto dealer, steam cogeneration plant, and an aluminum plant) make their sites available for field excursions by students. Staff, teachers, and industry representatives offer staff development workshops for teachers and other partners.

## Professional Development

The replicating district/school partnership is expected to provide staff development sessions, either during or following the school day, to available teachers and administrators. Summer sessions are an alternative. School personnel will develop their contacts with area industries to develop partnerships. The D/D will provide assistance in organizing the partnership and in the staff development process.

Training teams are formed based on district goals and needs. The D/D can intervene in various phases as needed for:

- initiating and developing partnership relationships,
- adapting Project SMART-Kids-at-Work units and field excursions for local industries/businesses,
- developing new field excursions and units with community partners,
- training workshop leaders for project dissemination, and
- evaluating implementation outcomes.

Replicating districts will be expected to administer brief attitude surveys to teachers and students and to duplicate staff development guides and kits.

## Costs & Funding Options

Consulting fees range from \$300 for awareness sessions to \$750 per day for training workshops, plus travel and lodging expenses. Possible funding sources for replication include ESEA Title II/VI.

Model curricular materials are available from Project SMART-Kids-at-Work. These materials can be adapted for use or new materials that relate to specific area industries in the replicating district/school can be developed through the training process.

## Learning Standards

**Mathematics, Science & Technology:** 1) use mathematical analysis, scientific inquiry, and engineering design as appropriate to pose questions, seek answers, develop solutions; 3) understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

## Contact

Barbara Beyerbach or  
Pat Russo  
SUNY Oswego  
Project SMART  
217-219 Swetman Hall  
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315-312-2650 or  
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Dissemination  
Coordinator  
315-312-4024  
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Website: [www.oswego.edu/~prosmartt](http://www.oswego.edu/~prosmartt)

# SITE: Successful In-Service through Turnkey Education

Nationally Validated

Teachers grades K-8



*Hands-on, guided-discovery math program for primary, elementary, and junior high students:*

- Teachers develop instructional strategies such as questioning techniques, manipulatives, writing exercises, and cooperative learning activities.
- Students engage in a problem-solving process of math.

## Results



- Teachers increase their mathematical knowledge, enthusiasm, and skill in teaching math.
- Students pre/posttest knowledge increased significantly.

## The Program

Project SITE (grades 3-8) and Primary SITE (grades K-3) are standards-based mathematics programs for the development of higher-level thinking skills and specific math content. The program integrates math content and teaching strategies using a problem-solving process approach. The ultimate goal of SITE is to improve student understanding of and achievement in math. To reach this goal, teacher knowledge of mathematics and appropriate methodology must be improved first. SITE helps teachers develop the instructional practices needed to prepare students for the new state mathematics assessment for grades 4 and 8.

The SITE curriculum focuses on the math taught in grades K-8. It develops conceptual understanding and provides many opportunities for application and problem solving. SITE is compatible with all text series. Content (fractions, decimals, basic facts, algorithms, algebra, geometry, measurement, etc.) is presented through hands-on, guided-discovery activities using the process skills advocated in the NCTM Standards. Teachers who have had SITE experience are better prepared to do hands-on and writing activities with students in math.

SITE instruction incorporates recent research on teaching and learning and references current developments in math education (constructivism, new models for assessment, etc.). SITE teaching strategies allow participants to develop an intuitive understanding of the processes they should be using with students (higher-level questioning strategies, cooperative learning, writing about math, using manipulatives, etc.). SITE acts as a catalyst, enabling teachers to make the paradigm shift from purveyor of information to facilitator of learning. Teacher enthusiasm for math and math teaching increases; students become more comfortable with doing mathematics and writing about it. Effectiveness has been demonstrated in urban, suburban, and rural schools with diverse student populations.

## Professional Development

Initial training requires 3 to 5 full days. Periodic follow-up workshops and classroom visits are recommended. The in-service format utilizes a concrete, problem-solving approach over 20-30 hours. Participants use manipulatives in a cooperative learning setting to develop their own math concepts as well as the methodological skills that permit implementation of the program in the classroom. After substantial classroom implementation, participants can receive additional training to become trainers themselves. They become resources for the district, continuing to provide math instruction to colleagues in future years.

## Costs & Funding Options

Costs include a consulting fee, travel, and per diem expenses for the trainer; \$95 per person for workshop materials; and a minimum of one Starter Kit of manipulatives per adopting building (\$415). Possible funding sources for replication include Title I, ESEA Title II, ESEA Title VI, and Goals 2000.

## Learning Standards

### Mathematics, Science & Technology: 3)

understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry; 4) understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

## Contact

Dr. Barbara Berman or  
Dr. Fredda J.  
Friederwitzer  
Project SITE  
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# STAR (Success Through Academic Readiness)

*Low-performing students in grades 9-12 achieving success*



*Intensive, year-round academic program for at-risk secondary students:*

- *Students at-risk of failing work with a team of educational professionals who provide academic enrichment, counseling, and personal development guidance and activities.*
- *Parents become part of a highly supportive network that includes vocational, educational, and family counseling, as well as monthly workshops.*

## Results



- 95% graduate
- 85% are accepted to college
- Reductions in disciplinary infractions
- Improved attendance
- Improvement in peer/adult relationships
- Improvement in self-confidence and motivation

## The Program

STAR is a collaborative partnership to ensure that students at risk of failing school graduate from high school and 1) continue on to college or other higher learning institutions and/or 2) participation in further job-related training or employment.

A team consisting of a program director, academic coordinators, counselor and outreach worker, and a college/career coordinator collaborate to provide intensive academic enrichment, counseling, and personal development support throughout the student's high school years. Students are identified by the school based on factors such as low-performance, truancy, disciplinary infractions, and personal issues.

The staff seek to develop self-directed learners with good habits of mind that will support life-long learning skills by utilizing:

- curricula that accommodate diverse cultural backgrounds and constructivist teaching strategies;
- integrated, concept-based learning that promotes critical thinking and reasoning skills; and
- performance-based outcomes aligned with state and national standards.

Parent involvement is a high priority. A supportive network is provided that includes career and educational exploration and assistance with family issues. Monthly parent workshops are conducted to support student achievement.

Programs presently operate in 12 schools located in 5 widely different school districts in NYS, San Francisco, CA, Boston, MA, and in Fairfax County, VA. The Institute for Student Achievement has successfully operated the STAR education model for 10 years. It also has a middle school component called COMET (Children Of Many Educational Talents) that operates in NYS and Virginia. About 2,200 students participate in the two programs.

## Professional Development

A comprehensive staff development program is provided to replicators that includes joint planning over several months prior to implementation and technical assistance during the year.

## Costs & Funding Options

Training costs vary depending on number of participants. Program meets requirements for state and federal funding sources, including ESEA Title I, Title II, Title IV, Title VI, Title I Reallocation Funds, and Goals 2000. The Institute provides assistance to replicators seeking to secure funds.

## Learning Standards

The program helps students to meet all of the content area learning standards.

### Career Development/ Occupational Studies:

1) be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes and abilities to future career decisions.

## Contact

Dr. N. Gerry House  
President and CEO  
Institute for Student  
Achievement  
1 Hollow Lane  
Suite 100  
Lake Success, NY  
11042-1215  
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Website: [www.studentachievement.org](http://www.studentachievement.org)

# STeps Into Reading (STIR)

*Kindergarten teachers, teachers of reading and/or special education, speech pathologists*



*Reading program stressing phonological awareness for teachers of kindergarten students:*

- *Students are screened and recommended for the program which meets each day for 20 minutes with a STIR teacher.*
- *Parent involvement is essential; workshops, Parent Kits, and a daily home book are used to ensure open communication.*

## Results



- *The lowest 20% of students who participate in the STIR program have been shown to raise their skill level to that of the next 20%, thereby narrowing the gap between the students who are strong in readiness skills and those who are weak.*
- *Teachers report that the students in STIR are better able to participate in the general classroom.*

## The Program

Based on research that has established a clear relationship between children's phonological awareness of language and reading acquisition, STeps Into Reading is designed to promote success in learning to read. The research demonstrates that a kindergartener's skill in phonological awareness is a more accurate predictor of successful early reading than is IQ.

All kindergartners are screened with the Dwyer/Pittman screening by the end of September. Based on the screening results, the lowest scoring 20% of the class is recommended for the STIR program. The children meet with a STIR teacher for 20 minutes a day, four days a week, within the kindergarten classroom. Planned activities that promote phonological awareness are used during the session. Bi-weekly meetings with the kindergarten teachers, the STIR teacher(s), and speech-language pathologists are conducted to discuss how to integrate the program with the regular education program and how to best help individual students. Criterion-referenced testing is used to assess the children's progress.

There is also a strong parent component to the STIR program: meetings and workshops are set up for parents; Parent Kits are distributed; and a daily home book is used for communication.

STIR has been replicated in a number of school districts across New York State.

## Professional Development

The 18-hour training is given by two trainers: a speech-language pathologist and a reading specialist. Topics covered during training include background information on the connection between reading and language skills and understanding of the theoretical base of the program. Activities and program implementation ideas are shared, as well as specific training to administer the Dwyer/Pittman screening. It is recommended that adopting districts send all potential STIR teachers and K-1 classroom teachers/paraprofessionals to the training and appoint an in-school coordinator to serve as program liaison with trainers. Follow-up phone and/or e-mail consultations are encouraged and prove an integral part of program implementation. On-site follow-up can also be arranged and is encouraged.

## Costs & Funding Options

Training costs are approximately \$3,600 plus travel and lodging expenses if training takes place at the replicator's site. There is a one-time purchase cost of the Dwyer/Pittman screening and criterion-referenced test (\$100 per assessor). Possible funding sources include ESEA Title I funds.

## Learning Standards

**English Language Arts:** 1) read, write, listen, and speak for information and understanding.

## Contact

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Cece Pittman  
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E-mail: ceeandcee@aol.com

# Study Skills Across the Curriculum

Nationally Validated

Grades 5-8



- Cross-curricular reinforcement of study skills.
- Students become self-directed learners.

## Results



Students who complete the program:

- earn significantly greater gains on a program-produced and validated criterion-referenced study skills test,
- report greater gains in study skill behaviors, and
- demonstrate higher performance in their content courses.

## The Program

The Study Skills Across the Curriculum program is an interdisciplinary study skills program which provides a practical, effective vehicle for accomplishing school-wide improvement. The program model is firmly grounded in current educational research on effective practices. The program includes an alternative assessment package with guidelines for a study skills portfolio; a performance-based criterion-referenced test; and inventories for teachers, parents, and students to measure changes in study behaviors. The program also includes a parent component whereby parents are trained in the same strategies as their children so they can work with their children at home. The program's interdisciplinary model provides students with the consistency they need to reach their maximum potential as learners and to accomplish the national goal of student achievement and citizenship. Students cannot make a commitment to becoming a life-long learner, an important first step to productive employment in the Information Age, if they do not learn how to learn.

The program consists of a series of units, each with objectives and activities. Target skills include textbook format, time management and goal setting, learning from textbook materials, note taking from lectures and reading, test preparation, test taking, underlining/highlighting, listening and library skills. A summary unit, *Becoming a Selective Viewer of TV*, provides a model for the integration of the skills. Math activities have been added to each of the units in the notebook. These activities model for teachers lessons which require students to read, write, and speak mathematics. All the activities require students' active involvement, considerable modeling from teachers, homework, and writing assignments. Materials are not workbook, fill-in-the-blank style, they are integrated into content area objectives and require the students to apply the target skills in the actual content course work.

This program has also been used effectively in grades 3-12.

## Professional Development

Trainer honorarium of \$750/day plus travel-related expenses for two-day training: one day for entire staff and one day for implementation team.

## Costs & Funding Options

Materials cost: Teacher training manual is required for each person attending the training at a cost of \$70.00. In addition, a parent component is available consisting of a video tape (for use at PTA meetings or parent workshops) at a cost of \$95.00. A parent booklet entitled *The Parent Connection* is included with video. Additional copies are available at a cost of \$9.00. All materials are subject to a 10% shipping/handling cost.

## Learning Standards

Students acquire study skills to organize ideas, themes, concepts, and relationships in all content areas.

## Contact

Jon Gilbert  
Education 21, Inc.  
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Troy, NY 12180  
518-270-0126  
Fax: 518-266-1356  
E-mail: jgilbert@education21.org

# SUPER DESSERT

9<sup>th</sup> grade English and social studies students



*Block scheduling program for 9<sup>th</sup> grade English & social studies classes*

- Heterogeneous student grouping and cooperative learning strategies are employed.
- Team scheduling and planning are an integral component in ensuing and monitoring student progress.

## Results



*SUPER DESSERT produces a climate of educational excellence within which HS students are challenged to increase their academic achievement. Evidence of improvement includes:*

- Reduction in percent of 9<sup>th</sup> grade students failing English & social studies courses.

## The Program

SUPER DESSERT (Students United Produce Excellent Results Developing English and Social Studies Educational Resources Together) places all entering 9<sup>th</sup> graders (inclusive of special education students) in Regents English and social studies classes using heterogeneous student grouping, cooperative learning strategies, and the consultant-teacher model to ensure success for all.

The program increases expectations for all students to:

- improve academic achievement,
- improve student attitudes toward themselves as learners, and
- improve student citizenship behaviors.

Enrichment is provided to the more able students, and all students are challenged to the level of the higher-performing students. The cooperative learning environment uses interpersonal processes similar to those the students will encounter in the world of work. Program components include:

- one or more class periods a week in PIT (Personal Improvement Time) staffed by a SUPER DESSERT or consultant teacher,
- a team meeting period,
- teacher scheduling, and
- inclusion and integration of all students gifted and challenged.

## Professional Development

Replicators are required to send a team (including parents and teachers) to spend 1 day visiting at the demonstration site and to attend a follow-up half-day preliminary implementation planning session scheduled at either the replicator or demonstration site.

## Costs & Funding Options

The D/D will help the replicator assess readiness to replicate. The assessment will indicate level of training needed and whether current staffing patterns can be reallocated or additional staffing is necessary. It is suggested that a member of the staff be designated to coordinate the program (does not require release time or stipend). There must be a team planning period. A master notebook including program management, resources, lesson plans, projects, and assessments is provided at cost for \$100. Replicators are required to collect simple pre/posttest achievement/passing data based on local test scores. An administrator from the replication site must attend the preliminary implementation planning session. Preliminary planning session costs: \$300 for the D/D and one team member (plus travel expenses if held at replicator site). A 3-day training workshop for administrators and teachers (parents invited) is conducted in the summer by two team members from the demonstration site. Additional training can be negotiated based on the needs assessment. Training costs: \$1,800 for trainers' stipends (travel expenses extra) and follow-up technical assistance by phone during the school year as needed. Possible funding sources for replication include ESEA Title IV and ESEA Title VI.

