

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Office of Elementary and Secondary Education (OESE) Assistance for Arts Education (AAE) Program

CFDA # 84.351A

PR/Award # S351A210019

Grants.gov Tracking#: GRANT13330125

OMB No. 1894-0006 , Expiration Date:

Closing Date: Apr 15, 2021

PR/Award # S351A210019

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify):**

*** 3. Date Received:**

03/26/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

Georgia

8. APPLICANT INFORMATION:

*** a. Legal Name:**

ArtsNow, Inc.

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

*** c. Organizational DUNS:**

d. Address:

* Street1: 10 Glenlake Parkway, Suite 130

Street2: Suite 130

* City: Atlanta

County/Parish:

* State: GA: Georgia

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 30328-3495

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Ms.

*** First Name:**

Pamela

Middle Name:

*** Last Name:**

Walker

Suffix:

Title:

President/CEO

Organizational Affiliation:

ArtsNow Learning

*** Telephone Number:**

Fax Number:

*** Email:**

PR/Award # S351A210019

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.351

CFDA Title:

Arts in Education

* 12. Funding Opportunity Number:

ED-GRANTS-011521-003

* Title:

Office of Elementary and Secondary Education (OESE): Assistance for Arts Education (AAE) Program
Assistance Listing Number 84.351A

13. Competition Identification Number:

84-351A2021-1

Title:

Assistance for Arts Education (AAE) Program 84.351A

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

STEM + the ART of Integrated Learning (SAIL)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

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

☒ ** I AGREE

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

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:



List of Congressional Districts served by AAE grant:

Cobb County – 13th congressional district (GA-006)

Barrow County – 10th congressional district (GA-010)

Chatham County – 6th congressional district (GA-013)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1238-GEPA explanation SAIL.pdf

Add Attachment

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Section 427 of General Education Provisions Act (GEPA)
ArtsNow in partnership with Chatham, Barrow and Cobb County, GA

Barrier – Some of the teachers participating in professional development may have temporary or permanent disabilities that interfere with their ability to fully participate in grant activities.

Solution – ArtsNow will take all necessary steps to ensure equitable access to, and participation in, its federally-funded program called “SAIL”. We will hold all trainings at ADA-compliant facilities and provide additional materials, as needed, to ensure equitable participation.

Potential Barrier: Handicapped or disabled students may have difficulty accessing computer-based or arts-integrated instructional materials.

Solution: ArtsNow will adhere to accommodations found in Individualized Education Plans for students, working with each school to ensure the materials included in the activity represent a universal design for learning and are therefore accessible to all students.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

ArtsNow, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Crystal Middle Name:
* Last Name: Collins Suffix:
* Title: Executive Vice President

* SIGNATURE: Crystal Collins

* DATE: 03/26/2021

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424


OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:


| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| Ms . | Pam | | Walker | |

Address:

| | |
|-----------|--------------------------------|
| Street1: | 10 Glenlake Parkway, Suite 130 |
| Street2: | |
| City: | Atlanta |
| County: | |
| State: | GA: Georgia |
| Zip Code: | 30328-3495 |
| Country: | USA: UNITED STATES |

| | |
|---|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
|  | |

Email Address:



2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

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

☒ Yes Provide Exemption(s) #: ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1237-Exempt Research Narrative.pdf

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Exempt Research Narrative
ArtsNow – in partnership with three Georgia LEA's

This proposal for the ***STEM + the Art of Integrated Learning (SAIL)*** program operating with teachers in Barrow, Cobb and Chatham County Schools (GA) falls under Exemption #1 stating:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Nonetheless, these districts have an internal IRB review committee that examines research proposals involving students or teachers. All focus group or interview protocols as well as any additional surveys (proposed by our external evaluators) that aren't normally administered to our students or teachers will be reviewed and approved by the IRB prior to administration.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

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[View Attachment](#)



STEM + the Art of Integrated Learning (SAIL)

Project overview: The primary focus of this project is to develop and test the use of a set of arts integrated lessons that are: aligned with the 3rd through 5th grade content standards for math and science, supported by standards in the arts; and incorporate inquiry-based activities to support the development of students' critical thinking skills. Another focus of the project is to explore ways in which arts-based programming can be used to build students' social-emotional competencies. STEM + the Art of Integrated Learning (SAIL) will include math and science teachers and students in 3rd, 4th and 5th grades. Overall, our plan for SAIL includes the development of eighteen inquiry-based math and science units (six per grade level) supported by 124 hours of professional development over a three-year period, and will benefit six elementary schools with over 2,200 students and 114 teachers. SAIL includes collaborative reflection sessions for teachers as they are delivering the integrated units and working with instructional coaches to analyze their practice and look for areas to improve. Inquiry-based instruction and experiential learning are at the core of SAIL. The goal is to create interdisciplinary lessons focused on a math or science topic, supported by related curricular standards in the arts, as well as opportunities for students to develop interpersonal and communication skills through collaborative work. By integrating science and math concepts with the arts, we can increase the efficiency of instructional time along with student engagement and achievement in high-need schools.

