ESSER II & ARP-ESSER Research-Based Programs

English Language Arts, Mathematics and Science

English Language Arts (ELA)

1. Children's Literacy Initiative (CLI)

Evidence-based interventions will include Children's Literacy Initiative (Parkinson et al, 2015) to improve literacy instruction through job-embedded coaching and professional development. Through the i3 grant, CLI has provided teachers with more than 460 hours of professional development while also providing books and literacy resources. CLI mentors school leadership on how to best promote an environment of learning in classrooms. Their expertise in literacy will serve as a powerful tool to equip our teachers with effective literacy strategies. www.cli.org/wp-content/uploads/2015/09/CLI-i3-Impact-Report-July-2015.pdf

2. Voyager Sopris: Step Up to Writing

Program provides clear writing methods via a multisensory and systematic approach in K-5. Research on this program was conducted to show the positive impact of utilizing organizational checklists, graphic organizers, and color-coding to improve writing. (Rozeski, 2012)
www.voyagersopris.com/docs/default-source/literacy/step-up-to-writing/sutw-dissertations.pdf?sfvrsn=2f882e07_2

3. Heggerty

Heggerty will support daily instruction in phonological awareness skills in K-2. Studies have shown that phonemic awareness is a foundational skill, essential for learning to read. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, and that knowledge directly impacts their spelling and writing. https://heggerty.org/research/

5. Really Great Reading

Really Great Reading provides students with a firm foundation of early reading skills. Because of this, students benefit from better word-level reading, improved reading accuracy, and an increased reading rate. The outcomes are better comprehension, an ability to tackle complex content area reading, and success on standardized tests.
https://www.reallygreatreading.com/research_successes

6. Newsela

Newsela for differentiated informational texts in 3-12; Backed by Digital Promise with a Research-Based Design product certification, Newsela takes authentic, real-world content from the most trusted original content providers and turns it into learning materials that are available in various reading levels and are classroom-ready. It is an online adaptive, Instructional Content Platform that aims to improve motivation, learning strategies, engagement, vocabulary, and comprehension outcomes for students in grades 2-12 by uniting high-interest content at multiple reading levels with activities and assessments that provide insights for teachers and students.
https://newsela.com/about/resources/research/

7. Flocabulary by Nearpod

Flocabulary's approach combines songs, reading passages, and exercises that give students a multisensory learning environment. The use of music and rhyming text as a supplement to reading has been shown to increase acquisition and retention of academic content (Wolfe and Horn, 1993; Wallace, 1994). ESL and Special Ed populations especially benefit from audio on this platform. because pronunciation can be an essential learning tool.
https://www.flocabulary.com/results/

8. Seesaw

Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students are able to show what they know by using photos, videos, drawings, texts, PDFs, and links. The platform provides digital portfolios in K-2 that can be viewed by the teacher, student, and parents.
https://web.seesaw.me/seesaw-story-library

https://help.seesaw.me/hc/en-us/articles/115005752703

9. Vantage Learning: MY Access! and CiteSmart

MY Access! is an award-winning, online platform for writing instruction and assessment. It serves as a teaching tool that improves student proficiency in writing and motivates students to write more frequently by providing immediate scores and continual, adaptive

feedback. The platform, when enhanced with CiteSmart, empowers students to become authentic writers as they learn how to properly cite their sources.

http://resources.vantage.com/wp-content/uploads/MY-Access-Efficacy-Report-v20-FINAL-2.pdf

https://resources.vantage.com/wp-content/uploads/How-Intellimetric-Works-v2018.pdf

10. College Board SAT and AP Preparation

College Board is a mission-driven organization representing over 6,000 of the world's leading colleges, schools, and other educational organizations. College Board SAT and AP resources prepare students for college-level work.

https://research.collegeboard.org

11. Education Growth Partners: APEX Learning

APEX courses are standards aligned, interactive, and highly engaging curricula that supports credit recovery and accrual with prescriptive modes. APEX Credit Recovery and Accrual Programs will be expanded to address learning loss and credit recovery supervised by content specialist.