## Learning Standards

**Social Studies:** 2) use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

## English Language Arts:

2) read, write, listen, and speak for literary response and expression.

## Contact

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Schalmont High School  
1 Sabre Drive  
Schenectady, NY 12306  
518-355-6110 x3524 or  
518-357-0374  
Fax: 518-355-8720

# Supervisory Support Program (SSP)

*School supervisory personnel*



*Voluntary program for school/district supervisory personnel to develop and enhance effective leadership skills:*

- Confidential analysis of job performance is completed through a collegial and trusting collaboration of the supervisory personnel and program staff.
- A plan to upgrade skills is developed and implemented.

## Results



- Administrators surveyed feel that the program has promoted their professionalism in their job.

## The Program

The Supervisory Support Program (SSP) is a professional, voluntary, and confidential site-based assistance and training resource for principals, assistant principals, and other supervisory personnel who recognize the need for further professional development, have received a formal warning or U-rating, would like to develop new supervisory strategies, and/or have a reasonable basis for requesting participation.

SSP meets client needs by developing a trusting close relationship that allows for objective and nonevaluative analysis of job performance. An individualized collaborative plan is developed and implemented for each client. The development of a collegial, trusting relationship between clients and SSP team members is a key feature of this program. Supervisory Support Program team members meet with individual supervisors in their schools each week. The number of hours of each meeting vary with need.

SSP was established as a joint effort between the New York City Board of Education and the Council of Supervisors and Administrators. Program goals are designed to assist supervisors to:

- reach and maintain a high level of effective leadership,
- enhance and upgrade supervisory skills,
- utilize time management skills,
- improve staff development techniques, and
- develop new supervisory strategies.

## Professional Development

Three days of initial training and follow-up consultation are recommended at either the developer or replicator site. Personnel need to be able to work with staff in elementary, middle, and senior high schools and in all programs offered. A variety of approaches to training is available:

- It is feasible for a skilled group to work independently with the replication manual and sample materials,
- A training session may be needed to analyze materials and to answer questions,
- Personnel may visit a New York City SSP team at work, and
- SSP team members could train and shadow personnel for a varying number of days, depending on budget and need.

## Costs & Funding Options

Determining the scope and cost of implementation will depend on a number of factors: the total number of supervisors in a district, the total number of schools or locations, the location and proximity of schools, the background and training of the personnel selected, and the salary scale of the district.

## Learning Standards

The program provides a mechanism for administration to improve their skills in leading their school's effort to address the learning standards.

## Contact

Stephen Molinelli  
SSP Coordinator  
16 Court Street  
4<sup>th</sup> Floor  
Brooklyn, NY 11241  
718-852-3000  
Fax: 718-403-0278



# Syracuse Pre-Kindergarten Inclusion Program

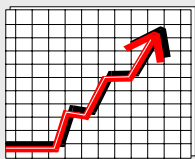
*Preschoolers with disabilities*



*Inclusionary program for preschoolers with disabilities:*

- A coordinated team effort assists children with developmentally appropriate experiences addressing their needs and interests.
- A strong parental component is employed which offers a variety of workshops and encourages them to participate in the classroom.

## Results



- Children enrolled in the Pre-K inclusion model had a significant gain in receptive language development as assessed on the PPVT-R and continued to maintain that gain into and throughout their kindergarten year.

## The Program

The Syracuse Pre-Kindergarten Inclusion Program provides comprehensive services for approximately 1,000 economically eligible three- and four-year-olds and their families. Each classroom is supported by an itinerant trans-disciplinary team consisting of a speech pathologist, psychologist, social worker, and nurse to assist teachers in developing programs which meet the needs of both the children and their families. The program provides developmentally appropriate experiences which address each child's needs and interests. Pre-kindergarten also offers parents opportunities to develop their roles as partners in the educational decision-making process and as advocates for their children.

Preschoolers with disabilities are eligible to enroll in the Pre-kindergarten Program and receive IEP mandated services within his/her Pre-K classroom setting. Therapists conduct "push-in" therapy within the classroom setting often using the preschoolers without disabilities as models. They also model instructional and therapy techniques for classroom staff providing continuity of programming for the children. The program received the first "Moving Toward Excellence with A New Compact for Learning" award in 1992 from the NYS Board of Regents. All program professionals are certified in their area of instruction. Transdisciplinary child study teams meet regularly to discuss each child's IEP goals and strategies to meet these goals within the classroom setting and at home. The team focuses on the child's strengths and developmental skill levels determined by the District's Developmental Curriculum assessment completed three times per year.

Parents are fully involved in the classroom and are offered a variety of workshops on topics related to child development. They can also work as paid parent aides or volunteer their time in the classroom.

## Professional Development

Staff is provided with monthly in-service based on the needs and desires of the staff.

## Costs & Funding Options

The special education services provided in the inclusion program are funded by the New York State Education Department (NYSED) and the local municipality. Rates per therapy session for related services are set by local municipalities. The Pre-K Program is funded through a State grant by the NYSED (89%) and Syracuse City School District (11%). The NYSED can assist potential providers in completing all necessary forms for approval to provide preschool special education services. The administrators and/or professional development staff from the Syracuse City School District are able to provide assistance to districts interested in replication. Cost of training is negotiable and will include travel, meals, and lodging if necessary.

## Learning Standards

### English Language

**Arts:** 1) read, write, listen, and speak for information and understanding; 4) read, write, listen, and speak for social interaction.

## Contact

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Syracuse Pre-K Early  
Intervention Program  
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Early Childhood  
Programs  
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Blodgett School  
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# Title 1 Guidance & Classroom Academic Intervention Program

*Students grades K-8 at or below the 40<sup>th</sup> NCE in reading or math*



*A three-phase K-8 academic counseling program intervention.*

- Successful classroom implementation
- Prepares students to focus academically
- Integrates violence prevention and reduces behavior problems
- Long-term counseling linked to learning

## Results



- Program participation improves students' basic skills (reading and math) achievement.
- Nearly 2/3 of students do not need to be referred for a second year of counseling or concentrated services.

## The Program

This academic intervention program successfully meets the needs of at-risk students with social, emotional, and academic difficulties. Emphasis is placed on school adjustment and student emotional and learning strategies. Through participation, students achieve significantly higher achievement scores and low re-referral rates after addressing at-risk factors in their lives. The program has received recognition as a United States Department of Education National Program of Excellence.

Key program features include:

1. Significant achievement gains and improved school adjustments
2. Highly successful best practices and metacognitive strategies
3. Eight strands for classroom and guidance use
4. At-risk assessment and action plan that develop student competencies
5. Coordination with school staff, parents, and community services
6. Easy to replicate program systems and modules
7. Long-term classroom, small group, and individual counseling

The three-phase guidance and classroom plan is as follows: **Phase One:** A holistic student needs assessment is completed, involving consultation with numerous adults active in the student's life. The assessment includes records of student achievement; deportment; health and social history; grades failed; the number of schools attended; social, emotional, and academic adjustment; student strengths and talents; multiple intelligences; and home factors. Initial counseling with the student begins during this phase. **Phase Two:** A Personalized Student Guidance Plan is collaboratively developed with school staff and parents. It sets individual student objectives; builds on student talents; links the guidance program to student classroom needs; and records actions taken by the counselor, school staff, parents, and agencies. Eight program strands for classroom and counseling include crisis intervention, study and academic and emotional metacognitive skills, career awareness, communication and interpersonal skills, personal goals and safety, and conflict resolution. **Phase Three:** Individual guidance sessions are used to have closure with the student, review student progress, conduct parent conferences, and complete end-of-the-year documentation.

## Professional Development

The program system and eight guidance/instructional strains are easy to implement in part or as a whole. Training builds on the skills and talents of school counselors and teachers and includes the inclusion of best educational practice research: emotional intelligence strategies and new brain-based learning strategies findings. There is a 3-day training fee. A 1-day follow-up session is recommended at the end of the implementation year, and consultation services are available.

## Costs & Funding Options

A program handbook operationally defines the program. Start-up materials cost \$100 per site. A curriculum budget of \$1,000 to \$3,000 per site is recommended for purchases of puppets, kits, manuals, and videotapes.

## Learning Standards

The program provides a plan to enable students to develop skills to meet the learning standards.

## Contact

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# Ulster County Even Start Family Literacy Program

*Families that have 1) children 0-8 years and 2) a parent without a HS diploma, with limited English proficiency, and/or without basic academic skills*



*Multiservice family literacy program:*

- *Participants are connected to a range of community services, such as job training, parenting workshops, adult education, and GED and ESL programs.*
- *Individualized, home-based programming is also available to participants..*

## Results



- *Ulster County Even Start Family Literacy Program has been shown to increase children's language ability and increase enrollment and retention rates in GED or similar adult education programs.*

## The Program

The Ulster County Even Start Family Literacy Program is a family literacy program that connects parents to adult education and community services and provides early childhood parenting education. It provides home-based services throughout rural Ulster County for approximately 130 families per year.

Parents are trained to be their child's first teacher through interaction with specially trained home visitors and through the use of children's books and learning packets. Families are linked to local GED, ESL, or job training programs and community services. An individualized curriculum is presented to parents during home visits which includes low-literacy level materials and short videos.

Parent education groups are held on a monthly basis in libraries, McDonald's restaurants, or BOCES sites. A variety of curricular and resource materials are utilized as appropriate. Transportation and child care are provided to enable parents to attend adult education classes and parenting groups. For a family to be eligible, there must be a child under the age of 8 years and one parent must lack a high school diploma, have limited English proficiency, or lack basic academic skills.

## Professional Development

The Coordinator and staff are available to train new Coordinators and home visitors in program implementation. This would include a 1- to 2-day training on program components, effective home visiting, record keeping, and establishing networks within the school and community. Follow-up technical assistance is available through telephone contact or meetings.

## Costs & Funding Options

Ulster County Even Start Family Literacy Program is presently funded through federal Even Start monies and would provide an application template to assist districts in applying for grant monies for replication.

## Learning Standards

**English Language Arts:** 1) read, write, listen, and speak for information and understanding.

## Contact

Susan Klein  
Program  
Coordinator  
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# Values Education Through the Arts and Humanities

Students K-6



*Arts-infused humanities program for elementary students:*

- *Teachers integrate arts and humanities lessons into the regular classroom curriculum using a valuing process.*

## Results



- *The Values Education Through the Arts and Humanities program has improved students' knowledge of the arts and humanities, as well as student performance and behavior.*

## The Program

Using classroom techniques (group discussions, verbal responses, and creative activities), teachers use lessons in art, music, drama, and dance to increase knowledge of the arts and humanities — both closely related and presented simultaneously.

Valuing discussions, situations, dilemmas, and open-ended questions are used to compare the effects of different works from the same period, enabling students to increase their valuing skills by justifying choices of actions or opinions, moving to successively higher stages of moral development.

The project is most effective when one and one-half hours, or three 30-minute periods per week, are allocated to integrate program content into the regular classroom curriculum. Classroom teachers work with their own students and a ratio of one teacher to 25 students is preferred. All students are involved; this is not a "pull-out" program.

## Professional Development

A minimum of 4 days in-service training is required and consists of project orientation; activities involving the valuing process; and intensive instruction by consultants in art, music, drama, and dance.

## Costs & Funding Options

Administrative, teacher, and community involvement is strongly encouraged to assure maximum program effectiveness. Initial training is limited to 20 to 25 teachers. Consultants cost a minimum of \$150/day plus travel. Provisions should be made for substitute costs (1 full day). Follow-up of 1 to 2 days at rates cited should also be planned. The D/D provides a full curriculum for training (\$10/copy). Necessary supplies, materials, and equipment require additional funds. Possible funding sources for replication include ESEA Title VI.

## Learning Standards

**The Arts:** 1) actively engage in the processes that constitute creating and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts; 3) respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

## Contact

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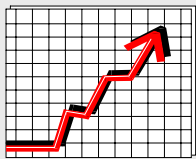
# Values Education Through the Arts for Young Adults

*All humanities students*



- *Value systems of the past and present are explored through an arts-infused humanities curriculum covering the beginning of western civilization through the modern era.*

## Results



- *On a pre-post arts test containing 5 major strands, students significantly increased their knowledge of the arts.*
- *On a valuing instrument, consisting of valuing situations and reactions by students, 85.7% of all project students mastered at least 3 of the 4 items considered.*
- *Results indicated positive student reactions to the project and course content.*

## The Program

This program emphasizes the valuing process through an integrated approach to arts and humanities. Throughout the full year curriculum (2 semesters), students learn how and why values are reflected through the arts and literature from the beginning of western civilization through the modern era.

The curriculum integrates the arts into historical eras to demonstrate: 1) the valuing process used by artists as an essential element of a people's culture at a particular time in history, 2) how present values systems developed, and 3) how present values systems are related to those of the past.

The major goals are:

- to improve student knowledge of the arts;
- to increase student awareness and use of the valuing process for recognizing alternatives, choosing among them, and justifying the choice; and
- to enhance students' appreciation of the arts and course content areas.

Parents and community members are involved through district publications, frequent mailings to the board of education, participation of local artists in the project, and meetings.

## Professional Development

A minimum of 4 days in-service training is required and consists of project orientation; activities involving the valuing process; and intensive instruction by consultants in art, music, drama, and dance.

## Costs & Funding Options

At least one humanities teacher (English, social studies, or related areas) from the replicating district is required. Classes of 20 to 25 students, not to exceed 30, are preferable. Demonstrator arts consultants should interact and follow up with teachers and students, especially during the initial year of implementation.

## Learning Standards

**Arts:** 3) respond critically to a variety of works In the arts, connecting the individual work to other works and to other aspects of human endeavor and thought; 4) develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## Contact

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# Variety Child Learning Center (VCLC)

(Formerly known as Variety Pre-Schooler's Workshop)

Preschool children with disabilities (ages 2-5 years)



*A year-round preschool program for students with disabilities:*

- Parents collaborate with program staff in identifying goals and interventions for both the home and school environments.
- Counseling, parent education, and after-school activities are available to participants and their families.

## Results



- Children made statistically significant gains in rates of learning in the areas of language, social competence, cognition, and self-help skills.
- Parental involvement in their child's education increased.