Applicable priorities: This application addresses **Competitive Preference Priority** – Applicants that are national nonprofit organizations, as well as the **Invitational Priority** for the inclusion of

art therapy, with strategies to promote self-awareness, enhance social skills and promote insight. ArtsNOW is a national nonprofit established in 1999 to support schools and districts throughout the country by providing professional development to teachers and leaders focused on arts integration. Our web-based resources reach all 50 states, and our employees and partners represent multiple states. In addition, National Young Audiences, is a national nonprofit for which ArtsNOW is one of their affiliates.

Expected project outcomes: The project will (1) foster student STEM achievement; (2) build teachers' capacity to plan and deliver integrated instruction; (3) develop high-quality, replicable lessons integrating both math and science with national arts standards; and (4) develop and pilot arts-based programming focused on building students' emotional resilience, social skills and conflict resolution skills. In addition, teacher self-efficacy and student engagement are expected to increase as well, due to the integration of various art forms that enhance opportunities for creativity and expression.

Project partners: Three Georgia LEA's - Barrow County Schools (Winder and Statham Elem); Cobb County Schools (Dowell and Mableton Elem); Chatham County Schools (AB Williams and Gadsden Elem); along with Georgia Tech's Center for Education Integrating Science, Math and Computing (CEISMC); National Young Audiences; and Youth Villages-Inner Harbor campus. Our external evaluation will be led by Dr. Melinda Mollette with REaL K-12 Consulting, utilizing a rigorous quasi-experimental design to measure the impact of *SAIL* on teachers and students.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File



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STEM + the Art of Integrated Learning

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Appendices:

- A. Competitive Preference Priority (CPP) – ArtsNOW as a national non-profit
- B. Resumes of key personnel
- C. Biographical summaries of key ArtsNOW personnel, including teaching artists
- D. Letters of support
- E. Kennedy Center’s Arts Integration Framework
- F. Project implementation timeline and number of hours of support
- G. Fidelity of implementation rubrics/logs
- H. Training artifacts including: overview of ArtsNOW principal support, description of breakout sessions in training, and sample arts-integrated 4th gr Science lesson plan
- I. Addendum to the evaluation plan and copies of survey instruments



STEM + the Art of Integrated Learning (SAIL) is a partnership between ArtsNOW, a non-profit with a demonstrated record of providing high-quality professional development, and three school districts in Georgia. This project addresses the **Competitive Preference Priority (CPP)** because ArtsNOW is a national non-profit with employees and partners in multiple states and we disseminate our work on a national level to other school districts and professional organizations. In addition, we are a local affiliate of National Young Audiences (YA), the nation's largest arts-in-education learning network, serving more than 5 million children and youth each year in more than 7,000 schools and community centers across the country. The YA Network is comprised of 30 affiliates dedicated to delivering arts-integrated programming and impacting arts-in-education policies and practices at the local level. See Appendix-A for additional details outlining how ArtsNOW is an organization of national scope. *SAIL* also addresses the **Invitational Priority (IP)** for art therapy through a partnership with another national non-profit called Youth Villages, which provides help for children across the United States who face a wide range of emotional, mental and behavioral needs.

The population targeted through this project will include math and science teachers and students in **3rd, 4th and 5th grades**. Overall, our plan for *SAIL* includes the development and replication of eighteen inquiry-based math and science units (six per grade level) supported by 124 hours of professional development over a three-year period, and will benefit **6 elementary schools with over 2,200 students per year and 114 teachers**. The project will (1) foster student STEM achievement; (2) build teachers' capacity to plan and deliver integrated instruction; (3) develop high-quality, replicable lessons integrating both math and science with national arts standards; and (4) develop and pilot arts-based programming focused on building students' emotional resilience, social skills and conflict resolution skills (**IP**). Due to the limited amount of job-embedded professional learning support available to many teachers, and limited

exposure to the arts and inquiry-based instruction for students in high-need schools, we believe targeting this population of math and science teachers will serve to meet the critical needs of improving student outcomes, increasing student exposure to activities that can build problem-solving skills and creativity, while also using arts-based programming to support students' social-emotional learning (SEL). *SAIL* is grounded in the arts integration framework defined by the Kennedy Center for the Performing Arts which states arts integration is a distinctive approach, separate from arts-enhanced learning and arts as curriculum. "Students engage in a creative process which connects an art form and another subject."

Inquiry-based instruction and experiential learning are at the core of SAIL. The goal is to create interdisciplinary lessons focused on a math or science topic, supported by related curricular standards in the arts, as well as opportunities for students to develop interpersonal and communication skills through collaborative work. By integrating science and math concepts with the arts, we can increase the efficiency of instructional time along with student engagement and achievement in high-need schools.