https://www.apexlearning.com/resources/library

12. New Jersey Department of Education: NJSLA Digital Library Database

The NJSLA Program will integrate resources from NJDOE Digital Item Library. Items previously administered on the NJSLA are categorized in the digital database by Evidence Statements and standards providing students with appropriate rigor to address on-grade level material.

https://nj.digitalitemlibrary.com/home

13. Nearpod

Nearpod is an online platform that provides engaging media and formative assessments that enhance daily instruction by boosting interaction while preventing digital distraction.

https://nearpod.com/independent-research-from-dakota-state-university-about-nearpod

MATHEMATICS

14. Carnegie Learning: Summer Boot Camp and After School Standards Virtual Tutoring

Founded by cognitive and computer scientists from Carnegie Mellon University, Carnegie Learning has been deeply immersed in research from the initiation. The work is built on groundbreaking research on how the brain learns from cognitive scientists at leading U.S. universities, as well as over 30 years of evidence-based research. The tutoring program will facilitate active learning by providing opportunities for students to collaborate, think

critically, and gain deeper understanding through live tutoring, skills practice, and digital manipulatives.
https://www.carnegielearning.com/why-cl/research-results/

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https://www.apexlearning.com/resources/library

17. Moving with Math: Connections (Gr. K)
Moving with Math lessons use the Concrete-Representational-Abstract (C-R-A) model, a researched-based approach for math instruction. The model develops conceptual understanding through usage of concrete manipulatives, representational pictures, and abstract symbols. The program will be utilized in the Rising Kindergarten Summer Transitional Program and Kindergarten Afterschool Transitional Program.
https://www.movingwithmath.com/learning-system/scientifically-based-research-and-results/

18. Savvas: enVision (Gr. K-5)
Savvas enVision is a nationally recognized program that focuses on deep conceptual math understanding aided by visual models, student-centered projects, 3-act tasks, and personalized learning with built-in RtI activities.
https://www.savvas.com/index.cfm?locator=PS32J7

19. Crazy 8s Bedtime Math (Gr. K-5)
To maximize math achievement, Crazy 8s Bedtime Math Program is constructed on a strong research foundation of brain development and effective pedagogy to address the barriers of learning.
https://crazy8s.bedtimemath.org/

20. Agile Mind: Academic Youth Development Program Gr.6-8
Agile Mind is a researched based neuroscience partnership with Charles A. Dana Center at the University of Texas at Austin. The Dana Center is well known for its work with our

nation's education systems to ensure that every student leaves school prepared for success. The Center's work, based on research and three decades of experience, focuses on K–16 mathematics and science education with an emphasis on strategies for improving student engagement, motivation, persistence, and achievement at scale.
https://www.agilemind.com/authors-research-partners/

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https://nj.digitalitemlibrary.com/home

SCIENCE

22. **Code. Org**
Teachers will implement the proposed programs using evidence-based resources including computer programming with Code.org. Coding allows the students to learn computer science as a part of their core K-12 education. It provides opportunity to all students of all backgrounds and inspire them to keep learning.
 https://code.org/research

23. Chess
Chess provides the opportunity to teach students how to think their way through solving complex problem and it is great way to introduce STEM, STEAM and common Core Criteria. Children enjoy chess as a game.   Studies have shown a routine chess instruction has a positive influence on both numerical and verbal aptitudes.
http://www.chessedu.org/resources/
http://chess.jliptrap.us/taas4.pdf

24. ExploreLearning: Gizmos
According to the research article the topics uses by Gizmos with interactive visual models, helps students to visualize the content. Gizmos enables active hands-on exploration about the abstract concepts. Gizmos uses the computer-based manipulatives which are effective than the handling physical objects because they can dynamically link multiple representation together.   Gizmos provide strategies that have strong positive impact on student's achievement.
https://www.explorelearning.com/index.cfm?method=cResearch.dspResearch

