

Close Up Fellowship Program 2002 Grantee Abstracts

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Tsilkei doo Ch'ikei Baa Hozhoogo Yigaal Dine Child Development Through Traditional Arts

The general framework of the project is the integration of the mental, emotional, physical, and spiritual arts education. These are the characteristics of a human that are stimulated by the teachings from a traditional Navajo perspective. Because Traditional Arts Education from the Navajo perspective is more than just learning dance, music or theater, it is important to know that child development through art is the essence of the whole person. The characteristics that a person develops from conception through old age are what make a person who he or she is and significantly effect the responsibilities and roles that person carries in their many roles throughout life, be it parent, sibling, relative, educator, spiritual person, and leader.

Special and unique educational needs exist in this predominantly Navajo student population. It is the responsibility of Chinle Unified School District to build on the teachings of the home, to work to establish a genuine school-home partnership, and to promote parental participation in the formal education of their children.

To promote achievement and productive citizenship, the role of Navajo society within the broader western society must be understood. These needs require an approach that reinforces tenets, theories, educational values and philosophies of Navajo culture. Since each student lives in a dual society, relationships between the two societies must be identified and made an integral part of the educational process.

Based on the holistic approach, the Chinle grant aims to address the four pillars of their framework through the following activities:

Objective 1: Instructional Program

The instructional program will be part of an overall district wide school improvement process to help K-12 students raise their achievement scores in reading and mathematics. The project is developing a set of curriculum that addresses the four human elements of a child. In doing so, the curriculum specifically addresses Child Development, Child Rearing and Parenting. The curriculum will be developed strictly utilizing Navajo cultural practices.

Objective 2: Traditional Arts Education Program Model and Professional Development

All certified and classified staff will participate in ongoing training. This professional development will include the following Dine College coursework 1) Foundations of Navajo Cultural Arts; 2) Foundations of Navajo Philosophy on Arts; 3) Navajo Holistic Healing in Arts; 4) Navajo Principles of the Four Elements using the traditional Arts principles; 5) Teaching Children from a Dine perspective; 6) Arts Education from a Cultural View. It will also include Dine College Dine language classes and seminars and workshops about Dine Philosophy and culture.

Objective 3: Extracurricular Tutorials

An after-school arts education program will be offered for K-12 students where instructors will use the “Warrior Teachings” as well as the “Blessing way Teachings” to help students better understand their actions and take total responsibility for who they are and what they do as human beings. These classes will include; basket-making, silversmith, rug/sash belt weaving, visual arts and moccasin making. Classes will be held after school.

An intensive Navajo Culture summer program will also be offered to students. They will attend classes and activities on Navajo traditional values and teachings and how they can implement them into their own lives.

Objective 4: Family Arts Education

Evening Traditional Arts Education classes will be conducted for families and children. At the end of the course, participants will prepare a final project and demonstrate it to the rest of the class.

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La Vida en Artes! (Life in Art!)

La Vida en Artes! provides for increased access to, and participation in, high-quality, standards based arts education programs for over 21,000 students over the thirty-six month period. All arts education programs are directly connected to the Arizona Arts Standards for grades K-12 and provide for improved student academic performance through participation. Standards-based competencies provide a firm foundation for connecting arts-related concepts and facts across the art forms, and from them to the sciences and humanities.

There are three goals of the project: (1) to establish and maintain policies that foster equal access to high quality arts education programs for at-risk children and youth in target schools; (2) to offer arts education programs that will increase the educational attainment of at-risk children and youth in connection with Arizona Arts Standards; and (3) to provide, through the arts education programs, supported education skills that increase at-risk students' marketable skills. A key factor in this approach to learning is the need for students to acquire enough prior knowledge and experience in one discipline to make applications in another. Implementation means identifying concepts shared among two or more content areas and including performance objectives for each discipline in the instructional model. Integration links that appear in Arizona's Arts Standards follow the performance objectives within the standards. The links identify other disciplines and the concepts they share with the arts.

The target population to be served includes 10,000 predominately Hispanic at-risk children and youth residing in an impoverished US/Mexico border town, as well as seven federally designated "colonias." Service components will include arts education modules of artists –in-residence workshops; summer arts academy; public arts programs; graphic arts academy; and music academy to integrate cultural, historical and curriculum-based studies with Arizona Standards measurements.

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The Osborn School District-Phoenix Indian Center Cultural Partnership Project

Osborn Elementary School District is an inner city, PreK-8th grade, public school district serving primarily low-income, ethnically diverse and multi-lingual students. Cultural differences, poverty (81% of students qualify for free and reduced lunches), high rates of mobility, 31% English Language Learners, exposure to trauma and the social / emotional issues connected to immigration, manifest as academic and behavioral problems in schools. The Osborn Middle School serves the entire district and is a 7th-8th grade school of approximately 800 students. Academic achievement is low; students are at high risk for drug use, gangs and crime.