(A) Quality of Project Design

A1 - Goals/objectives/outcomes clearly specified and measurable

The primary focus of this project is to develop and test the use of a set of arts integrated lessons that are: aligned with the 3rd through 5th grade content standards for math and science, supported by standards in the arts; and, incorporate inquiry-based activities to support the development of students' critical thinking skills. Another focus of the project is to explore ways in which arts-based programming can be used to build students' social-emotional competencies. Researchers suggest that many teachers greatly value the idea of arts integration but feel they lack the preparation and resources to do it on their own. (Simpson-Steele, 2013) Many web-based resources exist for teachers, but it is not as simple as downloading an integrated unit from an instructional resource. Teachers need to be equipped with the skills and knowledge to make sense of the unit, and utilize it in their classrooms as designed. We will serve 94 classroom teachers of math and/or science, six (6) fine arts educators, and 14-16 additional certified staff members (avg. of 2-3 per school) who serve as teachers of Gifted, Special Education, literacy coaches, etc. A subset of the classroom teachers will receive additional training in teacher leadership. Throughout

SAIL, teachers will have a chance “to think about, receive input on, and make changes to their practice [because we plan on] providing intentional time for feedback and reflection.” (Darling-Hammond et al., 2017) The goals, objectives and measurable outcomes are outlined below.

| Objectives | Outputs/Outcomes | Performance Measures |
|--|---|---|
| Goal 1. Develop, refine and implement math and science units designed to improve student achievement through the delivery of content that integrates various art forms. | | |
| Obj. 1.1: Train 18 lead teachers of math and/or science across six partner schools to integrate the arts into their classroom practice. | <ul style="list-style-type: none"> -Lead teachers (1 per grade level) participate in a 3-day summer training (description in Appendix-H) with follow-up job-embedded support. -Lead teachers co-develop six arts integrated units (3 math, 3 science) per grade level (18 total). | <p><u>Measure 1.1a:</u> Based on attendance records, 85% of teacher leaders will attend all 3 days of summer training.</p> <p><u>Measure 1.1b:</u> 90% of teacher leaders will participate in a series of digital coaching sessions with an arts integration specialist.</p> <p><u>Measure 1.1c:</u> By August, 2024, SAIL lead teachers have co-developed 18 math or science units integrating the arts. (GPRA 3)</p> |
| Obj. 1.2: Build teacher capacity for delivery of interdisciplinary instruction. | <ul style="list-style-type: none"> -Teachers participate in at least 80 hours of training and coaching with ArtsNOW instructional coaches and teaching artists (TA) over a two-year period. -Lead teachers receive 44 hours of additional, more intensive, training beyond what other teachers are receiving. | <p><u>Measure 1.2a:</u> Teachers attend at least 75% of the PD hours offered. (GPRA 2)</p> <p><u>Measure 1.2b:</u> By 2023/24, teachers deliver an average of five arts-integrated lessons per month, as intended.</p> <p><u>Measure 1.2c:</u> In 2024/25, all teachers deliver three integrated math or science units, documented through video observations.</p> |
| Obj. 1.3: Create an environment that supports the improvement and sustainment of arts integration. | <ul style="list-style-type: none"> -Teachers have access to expertise and support for their efforts to deliver arts-integrated STEM lessons. -Principals build their capacity to support and sustain arts integration. | <p><u>Measure 1.3a:</u> Leaders demonstrate significant improvement from pre to post on <i>Implementation Leadership Scale</i>. (Lyon, 2018)</p> <p><u>Measure 1.3b:</u> By the end of the grant, 75% of teachers progress from Stage 1 to Stage 3 on the <i>Arts Integration Rubric</i>. (Brophy, 2011)</p> |
| Obj. 1.4: Collect and analyze data documenting implementation fidelity and intermediate outcomes. | Collect data on: (1) PD & support provided by ArtsNOW; (2) participants' experience w/lesson delivery throughout the integrated unit; (3) changing perceptions of STEM instruction. | <p><u>Measure 1.4a:</u> Survey data will indicate 80% of teachers piloting units agree they were adequately trained.</p> <p><u>Measure 1.4b:</u> 80% of teachers piloting units will indicate minimal difficulties encountered during delivery of units.</p> <p><u>Measure 1.4c:</u> Teachers' efficacy and beliefs about STEM instruction will improve from pre</p> |