## The Program

The Variety Child Learning Center (VCLC) provides special education for preschoolers with disabilities with support services for their families. Parents are welcomed and involved in their child's educational program.

Children attend a preschool program that meets five days a week, year-round, at no cost to parents. Some children attend half-day and others full-day. A family-friendly, "open" school welcomes parents to visit, observe their child in the classroom or in related therapies, and/or relax and network in the parent lounge/library.

Parents collaborate with the school's interdisciplinary team in assessment, goal setting, and remediation. Using The Five P's, parents and teachers rate the child's observable behaviors to develop a baseline of current functioning and set goals and remediation plans for both school and home. This assessment task initiates the home-school link and shapes the collaboration and communication process, which recognizes parental expertise in matters pertaining to their own child.

Parents choose how and when, if at all, they access the array of available family support and informational services. An IFSP (Individualized Family Service Plan) is coordinated with the IEP (Individualized Education Program) and outlines the goals for the family. Counseling, parent education, Sunday respite, and after-school activities are available.

## Professional Development

Training is individualized and available at either the developer or replication site. It focuses on the development of a family-friendly school culture; parental involvement in assessment, goal setting, and remediation; and support, informational, and educational resources for parents. VCLC has videos and other training materials, including The Five P's System, an assessment instrument for young children. It is available in both English and Spanish. On-going technical assistance through a toll-free telephone line is available. Follow-up is provided.

## Costs & Funding Options

Training costs depend on the location of the replication site, the number of attendees, the number of sessions needed, and the amount of training materials distributed.

## Learning Standards

This program increases rates of learning of young children with disabilities in the areas of language, social competence, cognition, and self-help skills. It welcomes and involves parents in their child's education.

## Contact

Judith S. Bloch  
Founder/CEO or  
Janice Friedman  
Director of Research &  
Training  
Variety Child Learning  
Center  
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Syosset, NY 11791  
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2128/2126  
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E-mail: jfvpsw@aol.com  
Website: www.vclc.org

# WIZE (Wildlife Inquiry through Zoo Education)

*Nationally Validated*

*Students grades 6-10*



*Life science curriculum for students grades 6-10 focusing on biology and conservation:*

- Two comprehensive modules contain a variety of instructional materials to be used in the classroom.
- Modules cover survival challenges of wild animals and ecosystems.

## Results



- WIZE produces student mastery of key concepts in biology and conservation.
- Teachers increase their own knowledge of science and are motivated to use new and effective teaching methods.

## The Program

WIZE is a life science curriculum that will lead students on a voyage of discovery through the world of wild animals. WIZE consists of two modules:

*Diversity of Lifestyles* (grades 6-8) Module 1 focuses on how wild animals are adapted to meet their survival challenges. This module consists of three units: Animals of the Land, Animals of the Air, and Animals of the Water. It explores geography, climate, animal behavior, nutrition, and human impact on wildlife.

*Survival Strategies* (grades 7-10) Module 2 is a more challenging and advanced module, covering ecology, environmental sciences, natural resource use, ecosystem function, wildlife conservation, and population biology. The module consists of three units: Life Cycles, Competition and Predation, and Wildlife and People.

Each module can be used as a self-contained curriculum or as a flexible supplementary program and provides roughly half a year or one semester of instructional material. The Diversity of Lifestyles kit includes a teacher's manual with complete lesson plans, 34 student resource books, masters for student activity sheets, photo cards, and eight sets of discovery cards. The Survival Strategies includes all components just described plus two audio tapes and Posterity, a classroom wildlife management simulation game. Field trips to local science resources are encouraged to reinforce the content of the program materials.

WIZE offers countless links to disciplines other than science, principally math, social studies, and language arts. Through this program, students explore the field of conservation biology — an important subject which often is not addressed in standard biology textbooks. In addition, WIZE meshes with the National Standards.

WIZE is being used in over 5,890 classrooms in 45 states and the District of Columbia, as well as in nearly 571 classrooms throughout New York State.

## Professional Development

The program offers teachers both awareness and training sessions. Awareness sessions introduce participants to the goals and methods of WIZE and provide a brief content overview. In training sessions (2-5 days), program staff and teachers model selected lessons, simulations, and field activities. Trainings are usually held at zoos and at school sites around the country.

## Costs & Funding Options

The Module 1 kit costs \$250; the Module 2 kit costs \$200. Additional costs are associated with training. Please call for details. We will gladly explore with you sources for private funding with your locality and collaborate on writing a proposal. Possible funding sources for replication include ESEA Title II and ESEA Title VI.

## Learning Standards

**Math/Science/Technology:** 4) understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

**Social Studies:** 3) use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live — local, national, and global — including the distribution of people, places, and environments over the Earth's surface.

## Contact

Ann Robinson  
Director of National Programs  
Bronx Zoo  
Education Department  
Wildlife Conservation Society  
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Website: [www.wcs.org](http://www.wcs.org)

# WordStart – Early Reading Program for Classroom and Home

*Pre-K through 1<sup>st</sup> grade schools and parents*



*Boosts literacy development.*

- Rich, useful teacher materials.
- Uses nursery rhymes and children's songs.
- Easy, on-going assessment component with portfolios.
- Parent component (training/materials in English/Spanish)
- Interim assessments
- Access to WordStart's on-line database and reports generator

## Results



- Pre-posttesting showed that after participating in the program for 26 weeks, kindergarteners significantly outperformed their counterparts on measures of reading, phonological awareness, and spelling.
- Strong positive response from teachers, parents, and administrators.

## The Program

WordStart is a music-based system that starts children reading independently. Proven to work and easy to teach and learn, WordStart provides an integrated package of Supplementary Classroom Instruction, Assessment, Targeted Assistance, Parent Programs, Staff Development, research-supported activities, and a NYSED validated standards-based curriculum in a package that matches Federal and State Title I requirements.

Adding WordStart to the daily literacy book (skills section) eliminates most structural reading problems. The standards-based pre- and post-test assessments measure proficiency and compare student performance with NYSED benchmarks. Performance reports pinpoint deficiencies in preparation and are used by teachers to create prescriptions for targeted assistance. 184 one-page booklets are available for prevention, intervention and/or remediation. Used in learning centers, the booklets also go home for additional re-enforcement. These combined elements form a safety net that keeps all but the most exceptional children from falling behind. Implemented consistently, the WordStart system leads to proven positive results.

WordStart's approach to early literacy instruction includes the following:

- instructional strategies for the classroom,
- parental involvement,
- tools that prepare students for the Early Literacy Profile and other state assessments,
- special assistance for ESL, and special education students, and
- assessment and staff development.

## Professional Development

Foundation Staff provide turnkey training and workshops for teachers, parent trainers, turnkey assessment trainers, and workshop leaders. Also available are video and CD-ROM-based training packages. Training covers WordStart's use of music in instruction, new instructional technologies that simplify learning to read, all related materials, packages for classroom and home, assessment procedures, and special provisions for ESL and special education.

## Costs & Funding Options

Pre-kindergarten materials – first year - \$850 per class, following years \$300 per class. Kindergarten materials – first year - \$2,250 per class, following years \$1,000 per class. First Grade materials – first year - \$1,750 per class, following years \$750 per class. Parent materials (usable for Pre-K, K, and 1<sup>st</sup> grade) \$1,250 for 25 parent boxes. Training costs range from \$500 to \$700 per diem. Funding sources include Title I Safe and Drug Free Schools, Even Start, Workforce Investment Act, Title VII, SS LEP, Reading Excellence Act and BOCES Coser.

## Learning Standards

The program prepares students to succeed in meeting all English Language Arts learning standards.

## Contact

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Gloria Richards, Ed.D.  
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Foundation  
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optonline.net



# Youth Intervention Program

*Students grades K-12 (with social, emotional, academic difficulties or in an at-risk family)*



*A multidisciplinary team provides support and guidance to at-risk students grades K-12:*

- *The team develops a service plan for the student and meets once a week to assess student progress.*
- *Collaboration among a caseworker, community organizations, and the parents ensure a multifaceted and supportive approach.*

## Results



- *Program effectiveness has been evidenced by positive changes in student behavior and academic performance.*

## The Program

The Youth Intervention Team (YIT), a multidisciplinary team approach, is an early detection, assessment, and service plan development model for children. Members of the demonstrator's multidisciplinary teams include a psychologist, school social workers, principals, secondary guidance counselors, and a Department of Social Services (DSS) caseworker. The unique feature of the YIT is its inclusion of the Department of Social Services (DSS) caseworker. The model creates a "single point of entry" within the community.

Teams, which meet once a week for 1-1½ hours, can be established in each of the elementary and junior/senior high school buildings. The schools have the opportunity to detect family dysfunction by observing the child. The school accepts the responsibility to identify, assess, and recommend services for at-risk children and families, but recognizes the total community's responsibility as service providers.

The caseworker establishes a link between the Department of Social Services and other community agencies to access services for at-risk youth and their families. The roles can be described as case managers and gatekeepers for community services. The counselors follow up with families once the service plans have been developed by the Youth Intervention Teams. Parents are sent a copy of the service plan by the team leaders.

## Professional Development

Replicating districts must spend 1 day at the demonstration site observing the teams in action. Following that, two trainers spend 1 day at the replicating district. Necessary program materials are provided by the D/D.

## Costs & Funding Options

The replicator must pay all necessary travel and lodging expenses plus a \$175 per diem honorarium per trainer. In-service training is available to districts that feel it would be helpful in acclimating themselves to the team structure. Possible funding sources for replication include ESEA Title VI.

## Learning Standards

The program provides a mechanism for the interdisciplinary professional staff and families to help students meet the learning standards.

## Contact

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for Support Services  
Pupil Personnel  
Services  
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# Youth Opportunity Program (YOP)

*Economically disadvantaged youth ages 16-21 at-risk of dropping out of high school*



*A drop-out prevention and work-study program for at-risk youth:*

- *Students are provided training, counseling, and paid work experience to encourage high school completion.*
- *The program focuses on improving basic skills, employability skills, and self-esteem.*

## Results



- *A follow-up study of program participants over a five year period revealed an 86% retention rate. Additionally, 64% of the respondents indicated that the program was very or moderately important in their decisions to stay in school.*

## The Program

YOP is drop-out prevention and part-time work program providing career-oriented training to high school students and young adults who demonstrate a need for financial assistance. Its primary purpose is to prevent school drop-out while also providing training, counseling, referrals, and experience in the world of work. Student trainees work up to 20 hours weekly during the school year and 30 hours weekly during vacation periods, for which they are paid minimum wage. Cooperating schools at six sites grant academic credit for the work-study experience.

The YOP was enacted by the NYS Office of Mental Hygiene in 1967. The program is operated by the NYS Office of Mental Retardation and Development Disabilities (OMRDD) and NYS Office of Mental Health (OMH). The program has received specific legislative funding. The goal of the program is to expose students to direct care career opportunities serving the developmentally disabled and mentally ill. There are 15 statewide sites and each site has a Program Supervisor and Program Manager. However, for replication purposes, school districts need not have access to an OMRDD Center. The program may be organized within a school district contingent upon the development of community resources providing training sites.

The program's goals are to 1) serve economically disadvantaged youth at high risk of school drop-out; 2) encourage high school completion; 3) encourage post high school education; 4) initiate interest in serving the mentally retarded and developmentally disabled and mentally ill; 5) assist in the transition to regular full-time employment; and 6) promote personal growth. The planned program covering the areas of career exploration, employability skills, basic skills, and self-esteem building is coordinated by the Program Supervisor and delivered through Student Association Meetings. Activities include video presentations, small group discussion, field visits and presentations by the YOP Supervisor, and guest speakers from the community who serve as a resource network for the students.

## Professional Development

YOP staff will conduct a two day training session for the Program Supervisor and will provide one day of technical assistance six months after training.

## Costs & Funding Options

A contractual salary must be budgeted for the staff member designated as the Program Supervisor, a part-time position for a caseload of up to 25 students. Students must receive federal minimum wages (\$5.15 hr), therefore, funds for 25 students working 20 hours/week for forty weeks and 30 hours/week for twelve weeks (school vacations) must be budgeted. Districts may want to consider a combination of funds or funding sources. Districts may also wish to join with another district to establish a YOP program. Funding sources available include Youth-At-Risk grant monies.

## Learning Standards

### Career Development/ Occupational Studies:

1) be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions; 3b) choose a career major and acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

## Contact

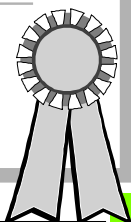
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NYS Special  
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# Part III:

## Out-of-State Nationally Validated Programs Active in New York State

*formerly validated by the Program  
Effectiveness Panel (PEP) and  
currently replicating in New York  
State*

Validation  
Award







- *Combines wide variety of educational materials and activities with diverse instructional modes to insure maximum motivation and learning*
- *Organization of curriculum facilitates use of paraprofessionals/volunteers in the classroom*

## Results



- *Program participants demonstrated statistically significant and educationally meaningful gains relative to national norm groups and local comparison groups on as many as three different measures.*
- *Compelling evidence has been collected from rural, suburban, and urban communities representing different geographical areas of the country.*

## The Program

ACCESS (A Comprehensive Curriculum for Early Student Success) is a sequentially programmed, pre-primary curriculum and management system that provides for individual growth and learning of basic skills. The program's wide range of activities and objectives makes it appropriate for use with pre-primary children from varied socio-economic backgrounds and with varied learning needs. The program contains four main components: First Level Language (Kindersay), First Level Math (Kindermath), First Level Science (Kinder-Sci), and First Perceptions (Kindersee).

A curriculum-based assessment that is part of the program is used to determine the various developmental levels of the students. Based on the results of this, teachers begin presenting experiences to students in developmental sequence. Understanding takes place through assimilation and the use of concrete objects.

Objectives are organized around miniature lesson plans, complete with materials, procedure, and evaluation. Instruction is provided in small groups or individually for periods of approximately 20 minutes each day. The program contains lessons in conceptual language, perceptual-motor, math, and science, along with the appropriate hands-on materials. The oral language, perceptual-motor, and math materials are also available in Spanish.

Parents are encouraged to participate at home and in the classroom. The brief, well-designed lessons, with their clearly stated procedures, are easily used by parents, paraprofessionals, and volunteers.

The program has been widely replicated in urban, suburban, and rural settings throughout the State and nationwide.