The Osborn School District-Phoenix Indian Center Cultural Partnership Project creates a state-of-the-art, school-community arts education collaboration that brings professional art experiences to at-risk middle school students. The experiences span the diverse cultures represented at the middle school and expose students to music, art, drama, and dance and media arts. Students participate in workshops where they have an opportunity to practice these various arts, attend amateur and professional performances, develop shows and perform for parents, teachers and other schools, participate in art shows, participate in tours of a wide variety of museums, and document their experience with media arts technology as they learn to display artistic experiences and create personal portfolios. The variety of partnerships allow the Project to provide 2-3 choices for students to elect at each trimester; 75 students are expected to be in the Project during any trimester with 50-75 participating in the summer block program. Parents are encouraged to attend demonstrations and performances while some evening classes are open to parents.

The Project blends the educational, programmatic, and language acquisition expertise of the Osborn School District and the art and cultural expertise of the Phoenix Indian Center with an array of community professional artists and art organizations. The result is a standards-based art education provided in a manner that attracts students and increases their attachment to school, improves their academic skills, and builds a life-long appreciation of the arts.

The project will be evaluated on a quantitative and qualitative level to provide active feedback to the Project staff, school staff, and to the families and the community. The project actively pursues feedback from the varied artists and art organizations to ensure that a diverse array of perspectives are involved in project development. The project also reaches out to involve families and provides for opportunities for parents to come and watch their children try out new skills and experiences. Focus groups with parents are utilized to gather feedback on the overall program and the effect of the art experience on their lives as well.

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Cultural Partnership for At-risk Youth

This grant is a partnership between the Klamath-Trinity Joint Unified School District (KTJUSD) and Humboldt State University (HSU). As a result, two elementary schools in the district are working with the Center for Indian Community Development and the Arts Department at HSU. This project is an integrated, comprehensive, coordinated arts education program that will provide high quality visual and performing arts services and activities to a highly needy population of in school sixth, seventh, and eight grade students who do not have access to a wide range of arts experiences, centers, galleries, or venues.

The project is expanding the range of arts at the two elementary schools to include theater arts and dance, and to increase the mediums students explore in the visual arts. The target student population lives in and attends school in a high poverty, rural region of northern California. The project's services and activities incorporate the standards of the California State Visual and Performing Arts Framework, 1996.

The project builds capacity in several ways: Teachers receive training in the state visual and performing arts standards and learn how to integrate arts education methods into core academic areas. In addition, arts education curriculum is developed for future use, and successful strategies for fostering academic achievement in at-risk students are identified. The project improves arts education and other core subject curriculum by having master visual and performing artists work with classroom teachers to develop activities and curriculum based on state standards.

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Acme Arts And Animation

ACME Arts and Animation supplies an ongoing connection between at-risk secondary school students and their teachers and volunteer animators and artists from a range of studios. The challenge, inspiration and feedback on student performances that the professionals provide via ACME deepens learner and educator understanding of the visual, language and performing arts standards while increasing school participation and achievement. The ACME Network sustains these connections via an online community, centered on learner performances, art and animation challenges that reflect real-world applications of the arts standards, and open exchanges among learners, teachers and the professionals.

The project has implemented ACME within eight Title I high schools in the Los Angeles Unified School District, and has begun expansion to additional schools and after school programs in Los Angeles, Texas, Wisconsin, Ohio, Wyoming and other regions of California. This program's success in enhancing school and after-school participation in the arts has led to the development of a similar pilot in science and mathematics. For more information about these programs, contact info@theacmenetwork.org.

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Arts at the Core of Learning

The New Haven Public Schools (NHPS), in collaboration with a range of higher education institutions, museums, and urban art collectives has a three-year Cultural Partnerships for At-Risk Youth grant entitled “Arts at the Core of Learning” project. The project is serving more than 468 at-risk students attending Jackie Robinson Middle School and more than 50 out-of-school youth in Empowerment Zone neighborhoods surrounding this middle school. It is serving as a model for the NHPS and other school districts seeking to sustain school-community-university cultural partnerships designed to increase academic achievement in core subject areas among t-risk youth populations.

Jackie Robinson Middle School is located in the center of New Haven’s Empowerment Zone, the only federally designated Empowerment Zone in the State of Connecticut. More than 97 percent of all students attending Jackie Robinson Middle School are either African American or Hispanic and 86 percent live at or below the poverty line. Jackie Robinson Middle School students perform the lowest on the Connecticut Master Tests administered by the Connecticut State Department of Education—within a city and school district that has the lowest academic achievement rates in the entire state.

The Arts at the Core of Learning project is expanding and creating arts and cultural programs and enriching classroom teaching and learning designed to increase all students’ academic achievement in core subject areas.

New Haven is noted nationally for its wealth of arts and cultural resources. Its cultural resources include: Yale University and a number of individual Yale programs, the New Have Ballet Company, the New Haven Symphony, the Long Wharf Theater, Connecticut Storytelling Center at Connecticut College, the New Haven Community Quilting Project. The school district also works with such arts organizations as the State Council on the Arts and the Pequot Museum, the country’s largest tribally-owned museum and cultural center. All of these organizations serve as partners in the project.

Specific project activities include:

1. ongoing professional development for all Jackie Robinson Middle School teachers to assist them as they integrate arts in education and cultural experiences into core subject areas.
2. the offering of both school day and after-school arts and cultural experiences engaging at-risk youth in activities strengthening their reading, writing, and communication skills and knowledge of their own cultures;
3. development of a range of multi-media products to assist other school districts to replicate major project strategies and innovations;
4. an expanded and more cost-effective school-community cultural partnership that is self-sustaining after the project ends.