25. KiwiCo
Reviews show KiwiCo are consistently positive, with many parents noting their children show interest in the various items in each customized crate. Children show a lot of interest in STEM related items. KiwiCo enables the students to show interest in science or contemplating their STEM education with some hands-on excitement with the items provided in the crate to come up with new and exciting science projects.
https://www.kiwico.com/press

26. STEM Afterschool Outcomes
Students will be supported in developing problem-solving, creative thinking, reasoning, and questioning skills, while engaging in engineering design, data collection, analysis, and communication. Research has shown that participation in such programs inspires children to pursue academia and employment in STEM fields while fostering skills like cooperation and communication that are essential to any career path.
http://www.afterschoolalliance.org/STEM-Afterschool-Outcomes.pdf

Bilingual and ESL Education

27. WIDA English Language Development
The 2020 Edition of the WIDA ELD Standards Framework upholds the goal of increasing equity for multilingual learners by providing common and visible language expectations in relation to grade-level academic content.
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf

28. **Esperanza: A Spanish Language Program**
Esperanza is a Spanish multisensory structured language approach for reading, writing, and spelling, which works towards providing a multisensory, sequential approach to establishing a strong Spanish literacy foundation. Esperanza was involved in the National Biliteracy Research Grants (DELLS studies sponsored by the National Institute of Child Health and Development and the Institute of Education Sciences).
https://www.valleyspeech.org/esperanza

29. Culture and Literacies through Art in the 21st Century
CALTA's research-based approach supports strengthening immigrants voice in the ELA/ESL/Social Studies classrooms by providing authentic, meaningful, and engaging experiences to our ELLs using visual thinking strategies to promote literacy.
www.calta21.org

World Languages

30. New Jersey Seal of Biliteracy

By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency. On January 19, 2016, New Jersey became the 17th state to implement a legislated statewide Seal of Biliteracy

https://www.state.nj.us/education/aps/cccs/wl/biliteracy/over.htm

The Arts

31. Visual and Performing Arts

Visual and performing arts (VPA) naturally align with established Social and Emotional Learning (SEL) goals, and arts teachers are uniquely positioned to help their students become more socially and emotionally competent while simultaneously developing the skills outlined in the VPA curriculum. Standard VPA program activities help students to better understand concepts of dedication and self-confidence. VPA programing offers the opportunities for students to "practice and rehearse being self-aware, socially aware, and making good decisions" (Edgar, 2017).

https://nafme.org/social-emotional-learning-visual-performing-arts/

32. Fine Arts Education Interventions

Researchers from the American Institutes for Research evaluated hundreds of reports to find arts education interventions that meet the standards of evidence that ESSA requires. This meta-analysis found that arts integration's overall average effect on student outcomes was positive and statistically significant but modest in magnitude.

https://www.air.org/resource/review-evidence-arts-integration-research-through-lens-every-student-succeeds-act

Literacy Interventions

33. **Leveled Literacy Intervention (LLI)** https://imse.com
Leveled literacy interventions incorporates a structured, systematic phonetic approach. This provides students with the tools they need to become proficient readers. Research indicates reading is not a natural process for many students (Why Reading Is Not a Natural Process - Educational Leadership (ascd.org). The need for structured literacy is supported by research, is explicit, systematic and cumulative. These programs integrate listening, speaking, reading and writing while incorporating instruction in the structure of language, across all components. https://dyslexiaida.org/effective-reading-instruction/Pre-Kindergarten-Third Grade Literacy (ncsl.org)

Wellness and Mental Health Supports

34. Displaced Students (McKinney Vento Act) portion of grant:
Research shows people who are homeless face multiple barriers to accessing behavioral health care and adhering to treatment recommendations, such as the following:
Poverty

- Transportation issues
- Limited social support
- Emotional factors

Therefore, our interventions must address these challenges. Unfortunately, service and programs often focus on the challenges that people who are homeless face and the risk factors associated with homelessness. Gaggle Therapeutic Services along with EPS will utilize strength-based approach to providing Mental Health Services to our families who are homeless not only maximizes their outcomes but also enriches their lives.
Such an approach includes, but is not limited to, the following:
Engaging them as collaborators in their own care