| | | |
|--|---|--|
| | | (2022) to post (2025) based on the T-STEM survey. (Friday Institute, 2014) |
| Obj. 1.5: Students participate in inquiry-based math and science lessons integrating various art forms, collectively covering a majority of the content standards for their grade level. | <p>-Students have access to materials and supplies necessary for creating artistic products.</p> <p>-Students are able to demonstrate knowledge through an art form.</p> | <p><u>Measure 1.5a:</u> Students show a 10% increase, annually from pre to post on school engagement survey (Gehlbach, 2018, <i>Panorama Edu.</i>).</p> <p><u>Measure 1.5b:</u> The % of students scoring proficient on the math and science assessments will increase by 10 percentage points from pre (2022) to post (2025).</p> <p><u>Measure 1.5c:</u> In years 3-5, treatment students will significantly outperform control students on the Georgia math and science tests.</p> |
| Goal 2. Develop and pilot arts-based educational programming focused on supporting students' social-emotional growth. (IP) | | |
| Obj. 2.1: Collaborate with therapists at Youth Villages-Inner Harbor and Hillside Conant School to develop therapeutic activities integrating the arts. | <p>*Fine arts educators (1 per school) receive 62 hours of training and support over a 3-yr period.</p> <p>*Work with art therapists to develop 21 lessons aligned with both arts standards and social-emotional skills.</p> <p>*Experienced art therapists serve as a resource through lesson modeling and consultation.</p> | <p><u>Measure 2.1a:</u> Fine arts educators participate in at least 75% of the professional development offered. (GPRA 2)</p> <p><u>Measure 2.1b:</u> By the end of year 3, fine arts educators have developed at least 10 lessons integrating social-emotional learning with fine arts standards. (GPRA 3)</p> <p><u>Measure 2.1c:</u> By end of yr 4, fine arts educators have developed at least 21 lessons integrating SEL with fine arts standards. (GPRA 3)</p> |
| Obj. 2.2: Within arts integrated math/science lessons, provide opportunities to practice social-emotional skills. | *Teachers will incorporate SEL components into classroom activities such as through group work, collaborative projects and presentations. | <u>Measure 2.2:</u> In years 3-4, scores on the <i>Teacher Beliefs about SEL</i> (T-BASEL) survey will be significantly higher among treatment teachers than comparison teachers. (Brackett, et al., 2012) (Impact study) |
| Obj. 2.3: In years 4-5, disseminate piloted lessons to partner schools for implementation in a general education setting. | <p>*Trained fine arts educators will model art lessons incorporating SEL through video-based exemplars.</p> <p>*Trained fine arts educators will co-teach art lessons incorporating SEL with other fine arts educators in their district</p> | <u>Measure 2.3:</u> By 2024/25, fine arts educators will create and prepare a bank of at least 21 lessons (7 per grade level) to be disseminated in their districts in 2025/26. (GPRA 3) |

A2 - SAIL will successfully address the needs of the target population in three districts

Through close collaboration with each partner district, as well as a review of relevant literature, **we have identified three key needs that will be addressed through this project.** (1) Lack of structured coaching

and professional learning; (2) Below average student achievement in math and science for upper elementary grades; and (3) Lack of access to arts programming for students in high-need schools.

Need #1 - Lack of structured coaching and PD supports for teachers - Arts integration is a learned skill, even for teachers who are naturally talented in the arts. The pedagogical practice of integrating the arts and math or science content simultaneously requires educators to be skilled in identifying content area connections, while developing confidence in their ability to instruct through the arts. Integrated instruction is a complex practice, and most teachers do not have expertise or experience to maximize integrated pedagogy. ArtsNOW has found that the professional learning approach of placing arts consultants (a.k.a. ‘arts integration specialists’) in classrooms to co-teach and model lesson delivery addresses the largest obstacle many educators cite, which is their perception that they do not have artistic talent. Teachers cannot simply download any lesson and use it; they need support and guided practice. “Many teachers express the desire to learn fresh ways to teach that excite the creativity in their students and revitalize the creativity of teaching for themselves ...teachers find that arts integration does both.” (Duma & Silverstein, 2019)

Need #2 – Below average achievement in math, science and large performance gaps

| District | Elementary School | # of Math/Sci teachers in gr.3-5 | # of students in gr.3-5 | % economically disadvantaged students (2019-20) | % proficient or higher- 2019 state Math test (gr.3-5) (state avg=47%) | % proficient or higher- 2019 state 5th gr Sci. test (state avg=43%) |
|------------------|--------------------------|---|--------------------------------|--|--|---|
| Barrow | Statham | 12 | 387 | 57% | 43.9% | 26.8% |
| | Winder | 15 | 312 | 69% | 39.1% | 39.4% |
| Cobb | Dowell | 20 | 513 | 59% | 38.2% | 41.7% |
| | Mableton | 28 | 519 | 78% | 28.5% | 22.9% |
| Savannah-Chatham | Williams | 10 | 256 | 95% | 17.2% | 6% |
| | Gadsden | 9 | 281 | 95% | 21.7% | 14.6% |

Further, large achievement gaps of 18-38 percentage points persist in all three districts, between economically disadvantaged students and their more affluent peers. Close to all of the students in our Savannah-Chatham partner schools, and a majority of students in Barrow and Cobb partner schools, come from economically disadvantaged households. (No 2020 data available, due to COVID-19)

| Proficiency on state science assessments, 2019 (<i>all schools</i>) | Savannah-Chatham County | Cobb County | Barrow County |
|--|-------------------------|-------------|---------------|
| % of all students proficient (or higher) in 5 th grade science | 27.7 | 47 | 41.3 |
| % of econ-disadvantaged students proficient in 5 th gr science | 19.3 | 26.1 | 34 |
| % of <u>non</u> -econ. disadvantaged students proficient in 5 th gr science | 48.9 | 64.9 | 52.6 |
| <i>District-level performance gap</i> | 29.6 | 38.8 | 18.6 |
| Proficiency on state math assessments, 2019 (<i>all schools</i>) | Savannah-Chatham County | Cobb County | Barrow County |
| % of all students proficient (or higher) in math | 30.9 | 53.3 | 45 |
| % of econ-disadvantaged students proficient in math | 22.3 | 32.4 | 36.7 |
| % of <u>non</u> -econ. disadvantaged students proficient in math | 51.7 | 71.3 | 57.1 |
| <i>District-level performance gap</i> | 29.4 | 38.9 | 20.4 |

Schools with a majority of students from low-income households face a particular challenge in terms of equality of opportunity to learn as these schools often have less funding for science labs or equipment, or extracurricular STEM programs. Schmidt et al. (2012) suggests the “U.S. educational system is characterized by pervasive inequalities in opportunity to learn” (p.4). Many studies reveal students from low socioeconomic backgrounds—often underserved in public schools, and the students specifically targeted in the *SAIL* project—show the greatest relative improvement in academic achievement when participating in the arts. (e.g. Robinson, 2013; Mollette, & Walker, 2010) We believe integrating the arts into math and science can help close the achievement gaps that currently exist in these schools.