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Pilsen and Little Village Arts and Education Collaborative

The Chicago Public Schools (CPS), in partnership with National-Louis University (NLU), has established the *Pilsen and Little Village Arts and Education Collaborative*. This collaborative coordinates school and community arts and cultural resources into a delivery system to address academic needs of at-risk children and youth. The overall vision of the project is to fundamentally change the way standards-based arts education is taught in order to improve academic achievement of at-risk learners. It will demonstrate how arts and cultural resources can breathe new life into the education system by giving meaning to learning for these at-risk children and youth.

Based on research evidence, the following goals and components have been adopted for this project:

- Coordinate school and community arts and cultural services to help schools create communities of learning for students, faculty, parents, and artists.
- Increase school's organizational and leadership capacity to integrate standards based art education with language arts, social studies, math, and science.
- Provide a range of arts (focusing on folkdance, folk song, folk arts, story telling, theatre, and photography), which draw upon the cultural heritage of at-risk learners.
- Organize comprehensive professional development communities in each school to improve teaching and learning by using strategies based on best practice.

The project is being implemented in three schools with middle grades and one high school located in the inner-city Latino neighborhoods of Pilsen and Little Village (Empowerment Zone) in Chicago. The project is impacting the learning of 800 in-school at-risk students at the four target schools. Two hundred out-of-school at-risk children and youth are also involved in the project. Over the course of the grant, 60 classroom teachers will participate in professional development activities, action research, and will develop guidelines for integrating standards-based arts with the academic curriculum. Nearly 200 parents in each

of the four schools will be involved in all phases of the program: workshops, art practices, performances, and mural projects. Parents are represented on the Governance Board and they work with school Curriculum Leadership Teams. More than 40 artists and 10 National-Louis University faculty are involved in the project.

The goals of the project are focused on attaining the following outcomes for the students: (1) Increase achievement in language arts, social studies, math, and science; (2) Improve motivation, study habits, and self esteem; (3) Enhance creativity, inquiry learning, and problem solving; (4) Increase understanding of arts and cultural heritage; and (5) Build teamwork and collaboration through art programs, cultural festivals, performances, young artists companies, and community mural projects.

The individual project schools as well as the National Louis University are developing capacity for initiating and sustaining such partnerships and the integrated implementation of cultural arts as a means to enhance academic achievement of at-risk students. The project evaluation will include ongoing formative evaluation of project implementation and the extent to which the project succeeds in attaining the project outcomes. A longitudinal evaluation of the project during the three-year period is also planned.

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A Tapestry of Lives

In our quest to “leave no child behind,” the Jefferson County Public School District, the Kentucky Arts Council, Stage One Children’s Theatre, and the Kentucky Museum of Art + Design are partnering to implement *A Tapestry of Lives*: a project that weaves community through history, arts, and performance. *Tapestry* uses students’ oral histories to weave drama, music, dance, and visual arts into the curriculum at 13 State Agency Children’s Programs and 2 Teenage Parent Program schools.

The Tapestry partnership combines the strengths of each partner to explore the personal histories of the students and encourages them to utilize these experiences as the foundation for hands-on arts experiences. Professional visual artists, musicians, dancers, actors, storytellers, and literary artists are helping the students express their own histories through art.

The resulting artwork is displayed and/or performed periodically in the schools and publicly. Professional development for the artists and educators is an integral component. Teachers are trained in the integration of all arts into other core subjects and ways to use them as a teaching tool. The major culminating event will be Stage One’s production of an original play to be written by a professional playwright based on the student’s oral histories.

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ACT!-Achieve & Connect through Theatre

ACT!-Achieve & Connect through Theatre is designed to expand and unify efforts within the Saint Paul urban district and communities in order to promote achievement by at-risk middle school students through theatre opportunities, education, and support of students' dreams and aspirations. During the 3-years of this project, Saint Paul Public Schools (SPPS) will be able to initiate, embed, and evaluate a cultural partnership in two district schools-- Wilson Middle School and Humboldt Junior High.

In 2001-2002, SPPS enrolled approximately 45,000 students. Due in part to inter-state migration and a recent influx of immigration into the City of Saint Paul from countries such as Somalia and Laos, the profile of district students contrasts sharply with the demographics of Minnesota as a whole. The 2002 U.S. Census found that the State is 90% white and economically above the national average, while in Saint Paul, white students comprise 33% of the student body. The other diverse ethnic/racial backgrounds represented in SPPS include students who are Asian American, predominantly Hmong (31%); African American (24%); Hispanic American (10%); and American Indian (2%).

A high number of Saint Paul students and their families are struggling with challenges of acclimation, language barriers, and poverty. Thirty-nine percent of district students have a home language other than English. Sixty-six percent are currently eligible for free or reduced price lunches. As research demonstrates, a student's socio-economic condition often correlates to academic success or failure.