## Professional Development

Training is conducted in keeping with district/school needs and the number of program components to be initially implemented. Each major component requires at least one half-day. Paraprofessionals and program specialists who may assist with the program are encouraged to participate in the training. Follow-up/technical assistance is available in the form of site visits, conference calls, and videos. Program staff can be reached at any time at the toll free number (1-800-444-5729).

## Costs & Funding Options

One curriculum and materials kit is required (per classroom) in each of the curriculum areas implemented at a cost of \$150 to \$200 per kit. Materials are non-consumable. Training workshops, including training materials for all participants and presenter's honorarium, cost \$500 per day. Assistance to replicators in securing funds is also provided.

## Learning Standards

### English Language

**Arts:** 1) read, write, listen, and speak for information and understanding.

### Mathematics, Science and Technology:

3) understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

## Contact

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- *Student, teacher, & staff participation in a recreational read-a-thon*
- *Program management handled by volunteer parents and community members*
- *Collaborative partnerships with community businesses and civic organizations*

## Results



- *Active participants increased recreational reading by 31% and improved in reading comprehension and fluency as demonstrated by gains in reading achievement on a nationally standardized text.*
- *General attitude toward books and reading improved with significant changes in behavior for reluctant readers.*
- *Parental involvement in literacy behaviors at home increased as did volunteerism at the school.*
- *Schools created a culture of literacy that extended into home and community.*

## The Program

It is well known that children who read more, read better. Research shows a positive relationship between free reading and gains in reading achievement. Yet today, many children struggle to read—or don't read even when they have the skills. At the same time, many parents remain uninvolved in their child's education. Books and Beyond is a research-based, comprehensive recreational reading program which reverses these trends by increasing the opportunities for recreational reading and encouraging parental involvement. The overarching goal is to increase recreational reading for students of all achievement levels while improving attitudes towards books and reading. The program's design purposefully integrates the cognitive, motivational, and social aspects of reading and incorporates the role a student's self-perceived competence plays in getting him/her to read. The classroom teacher and other school staff act as reading role models by participating in the program along with the students.

Because success begins at home, Books and Beyond focuses on parents and other caregivers as essential links in establishing literacy behaviors. The program provides opportunities for parents to act as partners in the read-a-thon, volunteer in the school, and support classroom instruction. Books and Beyond builds home literacy behaviors by supporting parent activities such as shared reading, reading aloud, visiting the library, moderating television viewing, and promoting the value of reading at home. Strategies for success are provided for ESL and non-literate families, and special contracts help struggling readers achieve success. Books and Beyond can be used in diverse learning settings including regular school-year, summer school, and before- and after-school programs. Additionally, it can be run school-wide, by grade level, or in individual classrooms. Reading can take place in any language, and program materials are translated into Spanish.

## Professional Development

One-day training workshops are held for school teams (3-5 people) and can be presented to multiple sites at the same time. Teams consist of lead teachers, reading specialists, library/media center teachers, Title I coordinators, administrators, and parents. The program manual serves as a guide for the training. Each team creates an individual Action Plan to adapt the program to the needs of their school, students, and parents. Follow-up technical assistance is on-going by phone, mail, and e-mail.

## Costs & Funding Options

Implementation costs require the purchase of a program manual (\$50) as well as eight student incentives. Incentives can be purchased from the project, duplicated from the program manual, created by the school, or donated by community members/businesses. Cost per student is roughly \$2.60 - \$3.25 depending on the incentives selected. Additional expense includes duplication costs. Training fees include the cost of travel and lodging where applicable plus a \$350 honorarium. Fees can be shared by multiple sites.

## Learning Standards

### English Language

**Arts:** 1) read, write, listen, and speak for information and understanding; 4) read, write, listen, and speak for social interaction.

## Contact

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Books and Beyond  
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Website: [www.booksandbeyond.org](http://www.booksandbeyond.org)

# Choices for the 21<sup>st</sup> Century

Students grades 9-12



*Teaches students to think critically and apply historical knowledge to their decision making through discussion and debate of current and historical international issues.*

## Results



*Students who experienced the Choices curriculum:*

- *learned factual information about the history and issues presented as well as or better than students in a traditional read-and-discuss curriculum.*
- *developed the ability to understand multiple perspectives, apply their analytic skills to new situations, and articulate and analyze the strengths and weaknesses of a reasoned opinion to a significantly greater extent than did students in more traditional programs addressing the same content matter.*

## The Program

Choices for the 21<sup>st</sup> Century offers an ongoing series of supplemental curriculum units on current and historical international issues. Materials are designed to place special emphasis on preparing students to be participatory citizens. Choices units provide classroom teachers with the tools to raise foreign policy issues in the social studies classroom using a pedagogy that encourages critical thinking and student-centered learning, and lends itself to a variety of authentic assessments.

Choices units on global challenges and areas in transition draw students into consideration of current international issues in the context of history. In addition to background readings and lesson plans, each unit provides a well-crafted framework of policy options on an issue, illustrating fundamentally different and feasible paths which U.S. policy makers could pursue. Each path contains its own distinctive pros and cons, risks and tradeoffs. Students must consider each option in the context of the history leading up to the issue and then articulate their own judgment about the direction they feel U.S. policy should take.

Choices units on historical turning points recreate the drama of an historical era drawing students into an exploration of the options available to decision makers at a critical moment in time. By examining the options that were considered, the decisions that were made, and the consequences of those decisions, students come to understand that history is not inevitable but the manifestation of real decisions, made by real people, at a particular moment in time, with ramifications for the present. Using Choices historical units, students are challenged to apply their understandings of history to current national and international affairs.

## Professional Development

Training is desirable for those with limited comfort or experience with interactive, student-centered learning. The Choices program has a network of experienced classroom teachers nationwide who use Choices extensively in their own classrooms, have received training from Choices, are qualified to lead workshops, and can provide professional leadership to others. Curriculum materials, training, and follow-up consultation are available.

## Costs & Funding Options

Choices curriculum units are available as reproducible material (a reproducible student text and a Teacher's Resource Book, complete with lesson plans, student handouts, and other references) for \$15. Classroom sets (15 or more student texts and a Teacher's Resource Book) can be purchased for \$7/text. The Choices program currently charges a fee for training: \$350/half day or \$600/full day plus travel. There is a charge of \$25 per participant for training materials which include two complete Choices units.

## Learning Standards

**Social Studies:** 1) use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York; 2) use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

## Contact

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Choices for 21<sup>st</sup> Century  
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## Facing History and Ourselves

- begins with issues of identity and membership;
- examines events that led to the Holocaust;
- raises issues of racism and anti-Semitism, but also of courage and compassion; and leads to active civic participation.

## Results



In 1996, the Carnegie Corporation of New York funded a study on program impact, conducted by a research team at the Harvard Graduate School of Education. Facing History students and comparison groups, more than 400 8th grade students in all, participated in the study. Facing History students showed statistically significant results in:

- increased relationship maturity,
- decreased racist attitudes, and
- increased student interest in other ethnic groups.

## The Program

Facing History and Ourselves was developed as an educational model that links history to the moral questions adolescents confront in their daily lives. For more than two decades, Facing History has been helping students and teachers confront the complexities of history in ways that promote critical thinking and moral behavior. Methods of the humanities – inquiry, analysis, and interpretation – are used to promote the knowledge, values, and skills to protect democracy. Facing History uses an interdisciplinary approach that encourages students to express their knowledge through journals, essays, discussions, art, music, creative writing, and Internet conversations with students around the world. The program's resource center in NYC provides educators with new and stimulating ideas for teaching about the dangers of indifference and the importance of the choices we make as individuals and as citizens.

Facing History's model has been adapted for use by a wide range of public schools, including independent and Catholic schools. It is used in interdisciplinary humanities programs; in history and social studies classrooms, English, art, music; and in theater programs, among others. Over 900 NY State educators from nearly 400 schools have participated in Facing History and Ourselves' professional development, and the program is in use in over 175 schools, mostly in the NYC area.

## Professional Development

Once educators have participated in an awareness presentation or introductory workshop, they are encouraged to attend an intensive five-day professional development summer institute designed to enable them to experience the program's full potential for impact. Teachers who participate in institutes have access to follow-up support from Facing History, including both onsite support in designing or customizing curriculum to meet particular needs and access to speakers, videotapes, books, and other materials. Facing History and Ourselves publishes a resource book, *Facing History and Ourselves: Holocaust and Human Behavior*, as well as a variety of study guides that support the teaching of particular topics or the use of a particular documentary film, CD-ROM, or literary work in the classroom.

## Costs & Funding Options

The cost for a teacher to participate in the five-day institute is \$575. The fee covers materials, including a copy of the resource book *Facing History and Ourselves: Holocaust and Human Behavior* (which is also available from Facing History for \$25.00 per copy; \$15.00 per copy for 10 or more copies; \$12.00 for 100 or more). Room fees for residential institutes are additional. Institute participants are eligible for on-going follow-up support at no additional cost as described above. Fees cover only a small part of the cost of the institute and follow-up services; the remaining costs are funded by grants from a number of foundations and corporations. Grants are sometimes available to support teams of teachers from particular districts.

## Learning Standards

**Social Studies:** 5) use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

**English Language Arts:** 3) read, write, listen, and speak for critical analysis and evaluation.

## Contact

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# First Level Language (KINDERSAY)

*Pre-K through 1<sup>st</sup> grade*



- *Provides a continuum of learning and management system that insure the language-concept development of participating children.*
- *Organization of curriculum facilitates use of program specialists, paraprofessionals and volunteers in the classroom.*

## Results



- *Pretest-posttest scores over a period of seven years revealed that children exposed to First Level Language instruction consistently achieved large increases in test scores that were statistically significant. In contrast, children in comparison groups who did not receive First Level Language instruction evidenced average test score losses or only small gains.*

## The Program

First Level Language (KINDERSAY) is a program for young children that is designed to facilitate oral language acquisition and an understanding of the basic language concepts and relationships necessary to succeed in the more complex tasks of reading and math. This is accomplished through the use of a curriculum based on knowledge of child development and cognitive growth. Its 72 learning objectives and the experiences used to reach them follow a hierarchy which begins with simple vocabulary development and listening skills and proceeds to higher level skills where the children demonstrate comprehension of basic concepts and relationships.

A curriculum-based assessment that is part of the program is used to determine the various developmental levels of the students. Based on the results of this, teachers begin presenting experiences to students in developmental sequence. Understanding takes place through assimilation and the use of concrete objects.

Objectives are organized around miniature lesson plans, complete with materials, procedure, and evaluation. Instruction is provided in small groups of individuals for periods of approximately 20 minutes each day. The program, which helps children understand the basic language concepts through interactive experiences with concrete materials and game-type activities, can be used as part of any total language program for young children and teaches skills that are widely transferable.

The program has been widely replicated in urban, suburban, and rural settings throughout the State and nationwide.

## Professional Development

Training is conducted in keeping with district/school needs and is designed to give teachers a complete orientation to the program and to provide experience in its use. One full day is recommended. Paraprofessionals and program specialists who may assist with the program are encouraged to participate in the training. Follow-up/technical assistance is available in the form of site visits, conference calls, and videos. Program staff can be reached at anytime at the toll-free number (800-444-5729).

## Costs & Funding Options

One curriculum and materials kit is required per classroom at a cost of \$200 per kit. Materials are non-consumable. Training workshops, including training materials for all participants and presenter's honorarium, cost \$500 per day. Assistance to replicators in securing funds is also provided.

## Learning Standards

### English Language

**Arts:** 1) read, write, listen, and speak for information and understanding; 4) read, write, listen, and speak for social interaction.

## Contact

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# First Level Mathematics (KINDERMATH)

*Pre-K through 1<sup>st</sup> grade*



- *Provides a continuum of learning and management system that insure the early math concept development of participating children.*
- *Organization of curriculum facilitates use of program specialists, paraprofessionals, parents, and volunteers in the classroom.*

## Results



*As a result of participation in First Level Math, children in their first year of mathematics in rural, suburban, and small city communities made statistically significant and educationally meaningful gains relative to national norm groups on three standardized tests of mathematics achievement. These results were obtained from three different methods of program delivery during two different evaluation periods.*

## The Program

First Level Math (Kindermath) is a comprehensive program using concrete objects and actual physical operations to teach the fundamentals of mathematics to children in their first year of mathematics instruction. It provides a continuum of learning and a management system that insure the mathematics concept development of participating children.

The curriculum is based on knowledge of child development and cognitive growth. The learning objectives and the experiences used to reach them follow a hierarchy which begins with simple concrete classification based on physical properties. It then progresses through a series of 90 learning objectives to the higher level skills of addition, subtraction, and the use of symbols involved in arithmetic concepts. Teachers are trained to assess the various developmental levels of their students using a Curriculum-Based Assessment that is part of the program. The results of this are used by teachers in presenting experiences to students in developmental sequence. Understanding takes place through assimilation and the use of concrete objects, rather than abstractions and rote memorization.

Objectives are organized around miniature lesson plans, complete with materials, procedure, and evaluation. Instruction takes place usually in small groups for periods of approximately 20 minutes each day. There is also much daily opportunity for self-initiated activities. First Level Math's approach to teaching math is totally consistent with the Curriculum and Evaluation Standards of the National Council of Teachers of Math. The program has been designed to be used by both regular and special education teachers. Because it is available in Spanish, it is also appropriate for use in bilingual and ESL programs. It has been widely replicated in urban, suburban, and rural settings throughout the State and nationwide.

## Professional Development

Training is conducted in keeping with district/school needs and is designed to give teachers a complete orientation to the program and to provide experience in its use. One full day is recommended. Paraprofessionals and program specialists who may assist with the program are encouraged to participate in the training. Follow-up/technical assistance is available in the form of site visits, conference calls, and videos.

## Costs & Funding Options

One curriculum and materials kit is required per classroom at a cost of \$150 per kit. Materials are non-consumable. Training workshops, including training materials for all participants and presenter's honorarium, cost \$500 per day. Assistance to replicators in securing funds is also provided.

## Learning Standards

### **Mathematics, Science and Technology: 3)**

understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

## Contact

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# First Level Science (KINDER-SCI)

Pre-K through 1<sup>st</sup> grade



- Provides a stimulating and developmentally-appropriate curriculum for young children that incorporates the basic foundations of science, such as observing, questioning, experimenting, and generalizing.
- Integrated curriculum areas and activities encourage the development of critical thinking skills.

## Results



- The First Level Science program produced statistically significant and educationally meaningful gains in science knowledge as measured through pretest-posttest administration of the Woodcock-Johnson Psycho-Educational Battery Science Test.
- Score gains of treatment students and magnitude of effect sizes were consistently superior to those of comparison groups in small city, rural, and urban settings over a wide geographic area.