Need #3 - Lack of access to arts programming for students in high-need schools - When Congress passed the Every Student Succeeds Act (ESSA) in 2015, they called for states to provide a “well-rounded education” defined as one that “includes a wide variety of subjects – such as music, [and] the arts” (Jones & Workman, 2016). Yet, Robinson (2013) argues the availability of arts education has diminished significantly, especially for economically disadvantaged students. On the 2016 NAEP Arts Assessment, students from lower-income families scored 22 points lower in visual arts than students with a higher socioeconomic status, indicating inequities in student access to high quality arts education. The LEA’s targeted through *SAIL* have all indicated a desire to support the arts, but also a serious lack of funding for arts programming, likely to be exacerbated in the coming years due to economic factors and revenue shortfalls. For example, there is one full-time “Art Teacher Specialist” employed in Chatham County with

the task of serving all 50 schools (elementary, middle, and high) which does not allow for adequate arts professional development, especially with integrating the arts into core instruction. All of the districts provide support with content standards, but rarely have time to address pedagogy. *SAIL* will address this need by providing teachers with professional development focused on arts integration so they are able to seamlessly integrate national arts standards with their state science and math standards, while increasing the efficiency with which they use integrated inquiry-based learning to expose students to the arts.

A3 – *SAIL* will result in information to guide possible replication, and information about effectiveness of approach and strategies employed

These six project schools have demonstrated a commitment to using arts integration focused on improving math and science performance in their schools. (See letters of support from each principal in Appendix-D). This project will build upon, and support, this existing focus by making ArtsNOW consultants readily accessible while also developing and supporting teacher leaders to serve as a resource for the other teachers in each district. Professional development calendars, agendas, and materials will be archived through every stage of the project so we are able to carefully document the implementation timeline and structure of support provided to *SAIL* teachers through this grant. As described in greater detail in the evaluation section, informal data reporting will occur throughout implementation of the grant period and within three weeks of each formal professional learning (PL) event held at each district. Data gathered from the PL feedback forms, bi-monthly *SAIL* lead teacher logs, and teacher feedback on integrated units will be utilized by ArtsNOW as formative evaluations to guide and inform the ongoing professional development efforts. Observation data gathered from project staff will be collected and analyzed to inform implementation and guide possible replication efforts. To ensure that this data will provide useful, actionable information, the following programmatic changes may occur as themes surface. Findings may affect: the design and delivery of professional learning; the design and delivery of follow-up support from staff and leadership; and/or the leader actions necessary to support sustainability of arts integration for their teachers.

The ArtsNOW team, along with our evaluators, will continually monitor use of the various PD resources, supported by detailed feedback from teachers on ways to improve the accessibility. *SAIL* will focus on developing a feasible delivery model for the digital coaching components, which include both virtual coaching sessions and a vehicle to support the uploading of video recordings submitted by teachers. Lesson modeling sessions will be recorded at each school, demonstrating the various arts integration strategies with a classroom of students. These can be used to guide replication and also to support onboarding of new teachers as staff changes occur during the grant. Evaluation reports will detail implementation, as well as outcomes and instruments used, so that others can replicate the approach. These reports will also be posted on ArtsNOW's website, along with executive summaries and research briefs, sharing details of the arts-based educational programming developed through this project. As an affiliate of Young Audiences Arts for Learning (YA), the nation's largest arts-in-education network (CPP), ArtsNOW is well-positioned to disseminate results from this study to a widespread audience of practitioners through YA's annual conference, as well as YA newsletters and blogs which distribute information about successful interventions to their network of 30 affiliates.

A4 - Project represents an exceptional approach to AAE program requirements

The components of *SAIL* address all three program requirements specified in the NIA for the AAE grant:

(1) ***Professional development for arts educators, teachers and principals*** – This project provides a comprehensive approach to increasing arts integration by providing customized support to four groups: **School leaders* – who will participate in 76 hours of training and coaching support over the entire grant period. ArtsNOW's leadership team, comprised of current/former elementary school leaders, is well-equipped to provide this support to our *SAIL* schools. In addition to leadership retreats focused on how to be a proactive, supportive leader for implementation of an intervention, school leaders will build a network of support across grant schools so they can collectively address any implementation challenges that arise during the grant. Toward the latter half of the grant, ArtsNOW will provide support in the area of sustainability planning so *SAIL* schools can continue implementation after the grant ends.

**SAIL lead teachers* – will participate in 124 hours of training in years 1-4, including: formal training sessions with ArtsNOW consultants, collaboration with content experts on the development of arts integrated math/science units, job-embedded support for lesson planning; and a series of digital coaching sessions allowing them to reflect on their practice with a teaching artist.