A pressing need exists to provide special services to Humboldt and Wilson to increase their students' commitment to learning and achievement levels. National and local educational research has shown that the arts can have a powerful influence on student engagement, attendance and accomplishment in school. Saint Paul Public Schools intends to support the two middle schools in their struggle to help students thrive academically through forming an effective, results-oriented partnership with Project SUCCESS, a non-profit arts and educational organization, and area theatre companies.

Arts for All Saint Paul (2002), Saint Paul Public Schools' plan for equity and excellence in learning in and through the arts, cites the strategic objective of bringing Project SUCCESS into collaboration with schools in Saint Paul to address the needs of vulnerable youth. Project SUCCESS is a Twin Cities-based organization with a ten-year positive track record in a neighboring district of teaching at-risk youth through the theatre and motivational workshops. The organization has expanded into Saint Paul, and is undergoing a rigorous evaluation of its effort on student motivation and achievement.

The practiced methodology of Project SUCCESS, to be employed in the ACT! partnership, involves Theatre Experience, Classroom Workshops and Staff Development, and Special Features. The Theatre Experience entails teachers at Humboldt Junior High and Wilson Middle School, assisted by project staff, in selecting theatre performances for the student body to attend. Shows are chosen for dramatic appeal and relevance to students from among many offered by area companies each year. Fourteen theatres, committed to a partnership with SPPS and Project SUCCESS, provide free tickets to the Federal project participants. These tickets are available not only for students and teachers at the schools, but also for families, many who have never been to a play. ACT! reduces barriers to attendance by issuing invitations in home languages, providing transportation and childcare, and taking other productive action.

Once plays have been selected and tickets secured, a project Facilitator provides Staff Development and Classroom Workshops. The workshops have been developed to be incorporated into English/Language Arts classes required for all 6th, 7th, and 8th graders. The workshops, taking place before and after the theatre experiences, teach students to analyze and reflect on the plays' content, and to connect the characters and action to their own, often-tumultuous lives. Through discussion and creative exercises, students are motivated to identify short-and long-term goals for personal and academic achievement.

Each year, students are challenged to increase their understanding of and through theatre, and to monitor their individual agendas for achievement. In the second year of the Federal project, two Special Features were added. ACT now infuses a theatre component into the remedial summer school program, and initiated a tradition of student-development play productions at each school.

SPPS, along with Project SUCCESS and the participating schools, have set four goals for this project. (1) Improve students' educational engagement and academic performance; (2) Enhance instructional practice and curricula through theatre and motivational activities; (3) Promote positive interaction between at-risk youth and their families through shared participation in theatre education and enrichment activities; and (4) Strengthen the support from SPPS schools, district leadership, and communities to sustain arts and engagement efforts serving at-risk youth.

Aligned to the goals are specific, measurable objectives for each year of the project, which will be evaluated by the Center for Applied Research and Educational Improvement at the University of Minnesota. Representatives of Minnesota Alliance for Arts in Education and Perpich Center for Arts Education are among the people serving on ACT! advisory council to add to the diversity of perspectives, and to link the project to state and national arts education resources and networks.

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Leflore County School District

Leflore County, Mississippi, is located in one of the most impoverished areas of our nation and has been designated as one of the Empowerment Zone communities by the federal government. The Leflore County School District has a free and reduced lunch rate of 97%. The district operate a school-wide program pursuant to Title I Section 1114 of the ESEA, with every school in the district comprised of 75% or more children from low-income families. These students come from predominately single-parent homes in which there is limited literacy, very poor parental involvement in the learning process, high unemployment, increased risk for drug and alcohol abuse, and limited or no exposure to horizons beyond their boundaries. Consequently, academic performance is often poor, and enrichment programs, which offer opportunities to see beyond their circumstances, are almost non-existent for these children. The entire student population falls into the most stringent categorization of at-risk.

Communities in Schools (CIS) of Greenwood Leflore, Inc. is a non-profit organization with demonstrated national success whose mission is to work with at-risk students. CIS has been in operation in Leflore County for ten years, and it has a solid history of providing quality services to the community. During the 2001-02 school year, CIS provided services to 519 students including mentoring, tutoring, eye exams, cultural/education field trips, computer classes, and arts activities including partnering with the Mississippi Arts Commission and the Region VI Mental Health Center in providing a Core Arts Program for Adolescent Offenders

The objectives and expected outcomes of a cultural partnership for at-risk children and youth between the Leflore County School District and Communities in Schools of Greenwood Leflore are:

1. Coordinate and integrate local, state, and federal resources for arts education and enrichment into a service delivery system for at-risk children and youth. At-risk children and youth from the Leflore County School District and disadvantaged or at-risk out-of-school children will receive high quality, comprehensive arts education and enrichment activities made available via the partnership of the Leflore County School District and Communities in Schools of Greenwood Leflore, Inc.

2. Increase access to and participation in high-quality, standards-based arts education programs and enrichment activities linked to academic improvement for these at-risk children and youth. This will improve test scores on state, locally-developed, and standardized tests for students enrolled in the Leflore County School District; improve their self-esteem; assist in their goal-setting, and increase cultural and academic literacy.
3. Improve student academic performance through participation in high-quality arts education programs. This will improve academic performance as evidenced by test scores, teacher evaluation, improved attendance, and reduction in disciplinary referrals for students enrolled in the Leflore County School District; increase the number of GED completions, increase the number of students admitted to higher education or training programs, improve success in entering the workforce, and reduce the number of offense reports for out-of-school at-risk youth.
4. Increase the range of the types of art education and programs available for at-risk children and youth in Leflore. The offering of a much wider range of arts education via the partnership with Communities in Schools of Greenwood Leflore, Inc. will include Performing Arts (video production, film, music, dance, drama); Visual Arts (pottery, sculpting, drawing, printing, silk screening); and Folk Art (cultural history and preservation).