## The Program

First Level Science (KINDER-SCI) is a program designed to assist young children in exploring and discovering their surroundings through hands-on experiences with their environment. The program is a comprehensive science program for a kindergarten or first grade setting that may take a full year to implement. It emphasizes the understanding of scientific concepts through appropriate hands-on activities and provides a curriculum and management system that encourages individual developmental growth and learning of basic science concepts.

First Level Science consists of 42 topics that provide a wide variety of activities in the areas of Life Science, Water and Climate, Physical Science, Environmental Conservation, and Nutrition, presented in such a way that a child has a variety of experiences relating to a particular topic. This type of presentation utilizes multi-sensory learning methods and serves to reinforce a child's learning and understanding of concepts being taught. It features integrated curriculum areas and the development of critical thinking skills. In each activity, the children participate with an adult, such as a teacher, paraprofessional or parent-tutor, using safe, simple equipment to perform a variety of experiments, discussing what is happening as they participate in the activity, questioning and constructing explanations. It is suggested that the materials be available for children's use and independent exploration in a "center" and that follow-up activities be pursued for at least one week. A build-in management system is included, together with assessment activities, hands-on materials, and completely developed learner activities.

The program has been widely replicated in urban, suburban, and rural settings throughout the State and nationwide.

## Professional Development

Training is conducted in keeping with district/school needs and is designed to give teachers a complete orientation to the program and to provide experience in its use. One full day is recommended. Paraprofessionals and program specialists who may assist with the program are encouraged to participate in the training. Follow-up/technical assistance is available in the form of site visits, conference calls, and videos.

## Costs & Funding Options

One curriculum and materials kit is required per classroom at a cost of \$125 per kit. Training workshops, including training materials for all participants and presenter's honorarium, cost \$500 per day. Assistance to replicators in securing funds is also provided.

## Learning Standards

**Mathematics, Science and Technology:** 4) understand and apply scientific concepts, principles, and theories pertaining to the physical science.

## Contact

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- *Growing Healthy allows students to develop and practice life skills such as goal setting, decision making, conflict resolution, and interpersonal communication.*
- *All the materials needed to teach Growing Healthy, including books, posters, models, and videos, are included.*

## Results



- *Growing Healthy showed statistically significant effects on students' health knowledge, attitudes, and behavior.*
- *Almost three times as many students in a control group began smoking in the first half of seventh grade than did Growing Healthy students.*
- *Third and fourth grade students enrolled in Growing Healthy had significantly higher reading scores than a control group.*
- *A significant impact on third grade mathematics scores was also found.*

## The Program

Growing Healthy® is a planned, sequential, comprehensive school health education curriculum. It is the result of over three decades of extensive testing, evaluations, revisions, and updates. Growing Healthy rests on the premise that if children understand how their bodies work and appreciate a range of factors—biological, social, and environmental—that affect their health, they will be more likely to establish good habits during this formative period. This comprehensive program focuses on increasing knowledge and developing skills related to personal health, mental/emotional health, nutrition, family life and health, substance use prevention, disease prevention, growth and development, safety and first aid, consumer health, and environmental and community health management.

The Growing Healthy program is comprised of three major components:

1. a grade-specific curriculum guide, containing all the lessons
2. student reproducibles in the form of blackline masters
3. peripheral materials, including videos, anatomical models, books, posters, games, etc.

Lessons employ a variety of instructional strategies including role play, cooperative learning groups, learning logs, and think-pair-share. The lessons and activities are also easily integrated into other subjects and have been aligned with national educational standards in a number of disciplines including health, science, language arts, and social studies. Growing Healthy has been implemented in over 15,000 schools in rural, urban, and suburban areas in the United States and Canada. It has reached over five million students since its inception.

## Professional Development

The National Center for Health Education provides Growing Healthy training, which is required before implementation. All teachers who will be using the program are required to participate. School nurses, counselors, and administrators are encouraged to attend. Also provided is ongoing technical assistance to school districts, schools, and teachers.

## Costs & Funding Options

Growing Healthy costs are based on the number of teachers implementing the program at each grade level. Curriculum guides, which include the blackline masters, are required per teacher (\$174.95 each); peripheral kits can be shared among grade-level teachers (from \$830 to \$2,340). An interactive online training is available providing teachers with the ability to complete the training anytime, anywhere. The cost is \$120 per participant.

Funding sources available include ESEA Titles I, II, IV, and IX. The Centers for Disease Control and Prevention maintains a database of funding for school health education at [www.cdc.gov/nccdphp/dash/funding.htm](http://www.cdc.gov/nccdphp/dash/funding.htm).

## Learning Standards

### Health, Physical Education and Home Economics:

1) have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health; 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

## Contact

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Website: [www.nce.org](http://www.nce.org)



- Outstanding literature carefully selected based on four major criteria.
- Multiyear professional development based on the method of Shared Inquiry.

## Results



With Junior Great Books as part of their curriculum, students

- make significant gains in critical thinking and reading,
- make significant gains in reading vocabulary, and
- improve their listening skills.
- attitudes toward one another improve and they learn to respect one another's opinions.

## The Program

Junior Great Books, a K-12 program, integrates literature, language, and comprehension into a program that provides a balance of oral and written expression. Students read for meaning; take ideas seriously enough to weigh, support, develop, and share them; and write clearly and often about what they think and what they believe.

Junior Great Books literature is carefully chosen to stimulate and sustain discussion and pre- and post-discussion interpretive activities. Students engage with ideas in literature in a structured search for meaning. We call this search for meaning Shared Inquiry. In Shared Inquiry, students and teachers work together to uncover the deeper meanings in a text. Teachers pose genuine, thought-provoking questions, and students respond with their own ideas. Students then use evidence from the text to develop and refine their interpretations.

Through Shared Inquiry and engaging literature, Junior Great Books helps students improve their skills in four key areas: critical thinking, literacy, language arts, and listening.

Junior Great Books is used by schools statewide, with significant use in NYC. NYC uses district and literacy funding to implement the JGB program.

## Professional Development

Customized multiyear professional development is offered by the Great Books Foundation. All courses include course materials. The program includes:

- Shared Inquiry Leader Workshop – Level I (2 days, 10 hours total)
- Shared Inquiry Leader Workshop – Level II (1 or 2 days, 5 hours each)
- Shared Inquiry Leader Workshop – Level III (1 day, 5 hours) (includes training on how to evaluate discussion, assess students' writing, and peer mentoring)
- Consultation Days (on-site days throughout the year)

## Costs & Funding Options

General costs: Materials - \$20.00/student/semester; \$23.00/teacher/semester  
Training - \$149.00/person for the Level I Course; \$79.00 each for one-day Level II and III training courses; \$1500.00/day for consultation days.

Grant Funds: Special projects are funded by Ameritech, the Education Network, and the Annenberg Foundation.

## Learning Standards

### English Language

**Arts:** 1) read, write, listen, and speak for information and understanding; 3) read, write, listen, and speak for critical analysis and evaluation.

## Contact

Brenda C. Silen  
Principal  
PS 92  
700 E. 179<sup>th</sup> Street  
Bronx, NY 10457  
718-731-7900  
Fax: 718-294-1561 or  
Jessica Siegel  
Program Representative  
866-423-3278  
E-mail: Jessica.siegel@  
greatbooks.org or  
Tom Kerschner  
Eastern Division Sales  
Director  
800-222-5870 x 255  
E-mail: tom.kerschner@  
greatbooks.org or  
Linda Barrett  
Regional Training  
Instructor  
Cell No.: 917-273-4491  
E-mail: Linda.barrett@  
greatbooks.org



# Know Your Body

Grades K-6



*A comprehensive health program for students grades K-6 featuring:*

- *HIV/AIDS and Conflict Resolution/Violence Prevention Modules*
- *Current resources including technology and Internet addresses*
- *Family Letters and Family/Community Interactive Activities*
- *Student Performance Assessments aligned to National Health Education Standards, and*
- *New Standards™ Performance Standards for the English Language Arts with Scoring Rubrics are provided on a CD-ROM and Blackline Masters.*

## Results



*The KYB program has a significant positive effect on students' health-related knowledge, behavior, and biomedical risk factors such as physical fitness levels, cholesterol levels, saturated fat intake, and smoking.*

## The Program

**Know Your Body (KYB)** is a comprehensive, skills-based school health promotion program for grades K-6. This state-of-the-art health curriculum addresses all of the health education content area recommended by the Centers for Disease Control. Through its cross-curricula matrix, **KYB** can easily be integrated into programs such as science, math, social studies, language arts, and physical education.

These five life skills form the core of the **KYB** health curriculum:

- Decision making,
- Self-esteem building,
- Goal setting,
- Effective communication, and
- Stress management.

The interaction of teachers, administrators, school food service personnel, and parents is key to program success. The involvement of local health agencies, hospitals, and health care professionals is also an important part of program effectiveness.

## Professional Development

Several Professional Training programs are available. Call Lisa Zenner for more information.

Training options are provided through:

Green Mountain Training Center, VT 802-254-4511  
Rocky Mountain Training Center, CO 303-239-6494  
or  
Kerry Bossa, Program Writer, ID 208-725-0758

## Costs & Funding Options

**Know Your Body** can be purchased for \$249.00 per grade level. This fee includes copyright permission for unlimited use of student and parent materials. Kits include Teacher's guide, Performance Assessment booklet and classroom set of puppets (K-3) or posters (4-6).

## Learning Standards

**Health, Physical Education & Home Economics:** 1) have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health; 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

## Contact

Lisa Zenner  
Know Your Body  
Program  
4050 Westmark Drive  
Dubuque, IA 52002  
800-247-3458 x4  
Email: Lzenner@kendallhunt.com

# Social Decision Making/Problem Solving

Pre-K-8 students



- *Teacher-tested, research-validated program that teaches all children to think clearly when under stress.*
- *Teaches children the social & decision making skills they need to develop character, pursue healthy life choices, & avoid today's social problems.*

## Results



- *Elementary students significantly improved their social decision-making and problem-solving skills relative to controls.*
- *Students showed more prosocial behavior in school and greater coping skills with stressors (e.g., conflicts with authority, peer relationships, academic pressure and substance abuse) upon transition to middle school compared to controls.*
- *In high school, previously trained students showed high levels of positive, prosocial behavior and decreased antisocial, self-destructive, and socially disordered behavior.*

## The Program

Social Decision Making/Problem Solving works by training educators (teachers, administrators, guidance counselors, child study team staff, and community members) and parents to equip children with skills in self-control and group participation, the use of an eight-step social decision-making strategy, and the practical knowledge regarding the use of these skills in real life and academic areas.

The program is curriculum based and occurs in three phases. The readiness phase targets self-control, group participation, and social awareness skills. The instructional phase teaches an eight-step social decision making strategy to students. The application phase provides practice to help children apply these skills in real life interpersonal and academic situations.

The primary objective is to teach children a set of heuristic social decision-making thinking steps. Lessons are taught to the children on a regular basis by their classroom teacher or guidance counselor. Extensive guided practice and role-playing are used, as is skill modeling and the use of hypothetical social problem situations. Facilitative questioning and dialogue stimulates the integration of the techniques. Cooperative group projects and writing assignments further advance that process.

This program has been successful with students of varying demographics.

## Professional Development

Staff provide a multi-day curriculum lab training workshop, with materials, for those who will be teaching SDM/PS directly to the students. Schools are asked to form a Social Decision Making Committee to provide leadership and guidance to the program's multiyear development. Additional training is available for committee members. These trainings most often are offered on the school district's site, but are also available at our New Jersey location.

## Costs & Funding Options

Training prices include a per diem rate for the workshop, materials, and travel expenses for the trainer. Training workshops are usually limited to 30 people. Current prices can be obtained by calling the program.

The SDM/PS Program has qualified for funding in the areas of drug and alcohol prevention, character education, violence prevention, and funding for special needs students. We are able to provide information and a brief consultation to districts writing funding proposals.

## Learning Standards

**Health, Physical Education and Home Economics:** 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**Career Development and Occupational Studies:** 3) demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

## Contact

Linda Bruene Butler,  
M.Ed.  
University of Medicine &  
Dentistry of NJ  
UBHC - Behavioral  
Research and Training  
Institute  
Liberty Plaza  
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732-235-9280  
Fax: 732-235-9277  
E-mail: [spsweb@umdnj.edu](mailto:spsweb@umdnj.edu)  
Website: [www.umdnj.edu/spsweb](http://www.umdnj.edu/spsweb)

Maurice J. Elias, Ph.D.  
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Piscataway, NJ 08854  
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# Success Understanding Mathematics (SUM)

*Students grades K-6*



*SUM is designed to increase mathematical achievement of all elementary school children through improved teaching practices.*

*The program trains teachers to employ such practices as questioning, the use of manipulatives, and the analysis of real-world problems.*

## Results



*Pre- and post-test data and supplementary evidence show that the SUM Program training was effective in influencing teachers to make the instructional changes recommended by the National Council of Teachers of Mathematics (NCTM) Standards.*

*Student attitude surveys showed that students demonstrated positive attitudes toward mathematics.*

## The Program

Success Understanding Mathematics (SUM) is based on the belief that children learn best when instructional methods match the ways in which they learn, and on Piaget's research which showed that elementary school children need to manipulate concrete materials to understand math concepts, and on the conviction that self confidence built on success is critically important to students. Students experience **Success** through **Understanding Mathematics**. Program characteristics include:

- A problem-solving approach
- Emphasis on reasoning, number sense, and operation sense
- Use of manipulatives by students to make connections between math concepts, language, and written symbols
- Role of students--investigate, guess, check, reason, discuss
- Role of teacher--pose real-world problems, guide student learning by questioning.

Since 1985 SUM trainers have conducted workshops for 12,300 teachers who were responsible for 340,000 students in 4,350 schools in 44 states, 3 Pacific territories, and Saudi Arabia.

## Professional Development

The program may be implemented by a teacher, a school, or a school district. Pre-implementation workshops are conducted over two-three days at the adopter's site. Program training components include teaching methods that can be used with any textbook, program management materials, and support for teachers.

## Costs & Funding Options

Training and Implementation costs include a two-day workshop (\$400/day plus expenses), participant materials (\$120/participant), and follow-up technical assistance. Materials include strategy books with suggested lessons and questions for teachers to use with their students, assessment inventories, record keeping forms, parent involvement materials, in-service materials, black line masters, and a certified trainers' kit. Training is available at the adopter's site. Follow-up workshops are tailored to meet teacher's needs. Ongoing consultant service is provided on site or by telephone.