**Math and science teachers* – those who do not serve as teacher leaders will participate in at least 80 hours of professional development, facilitated by ArtsNOW consultants, teaching artists, and instructional coaches. Some sessions will be held within their grade levels, including all teachers in that grade level across all grant schools in a district ('focus institutes'). Other sessions will include structured planning sessions within the grade level team at their school ('virtual touchpoints'). Demonstration lessons ('lesson modeling') will also occur at their schools, allowing all teachers opportunities to observe authentic arts integration, modeling these lessons. Year 4 will focus on sustainability by continuing the lesson modeling and virtual touchpoints, with SAIL lead teachers providing additional support to teachers in Year 5.

**Fine arts educators* – will participate in 62 hours of training and support provided by ArtsNOW in partnership with art therapists at two partner schools. Fine arts educators will have opportunities to observe arts-integrated lessons focused on SEL and will have ongoing access to expertise from our mental health partners as they begin to explore ways of incorporating SEL skills into fine arts lessons. Toward the latter half of the grant, they will work to develop a bank of lessons to be used by other fine arts educators throughout their districts that can help build students' social-emotional skills.

SAIL will ultimately boost student outcomes by providing: (1) job-embedded PD and one-on-one coaching and reflection; (2) practice in integrated lesson development; (3) access to a library of resources created during this project and previous; and (4) school leaders who understand and respect the value of integrated learning.

(2) Development of accessible instructional materials and arts-based educational programming.

Lead teachers receiving intensive training throughout the SAIL project will collaborate with content experts from Georgia Tech to develop, pilot, and refine **three units in math (per grade level) and three units in science (per grade level)**. Each unit will include at least **five** lessons that integrate various arts

standards and provide students with opportunities for inquiry and experiential learning. Though not exhaustive, some examples of alignment between core content and the arts are briefly described below. These units will be housed on the ArtsNOW website, and will also be accessible via links from the National Young Audiences' (YA) and districts' "resources" webpages.

| Grade Level | Math/Science topic | Example of ways to integrate various art forms. |
|-------------|---|---|
| 3-5 | Geometry | <ul style="list-style-type: none"> -Delve into the abstract world of Wassily Kandinsky! Discover mathematical connections within Kandinsky images that explore the relationships between geometric shapes and polygons. -Use movement and the creation of human structures to aid in comprehension of angles, plane shapes and geometric solids. |
| 3-5 | Fractions | <ul style="list-style-type: none"> -Through movement and music accompaniment, explore fractions in the organization of sound. -Use movement phrases to model common fractions and decimal fractions with like denominators. Students will compare the fraction of locomotor and non-locomotor movements in a movement phrase, then create their own movement phrase and use fractions and decimals to describe their performance. -Learn about the art of Wayne Thiebaud, and then create collaged art, cutting their 'pies' into fractions. |
| 4 | Weather and Moon Phases; Forecasting the Weather | <ul style="list-style-type: none"> -Students will analyze artwork and identify the types of weather shown in each painting. After discussing how the artist chose to depict the weather, students will discover ways a choreographer would represent the weather. Students will explore movement qualities that will best show each type of weather. Additionally, music choices will be chosen to compliment the choreography and feeling that each type of weather brings. |
| 5 | Energy Transfer through Electricity and Magnetism | <ul style="list-style-type: none"> -Use movement to illustrate their understanding of magnetic poles. -Create a painting based on the action paintings by Jackson Pollock. Instead of dripping and splattering, the paint will be moved using a metal object, such as a paper clip, and a magnet. -Analyze various examples of conductors and insulators working in small groups to craft a group dance that depicts an electrical current and how it is affected by the conductor or insulator they are analyzing. |

(3) Community and national outreach activities that strengthen partnerships among schools/LEAs.

As described above, the lessons and units developed through SAIL will be included on ArtsNOW's website which has proven to be an excellent vehicle for national outreach. Specifically, from January 2020 to February 2021, the website was visited by unique users from all 50 states. In fact, there were 18 states that had more than 100 unique users accessing the curricular resources and modules, and among those, 7 states had more than 400 users. Because ArtsNOW is a national non-profit (CPP), the infrastructure is already in place for national outreach activities that could strengthen partnerships between schools and their area arts organizations in support of integrated learning. As outlined elsewhere

in this proposal, National Young Audiences will serve as a dissemination partner throughout this project. In addition, each district has conveyed their desire to disseminate the products of *SAIL* throughout many remaining elementary schools in their district. For example, Chatham County (Savannah) School System has 21 elementary schools and seven K-8 schools and Cobb County has 62 other elementary schools whose teachers will be provided access to the units and opportunities to participate in demonstration days focused on arts-integrated instruction. This will provide opportunities for expanded partnerships between schools. In addition, throughout this project, ArtsNOW will convene fine arts educators and school leaders (from all three districts) providing an opportunity to build a partnership among these three LEAs. Working closely with Georgia Tech's Center for Education Integrating Science, Mathematics, and Computing (CEISMC) during *SAIL* allows schools and districts to strengthen their outreach activities in STEM areas. In addition, CEISMC hosts a 2-day "STEAM Leadership Conference" each March which provides an additional opportunity for outreach and networking. This partnership is particularly feasible given that Georgia Tech has a satellite campus in Savannah (supporting Chatham County) and a main campus in Atlanta (supporting Cobb County and Barrow County). In addition, ArtsNOW is often asked to make presentations at national and international conferences for education practitioners, through which the results of this project can provide support to the field.