This project is being implemented for middle and high school-aged children and youth during after-school hours from 4 - 6 PM two days per week in three independent yearly cycles. Highly qualified instructors who possess experience in working with at-risk youth are being utilized in the project. Diversity of personnel is a vital aspect of the project plan. Product-based outcomes are being implemented, with the younger students producing silkscreen art and a book reflecting the cultural history of the area. The older students are producing a film about area residents who went beyond enduring their circumstances to prevailing over them.

The project is being evaluated yearly as to how well the project meets its stated goals and objectives and to compile data, which will be available to develop a model for replication of successful strategies. The project is employing an outside evaluator to help evaluate and compile data and to determine methods for improvement in subsequent project years.

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American Studies:
Art Education Across The Curriculum To improve Literacy

The American Studies project represents a vision for improving student literacy and educational achievement through the infusion of high-quality, standards-based art education activities into the interdisciplinary language arts/social studies curriculum for at-risk high school students in Essex County Vocational Technical Schools. Some 1,750 participating students in the American Studies course are being drawn from the four high schools that comprise the district to participate in a series of in-depth art education activities. These activities have been developed in partnership with The Newark Museum, a leading urban arts educator with one of the great collections of American Art Decorative Arts in the country.

Drawing upon the Museum's experience in infusing art education into sequential curriculum, the students participate in art programs involving gallery activities and art studio workshops at the Museum and increased art activities in the classroom. These activities have clearly identified academic goals, rooted in the language arts/social studies curriculum.

Art education addresses different learning modes and styles and encourages student self-directed learning. Students observe, investigate, analyze, and critique real artifacts in the Museum and in the classroom. At-risk youth are actively engaged in art activities, rich in content, materials and methods - opportunities that would otherwise not be available to them. Through creative writing, reading, and vocabulary building discussions and exercises, students increase language and visual arts literacy. Students increase their knowledge of American history through art education learning opportunities that open entry points for every learning style, such as role-playing, writing, sketching, and art creation.

An overarching goal of the project is to develop a cadre of social studies and language arts teachers who will forge partnerships with museum educators to plan, develop, and implement standards-based arts instruction to improve the literacy of 10th and 11th grade students. In the process, teachers acquire the strategies, resources and skills that enable them to infuse art education into the language arts and social studies curriculum that improves literacy and builds capacity to continue such enrichment beyond the grant period. Increased educational achievement is expected through improvement in reading

and writing skills, greater understanding of the history and culture of the American experience, and building student life and work skills. Art education is a pivotal force in developing students' minds and enabling them to continue to realize their potential beyond the classroom.

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In cooperation with the *Theater and Poetry Project (TPP): A Language Arts Enrichment Partnership at Passaic County Community College*, School #24 is expanding its arts education opportunities for 280 at-risk children in grades 6-8. In fact, as a result of this partnership, the number of arts education opportunities available to the children has increased from 13 to 87 within a one-year period. The project includes both in-school and out-of-school components. The extended arts education program provides young people at School #24 with access to completely new programs such as “writers-in-residency;” an after-school and Saturday drama club, video club, writers’ club, readers’ club, visual arts club, and music club; and a Summer Stock Theater program. Other successful activities such as the *Theater and Poetry Project’s* Theater program and the “Authors in the Classroom” activity are being expanded to create more arts education opportunities for children and youth at School #24.

The project involves high levels of collaboration among children, teachers, and professional artists. Through a “writers-in-residence” component and a writer workshop program, children and their teachers benefit from the opportunity to work intimately with professional writers in both in-school and out-of-school components. The project emphasizes language arts and literacy, particularly since more than 70 percent of children in School #24 come from homes in which Spanish is the primary language spoken. The project addresses the New Jersey Core Curriculum Content Standards.

As a result of the project, the following outcomes will be achieved:

- 1) The number of children grades 6-8 at School #24 who participate in both in-school and out-of-school arts education activities will increase from 0 to 100, thereby increasing student access and participation in arts education;
- 2) The number of in-school and out-of-school arts education opportunities available to children grades 6-8 at School #24 will increase from 13 to 87 by expanding the existing arts education opportunities to include writer residencies, writer workshops, theater productions, Drama Club, Readers’ Club, Video Club, Literary Magazine Club, Music Club, Visual Arts Club, Saturday Arts program, and summer stock theater;

- 3) At least 70 percent of students who participate in both an in-school and out-of-school component will demonstrate either “proficiency” or advanced proficiency” on the statewide or district-administered language arts assessment component;
- 4) On an “end-of-year” survey, at least 75 percent of students who participate in both the in-school and out-of-school program components will indicate that they have increased confidence, better social relationships, and/or are more interested in school as a result of their arts participation;

One goal is that in an end-of-year survey, at least 75 percent of students who participated in both the in-school and out-of-school components will indicate that their participation in the project activities inspired them to read more and to write more as evidenced by their in-school and out-of-school projects.