## Learning Standards

**Mathematics, Science & Technology:** 1) Use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions; 3) understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

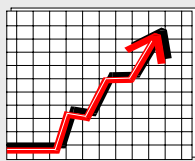
## Contact

Kathleen Bullington,  
4100 Aurora Avenue,  
Des Moines, IA 50310  
(515)278-0867  
Fax: (515)278-9916  
( Please alert us by  
telephone before  
sending a Fax)  
E-mail: sumkb@aol.com



- A teacher training program for grades K-6 which sensitizes and empowers teachers to identify and nurture the varied thought process strengths of students.

## Results



- Improved student performance in the area of thinking skills, self-confidence, and academic achievement.
- 90% of administrators believe that the use of the Talents model and instructional program positively impact student understanding of academic content.
- 90% of Talents teachers surveyed feel that the program has improved their teaching.

## The Program

Talents Unlimited is a teaching/learning program which improves students' critical and creative thinking skills within the context of classroom curriculum. Based on Dr. Calvin Taylor's Multiple Talent Approach, this program increases student metacognitive capacity in specific work-related thought processes: Productive Thinking, Communication, Forecasting, Planning, and Decision Making. The Talents Unlimited model provides a practical structure for teachers to facilitate students' application of these high-level processes to academic content. Consistent, deliberate practice in these talent areas leads students to more sophisticated and independent understanding of academic content as well as the thought processes.

Teachers introduce students to the Talents processes through the activities they design based on their academic objectives. Because these Talents activities are woven into academic instruction to enhance student motivation and understanding of content, the Talents model is not an "add on" program. Through consistent, precise use of Talents metacognitive languages, teachers deliberately make students aware of the intended thought process they will use to manipulate the academic information. In so doing, the teacher simultaneously offers direct instruction to students in the thought process as well as the content. These Talents activities motivate even the most reluctant learners to greater cognitive growth. In addition, Talents Unlimited supports and meshes with other effective instructional methodologies. Talents has over twenty years of successful dissemination in thousands of schools throughout the US and other countries.

## Professional Development

With the guidance of a certified trainer, educators participate in a minimum two-day/twelve-hour workshop with subsequent follow-up assistance to internalize the components of the Talents thinking skills model. In Talents training sessions, teachers commonly engage in Talents activities, analyze Talents lesson plans and student responses, and develop curriculum-based Talents activities which build on student strengths. Initial training workshops are designed to accommodate a maximum of thirty teachers. Follow-up is essential to overall program success and includes published materials, on-site technical assistance services, and biannual conferences.

## Costs & Funding Options

Expenses for the two-day initial training include a materials fee for each participant (currently \$55 + 10% shipping); travel expenses, meals, and lodging for the certified trainer; and a consultant's fee (currently \$500/day for national office staff). Although not mandated, it is suggested that each school site purchase a Talents Activity Packet (TAP) of model Talents lesson plans for teacher reference (currently \$50 + 10% shipping). Single sets of awareness materials are available from the national office at no charge. Possible funding sources include ESEA Title I, Title II, Title IV (Safe and Drug Free Schools), Title VI (Innovative Programs), Title VII (ESL), Title IX (Indian Education), IDEA, Javits Grants, At-Risk Funds, Goals 2000, content-specific enhancement initiatives, arts councils, magnet school funds, and compensatory funds among others.

## Learning Standards

The program provides a mechanism for teachers to improve their skills in helping all students meet the standards.

## Contact

Patricia Hughes  
Project Director  
Talents Unlimited  
304 South Broad Street  
Mobile, AL 36603-1103  
251-690-8060  
Fax: 251-433-8364  
E-mail: [talentsu@aol.com](mailto:talentsu@aol.com)  
Website: [www.talentsunlimited.org](http://www.talentsunlimited.org)



# Part IV:

## Promising Practices

Achievement







# Barnard Early Childhood Center (EC<sup>2</sup>)

*Grades Pre-K-2 and special needs*

## The Program

The Barnard Early Childhood Center (EC<sup>2</sup>) serves pre-kindergarten, all-day kindergarten, and grades 1-2 students, including special needs children. This strong language immersion program includes an exciting project-based approach adapted from the noted Reggio Emilia early childhood schools. A Reggio school bases its instructional program on a creative, interactive relationship between a child's experience and the values of the community.

Children become part of the learning process and are motivated to gain their own individual understanding. Reggio assumes that children come to school as competent learners: applying what they know in new situations; extending what they know through manipulation of new and interesting materials; and integrating what they know in interdisciplinary, thematic learning units. The program integrates developmental and academic objectives within a child-centered learning environment which encourages exploration, communication, problem solving, and discovery. The Center uses the Balanced Literacy approach and DOL framework. There is significant parent involvement in creating the learning environment and thematic units and through home reinforcement. The Center has a Learning Lab, Family Literacy Center, and Movement Room. There are assembly programs and extensive partnerships with corporations and institutes of higher education.

## Results

The staff used the DIAL III and the Terra Novas to assess individual children's learning progress in the following categories: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Statistically significant growth in each area was attributable to the instruction offered under the Reggio Emilia rubric.



## Learning Standards

The program addresses all English Language Arts and Math standards for K-2.

### Contact

Harriet Glick  
Barnard School  
129 Barnard Road  
New Rochelle, NY 10801-1301  
914- 576-4386  
Fax: 914-576-4625

# The Children's Creative Response to Conflict

*Grades K-12*

## The Program

The Children's Creative Response to Conflict (CCRC) is in use nationally and internationally with more than 30 branches throughout the world. CCRC helps children, parents, and educators examine conflicts and develop solutions. CCRC activities are based around the central themes of Cooperation, Communication, Affirmation, Conflict Resolution, Bias Awareness, Problem Solving, Mediation, and Bullying Prevention.

A CCRC staff developer works with the classroom teacher to facilitate student workshops. Each workshop utilizes varied instruction and student-centered activities: whole group/small group instruction; a warm-up gathering activity to build trust and community; an agenda review to gain student approval and workshop ownership; and focal activities (e.g., role play modeling, active listening activities, paraphrasing and restarting). Each workshop is followed by student evaluations and a group activity to bring formal closure.

## Results

Teachers rated the program's impact on their students' attitudes and behaviors: 89% of teachers reported an increase of students' skill in understanding other points of view; 89% of teachers reported an increase in students' willingness to cooperate; 80% of teachers reported that students demonstrated a more caring behavior; 70% of teachers reported that students demonstrated more acceptance of other's differences; 67% of teachers reported that students demonstrated more acceptance of other's differences; and 67% of teachers reported that students exhibited an increase in spontaneous use of conflict resolution skills.



## Learning Standards

**Health, Physical Education & Home Economics:** 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

### Contact

Priscilla Prutzman  
Executive Director  
Children's Creative Response to Conflict  
Box 271, 521 North Broadway  
Nyack, NY 10960  
845-353-1796  
Fax: 845-358-4924  
E-mail: cccrnyack@aol.com

# Family Math

*K-9 students and parents*

## The Program

Family Math consists of a series of classes designed to involve parents (and other adults) in the mathematics education of their children. Through weekly classes, the adult learner's traditional, computational view of learning math is expanded to encompass the current concept of math literacy, which stresses hands-on activities and group learning. The program provides information to parents about mathematics curriculum reform, the role of math in their children's education, and the beneficial influence parents have in their child's education.

Family Math offers sound, interesting mathematics. The program consists of a series of four to six classes that meet once a week for two hours in grade-level groups. In these classes, 15 to 20 families (parents and their children) participate in activities together, sharing ideas and approaches as they work, then continue the activities at home. Class materials go beyond arithmetic to help in developing the problem-solving, thinking, and communication skills that are needed in today's workforce.

## Results

Immediate and long-term effects of the program show that acquiring math skills becomes a positive aspect of one's self, an enhancement of personal competence and self-image.

Ninety percent (90%) of parents stated they would attend more Family Math classes next year and would recommend the program to a friend.



### Learning Standards

#### **Mathematics, Science and Technology:** 3)

understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

### Contact

Josephine Urso  
Math Specialist  
Division of Instructional Support  
131 Livingston Street  
Room 416  
Brooklyn, NY 11201  
718-935-4234  
Fax: 718-935-5569

# First Grade Early Intervention Program

*At-risk first grade*

## The Program

The First Grade Early Intervention Program prevents failure in first grade for students at-risk of learning how to read and write. The program provides supplemental instruction and child-centered activities geared to the child's readiness level. The intervention teacher and first grade teachers collaboratively designed the program curriculum integrating the Assured Readiness for Learning program with a language arts approach. The program teaches fine mechanics of language and reading as well as promoting reading for pleasure.

Children identified by first grade teachers as being at-risk undergo further screening by a first grade reading intervention teacher. The intervention teacher works with small groups of students in their classrooms using supplemental materials and specialized activities to reinforce the classroom teacher's lessons. Based on the program's philosophy that some children need more time to succeed through practice at school and at home, parent involvement is a strong component of the program. Parents are asked to attend parent workshops and conferences. They also help with homework assignments and home reading activities.

## Results

Standardized tests have shown that the program has increased student success at each grade level and retention rates have dropped significantly. Ninety-eight percent (98%) of students achieved an average rating in reading ability on the TERA-2 (Test of Early Reading Ability). Ninety-nine percent (99%) of third grade students who participated in the program passed the PEP reading and math tests.



### Learning Standards

**English Language Arts:** 1) read, write, listen, and speak for information and understanding.

### Contact

Janet Tinari  
Austin Road Elementary School  
Austin Road  
Mahopac, NY 10541  
845-628-1346  
Fax: 845-628-5521

# Home English Language Program (HELP)

*Students 21 or older*

## The Program

Home English Language Program (HELP) is designed for students 21 or older with limited English proficiency and strong native language literacy skills who are unable to attend scheduled classes.

HELP provides an independent and self-sufficient learning experience in the development and enhancement of English language skills. Participants enhance English proficiency in four skill levels: listening, reading, writing, and speaking. The components of the program are monitored through the local public library system and include initial intake interview; assignment of mentor; study packets sent every other week (providing listening, reading, and writing lessons); bi-monthly packet pick-up/drop-off; regular posttesting and assessment of progress; and monthly interactive group meetings.

With direction from an assigned mentor (teacher/counselor), all participants are encouraged to practice their language skills and what they have learned either at home or on the job. Participation in HELP enables learners to enrich personal self-growth.

## Results

Nearly two-thirds of participants in HELP experienced long-term effects, including seeking further education and securing and/or improving employment.



### Learning Standards

**English Language Arts:** 4) read, write, listen, and speak for social interaction.

#### Contact

Steven A. Sharoff  
Director  
Sullivan County BOCES Adult &  
Continuing Education  
The Center for Career Development  
47 Plaza Drive  
Monticello, NY 12701  
845-791-4070  
Fax: 845-791-4081  
E-mail: [ccd@warwick.net](mailto:ccd@warwick.net)

# Inclusive Education Teacher Support Program

*K-8*

## The Program

The Inclusive Education Teacher Support Program helps to change schools on two levels: 1) attitudinal change in the achievement expectations for all students and 2) technical change in developing and implementing building- and district-level instructional and curriculum supports.

Setting high standards and building the capacity of schools to enable all students to meet these standards is a goal of the program. Students with varied disabilities receive proper support so they may be instructed full-time in general education classes and have the opportunity and challenge to succeed. In order to do so, informal assessments of basic skills are administered to the general education and special needs students covering reading, writing, and math. Classroom teachers and a special education facilitator develop an Instructional Modifications profile which includes specific instructional strategies to help teachers provide appropriate learning opportunities.

## Results

The comparison between 2001 and 2000 Standardized reading exam results were significant, 28% of special education students in inclusion classes improved at least one performance level, compared to 17% of special education students in non-inclusion classes. It was also found that 27% of non-special education students in inclusion classes improved at least one performance level compounded to 19% of non-special students in non-inclusion.



### Learning Standards

**English Language Arts:** 1) read, write, listen, and speak for information and understanding; 2) read, write, listen, and speak for literary response and expression.

#### Contact

Howard Weiner  
District Administrator, Special Ed  
Community School District 24  
8000 Cooper Avenue  
Glendale, NY 11385  
718-417-2699  
Fax: 718-417-2789

# Interpersonal Relationships (IPR) & IPR Workshop

*Students grades 11 and 12*

## The Program

Interpersonal Relationships (IPR) is a full-year course for students grades 11-12 offered through the Human Ecology Department. Through a unique class style and innovative projects and course work, students learn about the six stages of life (childhood, adolescence, young adulthood, middle age, gerontology, and thanatology) and the physical, emotional, and psychological development associated with those stages as they impact on the human experience. IPR challenges students to examine social behaviors, look at racial and gender injustices, reduce labeling, and examine their relationships with self and others.

Program activities include class discussions, movie critiques, group projects, individual and group presentations, special guest lectures, student-lead workshops at state and community conferences, and field trips. IPR also uses a great variety of instructional methods to meet the needs of all students, including individual and group work, experiential learning, field trips, and performance-based learning. A group of students is also selected by their IPR peers for the IPR Workshop team. As a team, the IPR Workshop students develop and present IPR curriculum at regional and state-wide conferences.

## Results

Program outcomes are higher self-esteem, better life focus, and better decision-making strategies and skills. Long-term effects include program impact on students' career choices, increased self-confidence, and increased use of effective interpersonal skills and coping strategies.



### Learning Standards

**English Language Arts:** 1) read, write, listen, and speak for social interaction. **Health, Physical Education & Home Economics:** 2) acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

### Contact

Sue Forbes  
Hoosic Valley High School  
Route 67  
Schaghticoke, NY 12154  
518-753-4432  
Fax: 518-753-7665

# Kindergarten Intervention Program (KIP)

*Kindergarten*

## The Program

The Kindergarten Intervention Program (KIP) is designed for students, who at kindergarten screening, are identified as significantly at-risk for academic failure. It reinforces language, literacy and readiness skills through a student-centered, multi-sensory teaching approach.

Identified students are integrated into the regular morning kindergarten class; in the afternoon, they participate in the KIP program. A reading specialist, speech therapist, ELL teacher, and classroom aide engage a class of 12 students in structured learning experiences. These include reading good stories, learning centers, structured play, instructional technology, and planned opportunities for socialization. Small group, "push in" and "pull out" instruction are customized according to individual student needs. A particular strength of the KIP is its ability to enrich the regular kindergarten curriculum with its emphasis on task analysis and direct instruction. Parents are asked to volunteer in class and attend weekly conferences with the reading specialist.