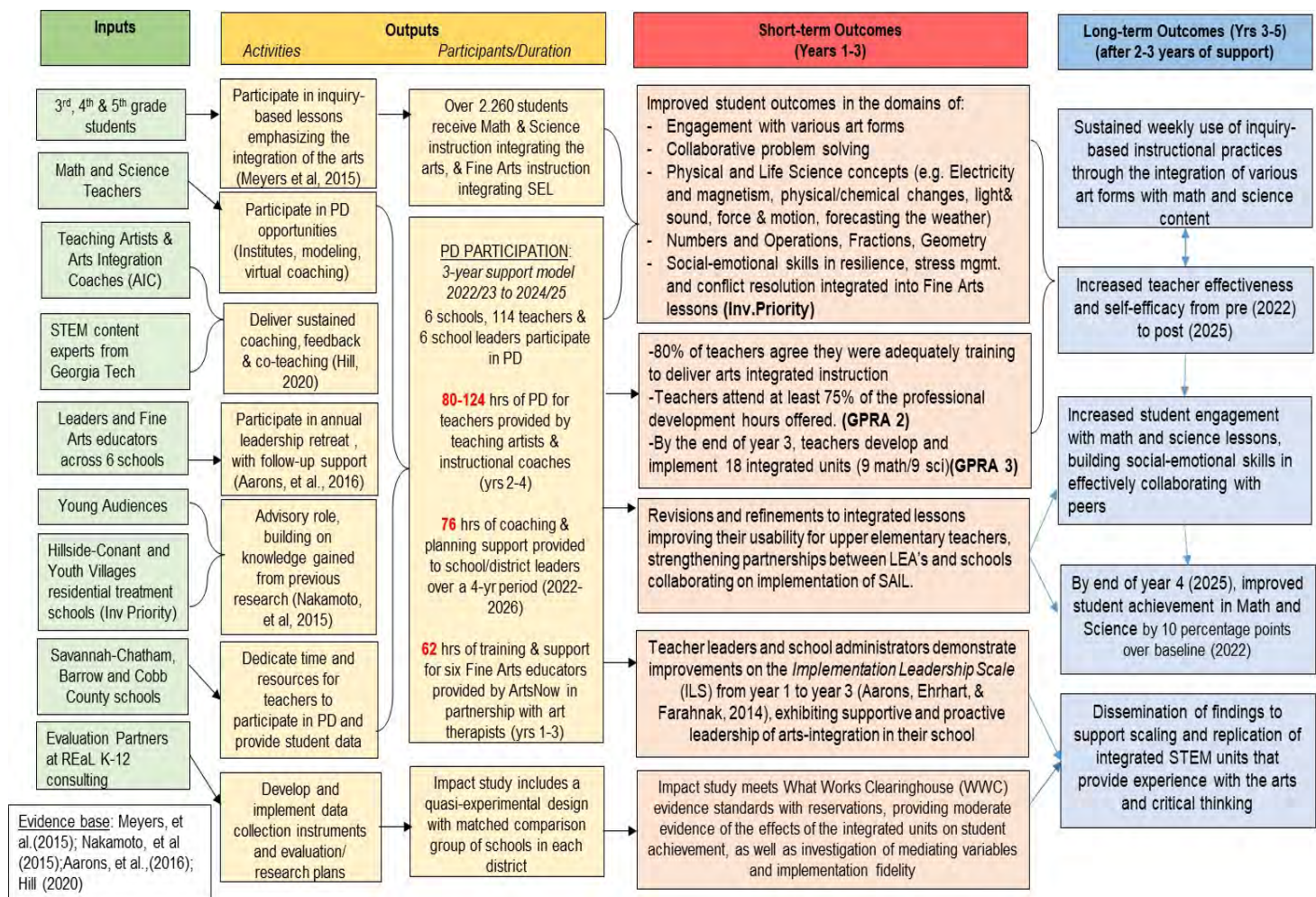
Invitational priority focused on art therapy is also addressed through the addition of strategies to improve students' social-emotional learning (SEL), while also exploring ways to integrate SEL into fine arts lessons. Detailed elsewhere, fine arts educators will collaborate with art therapists to develop integrated lessons that focus on building students' skills in these areas. The arts and arts-integrated pedagogy naturally lend themselves to social-emotional learning. Integrating the arts encourages students to explore artistic and cultural expression of perspectives: "Because the arts draw upon the background knowledge of students, teachers note that through arts-integrated teaching, student voices and cultural backgrounds are invited into the curriculum." (Bellariso & Donovan, 2012). Components of SEL particularly critical to improving student outcomes are social awareness and relationship skills, which build communication and listening skills. *SAIL* will help teachers explore and pilot strategies and lessons

to support students in building these important life skills by integrating opportunities for students to practice positive interactions with core teachers as well as fine arts teachers.