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The Queens Cultural Partnership for Youth – Project Abstract

This grant demonstrates a partnership between Region 3 of the New York City Board of Education, Partnership for After School Education (PASE) and Bank Street College. The collaboration provides strategies and plans for the creation of a replicable model that will tap the potential for integrating the arts with academic skills enhancement in some of Queen's most vulnerable young people.

Queens is home to some of our country's leading cultural institutions, as well as a highly diverse population, with over 60 languages spoken by students in the district and a large percentage of newly arrived immigrant youth. Region 3 is bringing these considerable resources to bear on four Title 1 junior high schools--192, 8, 72 and 217.

To coordinate the extensive resources of Queens the partner organizations are collaborating with a citywide network of over 1,200 youth-serving agencies in New York City. They have created an integrated system of cultural institutions, schools, and community-based organizations collectively focused on improving the academic performance of students through the provision of high quality arts education. Other organizations and resources include the Jamaica Center for Arts and Learning, Queens Museum of Art, and Socrates Sculpture Park.

Region 3 and PASE are 1) Coordinating a consortium of leading Queens cultural institutions to provide a diverse menu of high quality arts education with each institution contributing in its area of greatest strength, 2) Involving community-based agencies that offer comprehensive support services and have a unique connection to young people and their communities 3) Bringing experts from education, the arts and youth development together to tackle the challenges of infusing arts education with the New York State academic standards, 4) Providing comprehensive training and technical assistance for all service providers and teachers in standards-based arts education, and 5) Documenting and evaluating all aspects of the model for future replication.

The Queens Cultural Partnership for Youth is working intensively with 225 at-risk junior high school students with a specific focus on newly arrived immigrant youth. An additional 600 youth will be reached through art career expos and participatory culminating events. Academic outcomes for participating students include:

1. Developing participants' skills in reading, writing, technology and reasoning as described in the New York City Performance Standards in Reading and Mathematics,
2. Fostering enjoyment of learning among participating youth through project-based learning in order to increase school retention rates and engagement of youth,
3. Promoting verbal problem solving and communication skills among youth as a conflict resolution and school readiness strategy,
4. Fostering parent involvement in the schools through art performances by and for their children, and
5. Re-connecting at-risk teens with the schools by providing engaging arts education activities at school-sites.

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Philadelphia Arts/Cultural Education Partnership

Launched initially in Fall 2001 as a year-long demonstration project, the *Philadelphia Arts/Cultural Education Partnership (PACEP)* has been a coordinated and collaborative effort to infuse high quality arts programming into the lives and classrooms of at-risk middle school students living in some of the city's most economically distressed and racially isolated communities. The project partners have exposed at-risk youth and their teachers to art of the highest caliber through a series of well orchestrated and intensively supported educational experiences designed in full alignment with middle school curricula in all subject areas. The project seeks to improve significantly the academic performance and potential for a large cohort of severely disadvantaged students.

The three-year continuation and expansion of PACEP has enabled the partnership to bring its unique programming into six high-risk middle schools in Philadelphia and to build capacity within these schools on a basis that is both broader and deeper so that the programming can be sustained on a long-term basis. The overall purpose of the program is to significantly improve educational outcomes and the quality of education provided to students. It enables schools to engage their students in dynamic interaction with a wide range of expressive/artistic forms and to use arts and art-related themes effectively in instructional approaches that improve student learning in all subjects.

Activities fall within five basic project components:

- A request-for-proposal (RFP) process designed to ensure equitable opportunity/access among the targeted student population, while maximizing school-level commitment;
- Intensive and sustained professional development and curriculum planning for school personnel and teaching artists working together as teams;
- Implementation of arts programming/events and related educational activities throughout the school year;
- Opportunities for targeted students to receive tuition scholarships to summer arts camps as incentives for their participation and enrichment for their learning; and
- Review and dissemination of curricular materials developed, as well as program evaluation findings, through summer training institutes.

A thorough and rigorous program evaluation is being conducted to assess the project success in achieving an array of specific and measurable project goals. Among the many anticipated outcomes of the project are 18 exemplary interdisciplinary thematic units of study that utilize art processes and incorporate diverse learning styles. These units will be developed, published and distributed as an aid to project replication. Most importantly, the following improvements in educational outcomes for the targeted students (in comparison with their non-participating peers) are among those expected from the project:

- Better attendance and fewer reports of disruptive behavior;
- Significant gains in standardized tests of core academic subjects — i.e., Terra Nova testing and/or Pennsylvania System of School Assessment (PSSA) exams in reading and math;
- Higher rates of academic promotion.

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Arts and Career Exploration

The School District of Pittsburgh (PPS) in collaboration with the internationally recognized arts and learning center, Manchester Craftsmen's Guild (MCG), is conducting a three-year Arts and Career Exploration (ACE) program at four target PPS middle schools where 75% or more of the children are from low-income families. Building on a history of exceptional collaborations between PPS and MCG, ACE is utilizing the partnership's existing proven capacity to meet the needs of at-risk youth as groundwork for this project. ACE is developing, piloting, refining and institutionalizing arts and career exploration curriculum materials for middle school students.