- Emphasizing empowerment and self-efficacy
- Offering them choices in services and honoring those choices
- Helping them explore solutions and mobilize their own resources to attain their goals
- Being encouraging and communicating genuine hopefulness for the future
- Providing them access to interventions that consider the whole person within the context of homelessness
- Serving as a stable contact person who invests time to help them locate and secure necessary resources

- Reconnecting them with supportive communities
- Being an advocate on their behalf when appropriate

Research from Psychological Interventions for People Who are Homeless, The Grady Nia Project and Helping People without Homes, American Psychological Association

35. Disaffected Student (Mentorship program) portion of grant:
Mentoring generally involves establishing relationships between two people with the aim of providing role models who will offer advice and guidance. Mentoring is believed to hold much promise in reducing youth crime and drug and alcohol misuse, and in increasing social inclusion, academic success, post-secondary enrollment, and attachment to mainstream social values.
EPS will utilize The National Mentoring Resource Center which provides a collection of mentoring handbooks, curricula, manuals, and other resources that practitioners can use to implement and further develop program practices.
EPS's Model will follow The Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities series, sponsored by the Hamilton Fish Institute on School and Community Violence. This model is designed to give practitioners a set of tools and ideas that they can use to build quality mentoring programs. Each title in the series is based on research (and observed best practices from the field of mentoring, resulting in a collection of proven strategies, techniques, and program structures.
Research from Building Effective Strategies for Providing Quality Relationships Youth Mentoring in Schools and Communities, A Guide for New Mentors, The Hamilton Fish Institute on School and Community Violence and The National Mentoring Resource Center, Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

36. After School Programs focused on Growth Mindset and Coping Skills (learning Eco-system) portion of grant:
In order to address post pandemic learning loss EPS recognizes that addressing Social Emotional Learning will positively affect academic performance. EPS recognizes that our students have tremendous potential to acquire new knowledge, develop new skills, and improve their brains throughout life. By explicitly teaching our student to recognize their emotional selves and about malleable intelligence (the idea that they can become functionally smarter through effort), our mental health team members via this after-school program model can help students experience higher levels of success as they develop a stronger *growth* mindset.
Although the idea of Growth Mindset has great potential, EPS realizes that students may exhibit certain symptoms of post-traumatic stress disorder derived from the pandemic. Individuals with triggers of PTSD are at higher risk of the development of mental health issues like anxiety, substance use, depression, eating disorder, and more. When treating

PTSD in children, the interventions should include core components of cognitive behavioral therapy including exploration the trauma, stress management techniques, grief reactions, teaching adaptive coping skills and fostering resilience.

Research from Developing Growth Mindsets: Principles and Practices for Maximizing Students' Potential, Donna Wilson & Marcus Conyers and Practice parameters for the assessment and treatment of children and adolescents with posttraumatic stress disorder, American Academy of Child and Adolescent Psychiatry.

37. Student and Family Therapy (Mental Health Allocation) grant portion:
Students often come to school with complex physical and mental health concerns or social service needs. Access to mental health services helps to create a positive school climate, prevents worsening of mental health conditions, and leads to better outcomes for students. Mental health challenges are common among students. According to the National Research Council and Institute of Medicine, up to 1 in 5 children living in the United States experience a mental disorder every year. Symptoms often start in early childhood, although some may develop during the teenage years.

Evidence suggests that regular access to mental health services in schools makes kids healthier, particularly for the most vulnerable students. One-to-one therapy and skills-building services not only expand a student's mental wellness but also increase their capacity for academic achievement, improve attendance and retention, and often reduces behavioral issues within the classroom.

As part of our multi-tiered system of supports Gaggle Therapy (a tier 3 intervention) will provide one-to-one therapy and skills-building sessions with our students to address many of these needs, including safety, love and belonging, and can help students build on esteem and self-actualization.

Research from Increasing Access for Mental Health Services in Schools, The Health School Campaign and The National Research Council and Institute of Medici