## Results

Pre- and post-screening indicate that KIP students are able to meet kindergarten curriculum expectations. At the first grade level, fewer KIP participants are referred to special education than non-participants.



### Learning Standards

**English Language Arts:** 1) read, write, listen, and speak for information and understanding; (4) read, write, listen, and speak for social interaction.

### Contact

Dr. Rose J. Jackson  
North Colonie Central School District  
Blue Creek School  
100 Clinton Road  
Latham, NY 12110  
518-785-7451  
Fax: 518-785-3273  
E-mail: [rjackson@ncolonie.org](mailto:rjackson@ncolonie.org)

# LEAP (Literature Experience and Practice)

*Kindergarten*

## The Program

LEAP is a early intervention reading program to accelerate those kindergartners with weak reading readiness skills. LEAP supplements and remediates each student lacking language skills thus helping them arrive at the academic level of his/her peer counterparts.

LEAP activities take place in small groups each day in the kindergarten classroom. Students participate in a variety of literacy lessons which integrate several key literacy instruction components consistent with the best practices in education today. LEAP sessions stress 10 major literacy components: name activity, fine motor activity, oral language, read aloud, shared reading, guided reading, independent reading, interactive writing, and independent writing, along with exposure and stress on high frequency sight vocabulary.

Parent involvement is pivotal. Parents must commit to learning by participating in literacy activities with their children at home. A variety of parent education workshops are offered throughout the year and videotaped LEAP lessons are also available.

## Results

The most significant effect of LEAP participation is a reduced need for intervention in first grade. During 1998-99, 100% of LEAP participants needed no further intervention in first grade. Surveyed parents, teachers, and administrators all agreed that LEAP provides a valid and successful intervention much needed in kindergarten.



## Learning Standards

Program addresses all four ELA standards.

### Contact

Leesa Hernandez  
LEAP Specialist  
Putnam Valley Elementary School  
171 Oscawana Lake Road  
Putnam Valley, NY 10579  
845-528-8092  
E-mail: leesa@putwest.boces.org.

# Learn to Read/Another Page Program

*Adults*

## The Program

Learn to Read/Another Page is a distance-learning program that provides a nontraditional setting for reading instruction to pre-GED students.

Using the phonetics approach, nonreaders with 1<sup>st</sup> to 3<sup>rd</sup> grade reading levels learn the connection between letters and sounds to help decode the printed word. Students watch the television lesson, review, and practice with the Learn to Read newspaper; work on the supplementary materials provided; and discuss progress with their teletutor each week. There are 30 half-hour program lessons developed by Kentucky Educational Television that start with the fundamentals of the alphabet and progress to basic phonic principles, songs, skits, survival reading tips, writing exercises, sight words, and review. Each student must make a 6-hour per week commitment to the program and studies in order to be eligible for enrollment. Another Page is designed for adult readers who read within the 4<sup>th</sup> to 8<sup>th</sup> grade reading levels. The format of this component is similar to that of Learn to Read except that the textbooks and materials are more advanced. There are 15 half-hour programs that stress reading skills along with performance and comprehension skills.

## Results

After participating in a self-paced program of study in Another Page, participants increased their GED reading scores to a statistically significant and educationally meaningful degree, as measured by standardized pre- and posttests. These participants acquired the reading skills necessary for graduation to the GED Connection program.



## Learning Standards

**English Language Arts:** 1) read, write, listen, and speak for information and understanding.

### Contact

Connie Dodd  
Coordinator  
6084 Powers Road  
Orchard Park, NY 14127  
716-662-4496  
Fax: 716-662-8469  
E-mail: doddcjg@aol.com



# MoTOR (More Time on Reading) Program

*Academic assistance in ELA grades 2-5*

## The Program

The MoTOR program addresses some of the academic learning needs of a diverse student population, ESL children, students with special needs, children living in poverty, etc. The program consists of extended academic time, from 7:30 a.m. to 8:15 a.m., four days a week, from October through June. The optimum teacher-student ratio is 1:6, with students grouped by ability and need. The curriculum is based on thematic instruction including student ideas. Its methodology incorporates Reading Recovery, guided reading, balanced literacy, and the practice of metacognitive skills. Parents must commit to bringing their children into school at the required time each day. One of the distinctive features of the MoTOR program is that students are not removed from regular classroom instruction during the day and have full access to extra-curricular and after-school activities. The program is supported by peer coaches, staff development, open houses, PT meetings specific to MoTOR, and newsletters.

## Results

There have been increases in grade equivalents on the IOWA Test and improvements on the Reading PEP tests. MoTOR participants scored better on the TONYSS, classroom assessments and received improved grades on their report cards. Teachers reported greater enthusiasm for learning and improved attendance among students involved in MoTOR.



## Learning Standards

All ELA standards are addressed.

### Contact

Laura Wygant  
Alice E. Grady Elementary School  
South Goodwin Avenue  
Elmsford, NY 10523  
914-592-3225  
Fax: 914-592-5439

# Orleans/Niagara BOCES Engineering Education CO-OP Program

*Alternative math & science for grades 8-12*

## The Program

The Orleans/Niagara BOCES Engineering Education CO-OP program establishes an alternative curriculum for high school juniors and seniors with aptitudes in math and science and an interest in pursuing a career in engineering, business administration, and computers. The students alternate between one-week of school and one 35 hour week of work as apprentices to engineers and industrial managers. The goal of this program is to develop work ethics and personal characteristics such as maturity, dedication, and self-discipline to prepare students for college co-op programs and successful careers in engineering and industrial management.

Program participants are in classes for two weeks per month, but carry a subject load covering one months' work. The class periods for their academic subjects of math, science, history, and English are doubled. Students have one period for gym and a foreign language class or CAD class. In place of their course electives, students spend the remaining two weeks of the month in local area firms. Students are treated as regular employees and given responsibilities and duties in a real work situation in which they do various engineering projects. Their learning experiences at their jobs are variable and ongoing.

## Results

All students who have completed the program have gone on to college; 88% of students entered the engineering, computer, or business career fields.



## Learning Standards

**Career Development/Occupational Studies:** 3b) choose a career major and acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

### Contact

Art Polychronis  
Orleans-Niagara BOCES  
3181 Saunders Settlement Road  
Sanborn, NY 14132  
716-731-4176 x 477  
Fax: 716-731-5931

# Parenting Education Program (PEP)

*Parents and K-12 students*

## The Program

The Planning Education Program (PEP) strives to strengthen the family-school partnership by teaching parents and K-12 students effective strategies for achieving success in school. The goals of PEP are: (1) to build the foundation of every child's education by having the school reflect the values of the home and the home support the efforts of the school, (2) to enable parents to participate in educational decision making, (3) to ensure that the school district provides services that are accessible, and (4) to train additional parent leaders and teachers.

Components of PEP include parent/child workshops and parent-to-parent workshops utilizing the Every Person Influences Children (EPIC) Program. One to three 2-hour workshops are offered in each of these subjects: reading, pre-literacy, science, math, and affective behavior. Workshop activities include orienting, modeling, breaking out into parent and child pairings, debriefing, and evaluating.

## Results

Surveys administrated at the conclusion of the workshops revealed that parents felt better able to talk to their children (86%-93%), could interact positively (87%-96%), and resolve conflicts with their children (79%-90%) as a result of participating in a PEP workshop. Mail survey respondents reported that 64% felt better able to communicate with other parents, and 77% got involved in their children's school.



## Learning Standards

The program provides a mechanism for better school-home communication to help students meet the standards.

### Contact

Lorraine Barbara  
Coordinator  
Community School District 18  
755 East 100th Street  
Brooklyn, NY 11236  
718-927-5162  
Fax: 718-927-5106

# Pine Bush Project

*Students grades 6 and 7*

## The Program

The Pine Bush Project is an interdisciplinary, hands-on community-based program that enhances ecological awareness and restoration and builds on students' science skills. The Albany Pine Bush, an inland pine barrens preserve, provides an open laboratory in which students work in collaboration with scientists from across the U.S. and Canada in authentic ecological research. They collect data, publish their results, and share them with other scientists and the community. Students work through an interdisciplinary curriculum, field trips, and library research. They directly contribute to the preservation of this ecosystem.

The program is based on thematic instruction and student inquiry. Through varied instruction activities – individual research projects, group assignments, experiential learning, mentoring, informal and formal presentations, community services, student-led activities, and program enhancements – students are provided with a number of approaches to best suit their learning and educational needs. Such instruction also provides for the diverse needs of all students in meeting the high learning standards.

## Results

One hundred of the 400 7<sup>th</sup> grade participants are pre- and post-tested each year with the Test of Integrated Process Skills, measuring science process skills. Results from the 1994-95 to 1999-2000 school years are significant, with changes ranging from +3.6 to +6.2 (a change in score of 4 was found to be significant).



## Learning Standards

**Mathematics, Science & Technology:** 1) use mathematical analysis, scientific inquiry, and engineering design as appropriate to pose questions, seek answers, and develop solutions; 4) understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

### Contact

Alan Fiero  
Farnsworth Middle School  
6072 State Farm Road, Guilderland, NY 12084  
518-456-6010 Fax: 518-456-3747  
E-mail: kfiero@nycap.rr.com

# Small Register First Grade Program

*At-risk kindergarten students*

## The Program

The Small Register First Grade Program helps at-risk kindergarten students progress academically and socially into the first grade. The program strengthens intellectual, emotional, and social readiness to learn and introduces an academic program paced to meet the identified needs of the students.

There is a strict 12:1 student-teacher ratio, which enables the teacher to use a prescriptive approach to planning a curriculum focused on students as the starting point of learning. Teaching strategies are based on the students' learning styles to help them absorb and retain new material. Reading, writing, speaking, and listening are integrated into all areas of the curriculum resulting in a rich language/communication oriented curriculum. Learning centers are used to give stronger tactile and kinesthetic reinforcement of academic skills. The Small Register First Grade uses the same tests and materials as the other first grade classes and is scheduled in all other first grade special area programs.

## Results

Seventy-eight percent (78%) of students scored above average on the Word Recognition Test; nearly  $\frac{2}{3}$  of students were able to independently read first grade and above passages and construct meaning; 91% of students developed first-grade and higher-level social, language, and organizational skills.



## Learning Standards

**English Language Arts:** 1) read, write, listen, and speak for information and understanding; 4) read, write, listen, and speak for social interaction.

### Contact

Vincent Butera  
Washington Street School  
760 Washington Street  
Franklin Square, NY 11010  
516-481-4100  
Fax: 516-505-6991

# Team Reading

*Students grades K-4*

## The Program

Team Reading is a collaborative, building-wide reading program designed to address the needs of grades K-4 at-risk students. To this end, daily blocks of time are set aside for language arts instruction and activities for students at each grade level. Teachers engage students with active participation, hands-on and cooperative group experiences, literature circles, and technology-integrated projects. Students are also involved in peer teaching and cross-age tutoring (grades 4-8). All classrooms have access to computers for use with online research projects (grades 3-4) and for publishing writing and practicing reading, writing, and typing (grades K-2). Portfolios and student-led conferences are being further developed at each grade level. There is a four-week reading/math summer school for those students who elect to attend.

Other program components include a multi-modal instructional approach: team teaching, collaboration with reading specialists, cross-grade-level teaching, flexible small group instruction, and individual tutoring. There is a strong volunteer program for parents as well. Parents are trained through workshops that encompass teaching good reading practices, selecting books, helping with homework, and understanding assessments. A parent library is also maintained to provide resources for loan.

## Results

Program outcomes include a rise in the PEP test scores in both reading and math. The Developmental Reading Assessment tools show continued growth. Students were performing at the quality level as designated by the SED. In addition, parent involvement increased and there was a decline in special education services needed.



## Learning Standards

Program addresses all four ELA standards.

### Contact

Karen Hegeman  
Theresa Primary School  
Indian River CSD  
Theresa, NY 13691  
315-628-4432  
Fax: 315-628-5890  
E-mail: [khegeman@mail.ircsd.org](mailto:khegeman@mail.ircsd.org)

# Virtual Y

Grades 2-4

## The Program

The Virtual Y is an after-school program for 2<sup>nd</sup> through 4<sup>th</sup> grade students with a focus on literacy and values. It operates from October through June, three hours a day, five days a week. The program's curriculum reinforces the efforts of classroom teachers by engaging children in hands-on activities and instilling an appreciation and enthusiasm for reading to enhance literacy skills and grade-level reading proficiency. In addition, the Virtual Y seeks to promote the core values of caring, honesty, respect, and responsibility.

Students are involved in a variety of activities: snack and socializing, homework help, recreational reading, a planned activity (academic, values, health and recreation, or community service), and journal writing. If a child needs additional services (i.e., counseling), referrals are made to either the school or to an appropriate outside agency. The program supplements learning and also provides a child care alternative for their families. Parents are encouraged to participate in the Virtual Y program as often as they wish. A Parent Coordinator facilitates three monthly activities: one literacy based, one recreation based, and one values based.

## Results

YMCA parent satisfaction surveys indicate overall satisfaction with the program. Parents report that their children are performing better in school, reading more during non-school hours, and behaving better. Post-program testing data showed statistically significant improvements in student behavior on all 8 scales.



### Learning Standards

**English Language Arts** 1) read, write, listen, and speak for information and understanding;

4) read, write, listen, and speak for social interaction.

### Contact

Wanda Milton, Director of Administration  
YMCA of Greater New York  
333 Seventh Avenue, 15<sup>th</sup> Floor  
New York, NY 10001  
212-630-9697 Fax: 212-630-1544  
E-mail: [wmilton@ymcanyc.org](mailto:wmilton@ymcanyc.org)  
Jackie Thurnau, Training Manager  
212-630-9720  
E-mail: [jthurnau@ymcanyc.org](mailto:jthurnau@ymcanyc.org)

# Visually Impaired Preschool Program (VIP)

Vision impaired children ages 0-5 years

## The Program

The Visually Impaired Preschool Program (VIP) is a service provided by the Blind Association of Western New York for children from birth through five years of age who are at social, developmental, and educational risk due to vision impairment. VIP provides occupational therapy, physical therapy, orientation and mobility, special education, vision therapy, and speech and language therapy to children based on their individual needs. The program also provides opportunities for visually impaired children to play and learn with their sighted peers.