ACE is expanding and enhancing the interdisciplinary team of each middle school (currently composed of a mathematics, social studies, science and language arts teacher), by adding to the team one of the school's arts teachers. As well, ACE has assigned to each target middle school a site-based MCG artist/mentor who works with the school's interdisciplinary team to strengthen pre-existing instructional units by providing instructional classroom support and access to a set of related high quality arts and career curriculum materials.

With the primary goal of establishing an arts-and-career-focused learning culture within each target school, ACE is expanding student, teacher, and parent awareness and involvement in cultural events and career exploration activities as well as facilitating projects that foster applied learning and alternative structures in school as well as out-of-school classrooms.

Second, ACE is using career and artistic competencies to increase students' academic achievement. This goal will be attained by enhancing student academic performance through technical and artistic support and the development and implementation of standards-based curriculum materials designed to 1) increase student participation in opportunities involving art-related career exploration and experiences and 2) allow students to acquire an ability to realize their potential and make informed life choices.

Finally, ACE will involve students, teachers, and parents in learning opportunities that facilitate ongoing participation in interdisciplinary and community outreach programs. This third goal will be attained through the development of a renewed sense of value for educational achievement through the exposure of families to career training opportunities.

ACE anticipates its project outcomes to include:

- Creation of standards-based arts and career-integrated curriculum materials and enrichment activities that will result in academic improvement, including improved performance on State, locally developed, and standardized tests;
- Improved student academic performance through participation in a high-quality arts education program;
- An increased range in the types of arts education programs and activities available to PPS middle school students;
- Increased capacity of students to transition successfully to the high school level;
- Positive transformation of four middle school environments through arts-centered education;
- A tested, replicable staff development model for middle school teachers;

PPS and MCG continue to strengthen their long-standing collaborative relationship through the development and initiation of a unique program that enhances the educational experiences of at-risk youth. In addition, the collaboration is developing a replicable model that can be adopted by educators and educational agencies committed to utilizing the arts as a pathway to career exploration through an interdisciplinary instructional approach.

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Literacy Education Arts Partnership (LEAP)

Since the modest beginnings of their collaboration in 1998, the **Central Falls School District** and Brown University Education Department's **ArtsLiteracy Project** have worked together to develop a partnership between practicing teachers and professional artists. The goal of this partnership has been to use performance work to create powerful literacy and arts learning opportunities for middle and high school students in the small, economically disadvantaged community of Central Falls, Rhode Island.

In 1998, one practicing teacher and one professional actor worked with Brown-based educators and researchers to design and implement curricula in a summer "lab school" program. They continued to work collaboratively in Central Falls classrooms during the academic year. Over the years, the partnership has grown substantially in the numbers of teachers, performers, and school administrators involved; the numbers of students impacted; the depth and richness of the curriculum developed; the amount of professional development carried out; and the extent to which the work is incorporated into the day-to-day life of all six of Central Fall's elementary, middle, and high schools. By 2002, 550 Central Falls students and 25 teachers have participated in in-depth arts and literacy activities through this partnership. In 2001-2002 alone, Central Falls students created 28 public performances from texts as diverse as *Romeo and Juliet* and the Bill of Rights.

With this grant, the partners created the **Literacy Education Arts Partnership (LEAP)**, a cultural collaboration between the Central Falls School District and Brown's ArtsLiteracy Project. In this collaboration, the partnership's work is being coordinated, expanded, and deepened by 1) providing further jointly-planned and implemented professional development to teachers across the district; 2) increasing in-school arts-based literacy activities; 3) linking in-school and after-school arts-based literacy activities; 4) extending joint ongoing curriculum development work; 5) training a cadre of youth leaders to co-lead after-school and summer arts-based literacy programs; and 6) formalizing a collaborative system of assessment and applied research that will feed back into ongoing professional development, curriculum, and instruction.

Through these many and varied activities, the grant will demonstrate in rigorous ways that partnerships among professional artists and teachers create effective learning environments for all youth, particularly those who have been identified as “at-risk” for academic failure. Further, the grantees intend to show that given high quality feedback, mentoring, and ongoing professional development, teachers and artists alike are enriched and energized by these environments. And finally, we suggest that by connecting in school and after-school programs and developing a cadre of youth leaders, the overall quality of life in a given community can be impacted and substantively improved.

LEAP aims to meet and improve the expressed educational needs of all students, particularly the most at-risk students at Central Falls High School and Calcutt Middle School: ESL and Special Education students performing below proficiency levels. The project hopes to demonstrate that LEAP’s collaborative design and execution is a model for successfully fusing education in core academic subjects with the arts. The multisensory learning involved in LEAP’s arts work provides a developmentally and culturally appropriate means of engaging students, assisting them in meeting national arts and academic standards, and ensuring direct quality service linked to district reform efforts. The proposed project’s intended outcomes are to improve and assess student participants’ achievement in the arts, in core subject areas, and on standardized tests through an expansion and strengthening of LEAP’s professional development and in-school and after-school performance work. The project will document and disseminate LEAP’s work and identify key features of this systemic approach most relevant to replication.