Representatives from VIP meet with the parents, staff from the child's school district, or an early intervention designee and determine the most appropriate service plan. Home and community-based services are provided in the following programs: family/caregiver support groups, home and community-based individual visits, flexible programming to families in need of service on evenings and weekends, and parent-child groups.

## Results

Parent satisfaction surveys from 1990 to 1998 indicated that seventy-six percent (76%) of parents felt VIP helped their children socially. When asked to rate the educational status of their child, 76% of parents who responded felt their child was at "grade level," and one reported their child at "above grade level."



### Learning Standards

**Health, Physical Education & Home Economics:** 3) understand and be able to manage their personal and community resources.

### Contact

Hope Bongiorno, M.S. Ed.  
Coordinator  
Preschool Services  
700 Sweet Home Road  
Amherst, NY 14226  
716-836-7556  
Fax: 716-837-2829

# White Sulphur Springs Primary Preparatory School

*Pre-K, Kindergarten and 1<sup>st</sup> grade students*

## The Program

The White Sulphur Springs Primary Preparatory School provides an 11-month educational preparatory school following a 10-month mandatory calendar and a 4-week summer component to improve kindergarten and first grade readiness skills and to strengthen student cognitive and social foundations.

The program's individual learning plans consist of educational objectives each student must master upon exiting the program. The plans can and do include Title I remediation, gifted and talented enrichment for all students, developmentally appropriate practices, and reduced class size. Learning Center style classroom configurations encourage exploration, creative thinking/problem solving skills, and team social interactions. Instruction includes whole group and individualized instruction, student-focused learning centers, math manipulative, and the use of tactile stimuli.

Parents collaborate with the teacher regarding the examination, development, discussion, and implementation of the individual learning plans.

## Results

In the first year, more than half of the first grade students improved two full reading levels after program participation; the balance of the first grade students improved by one reading level. Kindergarten students demonstrated improved familiarity with expected routines, greater letter recognition, and enhanced book and reading readiness. Since the implementation of the preparatory school, only 5% of the students are retained, 5% receive remedial services, and double the number of kindergarten students enter first grade reading above grade level.



## Learning Standards

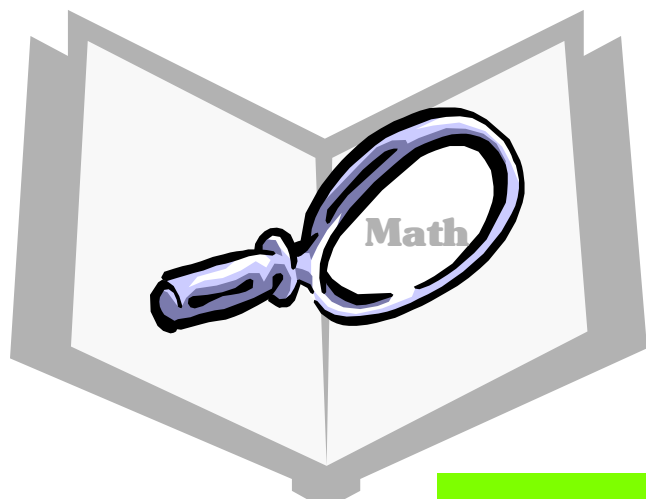
This program provides learning experiences to address each of the major learning standard content areas.

### Contact

Lucy Smassnow, Principal  
White Sulphur Springs Primary School  
School House Road, P.O. Box 156  
White Sulphur Springs, NY 12787  
845-292-5400 x2040  
Fax: 845-295-0419  
E-mail: [smassanluc@libertyk12.org](mailto:smassanluc@libertyk12.org)

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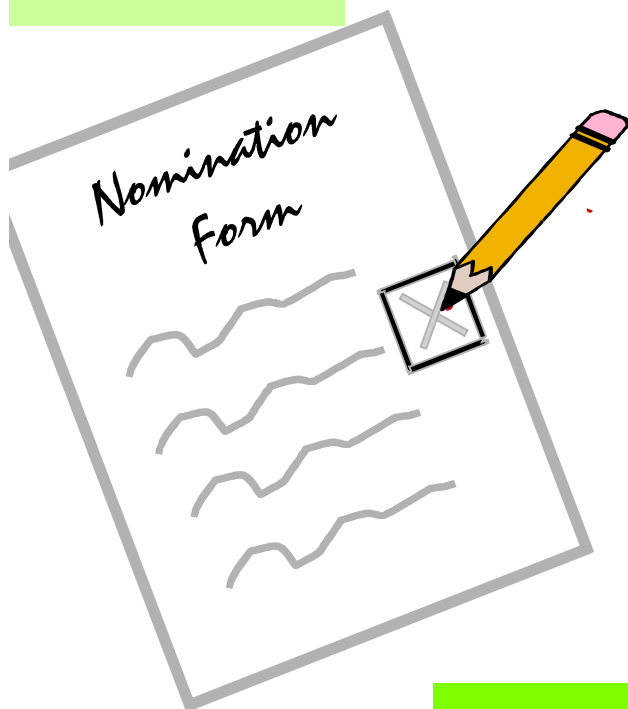
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# Part VI:

## Nomination Form







# Nomination Form

New York State's *Sharing Success Programs* is accepting nominations for effective educational programs and practices.

Program/Practice:	_____
Contact Person & Title:	_____
Program Address:	_____ _____ _____
Email:	_____ Phone: _____

**Please indicate the *Primary Focus* of the Program.**

- |                                                                     |                                                                                                           |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Academic Intervention                      | <input type="checkbox"/> Early Literacy/Family Literacy                                                   |
| <input type="checkbox"/> Adult Education                            | <input type="checkbox"/> Interagency/Community Partnerships                                               |
| <input type="checkbox"/> Alternative Assessment (Use of)            | <input type="checkbox"/> Parent Education and Involvement                                                 |
| <input type="checkbox"/> Attendance Improvement/Drop Out Prevention | <input type="checkbox"/> Planning/Site-Based Management                                                   |
| <input type="checkbox"/> Citizenship/Non-Violent Behavior           | <input type="checkbox"/> Practices to Create All-Regents Schools                                          |
| <input type="checkbox"/> Core Curricula/Learning Standards          | <input type="checkbox"/> Professional Development for Comprehensive Systems                               |
| <input type="checkbox"/> The Arts                                   | <input type="checkbox"/> Provides for the Diverse Needs of All Students                                   |
| <input type="checkbox"/> Career Development & Occupational Studies  | <input type="checkbox"/> Restructuring Use of Time: Trimesters, Summer/<br>After School, Block Scheduling |
| <input type="checkbox"/> English Language Arts                      | <input type="checkbox"/> School-To-Work                                                                   |
| <input type="checkbox"/> Health, Physical Ed. & Home Economics      |                                                                                                           |
| <input type="checkbox"/> Languages Other than English               |                                                                                                           |
| <input type="checkbox"/> Math, Science & Technology                 |                                                                                                           |
| <input type="checkbox"/> Social Studies                             |                                                                                                           |

**Please indicate the *program implementation level*.**

- ☐ Pilot Program: First year of operation is the 2001-2002 school year
- ☐ Developmental Program: Second year of operation is the 2001-2002 school year
- ☐ Mature Program: Third year or more of operation is 2001-2002 school year

**Please indicate the *program evaluation status*.**

- ☐ No data, but funds are available to conduct an evaluation
- ☐ No data and no funds, but willing to conduct evaluation activities with outside guidance
- ☐ Some data exist: a. ☐ surveys b. ☐ achievement data c. ☐ other (specify) \_\_\_\_\_
- ☐ Evaluation report available

**Enter the information on our website or please return this form to:**

Angie Abu Alam  
The Westchester Institute for Human Services Research, Inc.  
7-11 South Broadway, Suite 402, White Plains, NY 10601  
914-682-1861 ext. 331 Fax: 914-682-1760  
E-mail: [angie@sharingsuccess.org](mailto:angie@sharingsuccess.org)  
Website: [www.sharingsuccess.org](http://www.sharingsuccess.org)



## **Part VII:**

# **New York State Validated Programs No Longer Disseminating**





# New York State Validated Programs No Longer Disseminating

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The programs on the following pages have been validated by the New York State Education Department. Their availability is restricted or services are no longer available.

<b><i>Year of Validation</i></b>	<b><i>District/Organization</i></b>	<b><i>Name of Exemplary Program</i></b>
1998	Washington Irving Education Center	Career, Family and Life Skills
1998	Middle Island	Reading Around the World
1996	Amsterdam	Tecler Preschool Program
1996	Institute of Ecosystem Studies (Millbrook)	Eco-Inquiry
1995	Pittsford	Career Internship Program
1995	Manhasset	Alive With Health
1995	Rocky Point	Safe, Sound and Healthy
1994	Sparkill	Saturday Morning Search for Solutions
1994	New York City – CSD 18	Comprehensive Health
1993	Tonawanda	Reading Resource Teacher Program
1992	Middle Village	Community School District 24 Congruence Model
1992	New York City	Sexuality Awareness for Autistic Students
1991	Dix Hills	CSIP (Comprehensive School Improvement Planning Process)
1991	Ulster BOCES	Parent Peer Trainer
1990	Glen Head	Sound Foundations
1990	Albany BOCES	TESA (Teacher Expectations & Student Achievement)
1989	Arlington	Team Approach for Remedial Reading
1988	New York City	Career Education for Severely Autistic Children
1988	Brittonkill	Team Management
1988	Rochester	Articulated Career Guidance



<b>Year of Validation</b>	<b>District/Organization</b>	<b>Name of Exemplary Program</b>
1987	Rochester	Job Club
1987	IMPACT II, Inc.	IMPACT II
1986	Baldwinsville Central	Superheart (Health)
1985	White Plains School District	AIM
1985	New Rochelle	Thinking through the Arts
1985	Johnson City School District	ODDM (Outcome Driven Developmental Model)
1977-1985	Mamaroneck	Classroom Beyond Walls (Career Education)
1977-1985	Lindenhurst	Individualized Instruction at the Secondary Level (Science)
1977-1985	New York City District 18	ISS Junior High School Math
1977-1985	New York City High School	Problem Solving Skills/Humanities Program
1977-1985	Buffalo	Project GE (Drop Out Prevention)
1977-1985	Nyack	Project Interaction (Problem Solving)
1977-1985	SED – Albany	Project MEASURE (MATH)
1977-1985	New York City District 29	Reading Diagnostic Program
1977-1985	Dutchess BOCES	Resource Center for Gifted Education
1977-1985	Saratoga-Warren BOCES	Screening Identification of the Gifted Talented
1977-1985	Ossining	Tutorial Program: Recipe for Reading
1984	New Paltz Central	CHOICE Challenging Options in Career Education
1984	Union Springs	IPIMS (Individualized Prescriptive Instructional Management System)
1983	Plainedge Union Free	Arts Infused Social Studies
1983	Croton-Harmon Union Free	Career Education Infusion Project
1983	Rochester City	Rochester Articulated Guidance Project
1982	South Salem	TV Reading STAR
1982	Queensbury Union Free	Career Education Project
1982	Manhattan 15	Project Eye Opener Through Career Education
1982	Broome-Tioga BOCES	Project Transition (Career Education)

<b>Year of Validation</b>	<b>District/Organization</b>	<b>Name of Exemplary Program</b>
1982	Putnam-Westchester BOCES	Project Hand (Health)
1982	Putnam-Westchester BOCES	Gifted/Handicapped Mentor Program
1982	East Syracuse-Minoa Central	Creative Thinking Skills: Math Program for Gifted Students
1982	East Syracuse-Minoa Central	Productive Thinking Skills for Academically Talented Students in the Language Arts
1982	Watertown City	Career Education Implementation Project
1982	Putnam/Northern Westchester BOCES	Regional Program for Preschool Handicapped Children
1982	South Orangetown Central	South Orangetown Career Education Project
1981	Starpoint CSD	Long-Range Education Strategic Planning Model
1981	Putnam/Northern Westchester BOCES	Regional Program for Preschool Handicapped Children
1981	Guilderland Central	Knowing Yourself Better (Career Education)
1981	Rhinebeck Central	Career Education Program
1981	Rushford Central	Career Education Program
1981	New York City	RITA: Reading Improvement Through the Arts
1981	Rochester City	Unified Science Education (USE)
1981	Oneida/Herkimer BOCES	Computer Systems Program
1980	Putnam/Northern Westchester BOCES	Walkabout
1980	South Jefferson	Individualized Instruction in General Education
1980	Ossining	Project Intercept (Drop-Out Prevention)
1980	Moravia	Problem Solving Program
1980	Malone	Reading Program
1980	Putnam-Westchester BOCES	Individualized Education
1980	New York City	WEDGE (Writing Program)
1980	Scarsdale	Ethical Issues in Decision Making
1980	Oneida/Herkimer BOCES	Computer Science Program

<b><i>Year of Validation</i></b>	<b><i>District/Organization</i></b>	<b><i>Name of Exemplary Program</i></b>
1980	Cortland (SUNY)	Physical Fitness
1980	Valley Stream	Writing is Fundamental
1980	New Paltz	BASIC (Bilingual Approach to Structural Instruction for Children)
1979	Erie BOCES	Computer Services
1979	New York City	Reading Program
1979	New York City	Health/Nutrition Program
1979	Broome-Tioga BOCES	Dropout Prevention
1979	Niagara Falls	Reading Program
1979	Mamaroneck	Civics/Law Program
1979	Marion	Reading Program
1979	Westhill	Civics/Law Program
1979	New York City	Math Program
1979	New York City	Project PAC (Publishing Activity Center)
1979	Afton	Project Mathematics
1978	Niskayuna	Problem Solving
1978	Norwich	Management program
1978	New York City	ESL/NLA/MLA (Bilingual Education)
1978	New York City	Career Education Program
1978	South Colonie	GERIS (Reading)
1978	Hammonsport	Reading Program
1978	Yorktown	Civics/Language Program
1978	Webutuck	English Program
1977	Jamestown	Reading Program
1977	Falconer	Math Program
1977	Liverpool	Articulation Program
1977	Yonkers	High and Wide (Gifted/Talented)

<b><i>Year of Validation</i></b>	<b><i>District/Organization</i></b>	<b><i>Name of Exemplary Program</i></b>
1977	Suffolk BOCES	Reading Program
1977	Fordham University	Interdependent Learning Method
1977	New York City	Travel Training (Special Education)
1977	Pearl River	Metric Education Program
1977	Kenmore	Values Education Program
1974	New York City	Learning to Read through the Arts
1973	Long Beach City School District	Reading-English Rotation