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The Tanglewood Project

This cultural partnership project is based at Tanglewood Middle School, one of seventeen designated Title I schools located in the Greenville, South Carolina community. At the time of application, Tanglewood was ranked “unsatisfactory” in academic achievement. With an enrollment of 609, 86% of students are African American, Hispanic, Asian or other minorities. Over 76% of the students qualify for free or reduced lunch programs.

The Tanglewood Project addresses the needs of at-risk, low performing students through an arts integration program for mathematics and language arts instruction. While all grade-level educators receive training in arts integration techniques, the three-year project places emphasis on sixth grade students entering middle school. These students receive the full benefit of teacher-artist cooperative instruction, along with enhanced learning opportunities structured through arts integration.

With the participation of school administrators, teachers, students, parents and local cultural arts organizations, this coordinated community response seeks attainment of the following:

Project Goals

- 1) To raise academic achievement in English/Language Arts and Math an aggregate of 5% annually;
- 2) To increase average daily attendance by 2% each year;
- 3) To reduce the number of court referrals of truancy by 10% each year;
- 4) To increase parent, teacher and student home/school relations by a minimum of 15% annually;
- 5) To increase responsibility and positive character development among both teachers and students as measured by a 10% reduction in disciplinary referrals and suspensions annually.

The following procedures provide a framework for program design, implementation, and evaluation:

Process Objectives

- 1) Formalize the partnership between the School District of Greenville County, the Metropolitan Arts Council (MAC), Tanglewood Middle School and core cultural arts organizations. Core cultural partners include representatives from music, dance, theater and visual arts organizations.
- 2) Establish incentives to reward teacher commitment, including stipends, graduate credit for professional development in arts integration and re-certification credit for completed courses.
- 3) Provide intensive, ongoing professional development in arts integration techniques for teachers and participating artists.
- 4) Establish teams of teachers and artists who work together to structure arts integrated lesson plans for each sixth grade, six-week instructional unit in Language Arts and Math.
- 5) Provide ancillary learning opportunities for students to include artists' residencies and extended workshops.
- 6) Strengthen existing arts programs, including band/strings, visual arts, drama and dance through direct instruction from local participating artists. Increase the number of free musical instruments and materials available for indigent youngsters to encourage individual participation in performing and/or visual arts.
- 7) Provide all Tanglewood students with a minimum of four local cultural arts performances and/or exhibitions held annually in the community.
- 8) Increase parental involvement through development of innovative strategies.

Evaluation of the project focuses on both short- and long-term effects on academic performance and personal growth and includes both quantitative and qualitative measurements.

The project is reviewed on a quarterly basis, allowing partners to discuss barriers to success and amend processes as needed. Ongoing dialogue includes student/parent feedback, a necessary component in development of a model program.

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Arts@Large

Piloted in just four Milwaukee Public School (MPS) district middle schools during the 2001-2002 school year, *Arts@ Large* currently offers a comprehensive range of artistic and cultural opportunities and resources for more than 3,400 students and nearly 300 teachers in 8 district elementary, middle and high schools. With supplemental funding from the National Endowment for the Arts, *Arts@ Large* expanded into 3 additional K-8 schools in the 2002 school year, reaching an additional 1,400 students and more than 100 teachers.

The mission of the *Arts@ Large* cultural partnership program is to develop and implement a comprehensive, coordinated education arts program and services model, building on established relationships between the arts community, MPS, and local institutions of higher education.

The fundamental strength of *Arts@ Large* is the 12 community arts, education, and cultural partners, which include established Wisconsin artist/educators, the Milwaukee Art Museum, the Milwaukee Institute of Art and Design, the University of Wisconsin-Milwaukee, and a range of community-based organizations offering artistic residencies and professional development in dance, theater, music, visual arts, creative writing and videography. The Milwaukee arts, cultural and education community strongly supports MPS efforts, as evidenced by the 6 additional artists/organizations extending their successful arts participation, curriculum design and professional development programs to the 11 *Arts@ Large* schools.

Objectives:

- Increase collaboration among core subject teachers with art and music specialists.
- Increase extra-curricular integration of the arts curriculum into core curricular subjects.
- Improve and strengthen integrated lessons.
- Increase student exposure to arts activities.
- Increase frequency of community collaboration.
- Strengthen comprehensive arts partnerships between schools and visual arts/music/dance/theater organizations in the Milwaukee community.

Outcomes:

- Arts are integrated across the curriculum.
- The number of arts-related opportunities for students increases 75% at each school.
- Educational programming at arts organizations is responsive to the needs of at-risk students.
- The number of arts-related activities integrated into after school programming increases.

Accomplishments:

- ✓ 3400+ students participated in *Arts@ Large* arts-related activities during and after school .
- ✓ 92 new arts-related opportunities for students and teachers were implemented in the 8 project schools.
- ✓ More than 25,404 student service hours* have been logged by project schools (*hours when artists and educators were engaged in direct instruction with students multiplied by the number of participating students).
- ✓ Two schools with no resident art specialist increased the number of arts-related activities in each school by 75%.
- ✓ 78 artists worked directly with students after school or in the classroom.
- ✓ 15 new professional development opportunities were offered to faculty.