A5 – The design of SAIL demonstrates a rationale grounded in empirical evidence

The core inputs and activities associated with the implementation of SAIL are depicted in the logic model.

In addition, the research underlying the rationale for each of these activities is also provided here, as well as elsewhere in the proposal. We believe implementing this approach with fidelity will likely yield short- and long-term benefits for teachers, students and their learning environment.



(B) Quality of Project Services

B1 - PD is of sufficient quality, intensity and duration to lead to improvements in practice

The logic model shown above specifies the intensity and duration of the professional development and demonstrates the path through which it is likely to yield improvements in practice. Each year includes 40

hours of core training & support for all teachers, with an additional **44 hours** of more advanced training and support provided to teacher leaders (3 per school). *SAIL* lead teachers (Cohort 1) participate in **84 hours** of professional development from Summer 2022 to Summer 2023, with the remaining math/science teachers at each school participating in **40 hours** of professional learning and job-embedded support during that same time period (repeated in 2023/24 with Cohort 2 of lead teachers). By Fall of 2024, all math/science teachers will have received at least 80 hours of training, and those serving as *SAIL* lead teachers in 2022/23 or 2023/24 will have received 124 hours of training. Job-embedded support and structured planning will be the focus of 2024/25 and 2025/26 implementation, promoting deeper implementation with fidelity, digital coaching for lead teachers, and sustainability. The table below provides an example of each component of the math/science PD, delineating which groups of teachers will participate and a full timeline with numbers of hours is provided in Appendix F.

| Professional Development | Focus Areas | | Time | Participants |
|---|---|--|----------|--|
| Comprehensive Summer Institute 2022 (July 2022) | <i>SAIL</i> lead teachers: Knowledge Acquisition <ul style="list-style-type: none"> Introduction and roles of partners (school/district administrators, ArtsNOW, CEISMC) Goals, expectations, outcomes, and format of the project Preparing the Class of 2034: The Impact of a Quality STEM Education on Their Future Using arts integrated lessons for STEM instruction | | 24 hours | *18 lead teachers (3 per school) *principals *Fine arts educators |
| Kickoff training day (August 2022) | Math/Science teachers: Knowledge Acquisition <ul style="list-style-type: none"> <i>SAIL</i> lead teachers guide colleagues through sessions outlining use of various art forms Goals, expectations, outcomes, and format of the project | | 8 hours | All teachers at each school |
| Virtual Touchpoints (Oct. & Dec. 2022; Jan., Mar., & Apr. 2023) | Math/Science teachers: Knowledge Acquisition <ul style="list-style-type: none"> Follow-up: Designing arts integrated lessons for STEM instruction | <i>SAIL</i> lead teachers: Knowledge Acquisition <ul style="list-style-type: none"> Follow-up: Using Content-Based Coaching Practices to Support STEM teachers | 5 hours | All math/science teachers at each school |
| Digital coaching series (once per quarter) | <i>SAIL</i> lead teachers: Application <ul style="list-style-type: none"> Planning session with ArtsNOW consultants, designing arts integrated lesson. Record delivery of arts integrated lesson, lasting ~ 30 minutes with students. Debrief with ArtsNOW consultants, collaboratively reviewing video and providing constructive feedback. | | 4 hours | 18 <i>SAIL</i> lead teachers (3 per school) |
| 1-day Focus Institutes (Sept. & Nov. 2022, and Jan, March 2023) | Math/Science teachers & <i>SAIL</i> lead teachers: Knowledge Acquisition <ul style="list-style-type: none"> Analyzing lessons integrating arts standards with math or science content specific to each grade level. Each institute focuses on a specific art form for the day. Using Lesson Study to Support STEM Instruction. | | 24 hours | All math/science teachers at each school (18 of whom are serving as teacher leaders) |

| | | | |
|---|---|----------|--|
| | <ul style="list-style-type: none"> ○ All teachers from a specific grade level in each district attend together to support partnerships between schools. | | |
| Lesson Modeling (Sept. & Nov. 2022, and Jan., March 2023) | Math/Science teachers & SAIL lead teachers: Application <ul style="list-style-type: none"> ○ After participating in the 1-day follow-up institute specific to their grade level, ArtsNOW consultants will spend a full day at each school rotating through the grade levels demonstrating use of the strategies learned at the institute. This provides proximal opportunities for observation to deepen teacher learning soon after the institutes. | 3 hours | All math/science teachers at each school; any additional support teachers who wish to attend |
| Summer Design Institute 2023 (July 2023) | SAIL lead teachers: Design of integrated lessons <ul style="list-style-type: none"> ○ Growing teacher self-efficacy for sustained success; strategies for effective coaching. ○ Create two units (one math & one science) for each grade level (four additional units created in summer 2024). ○ Collaborate with CEISMC content specialists to design integrated lessons (at least 5 per unit) to be piloted in 2023/24 school year. | 16 hours | 18 lead teachers, content experts from CEISMC, teaching artists from ArtsNOW |

Evidence supporting professional development model- Parkinson et al. (2015) examined the effects of intensive, sustained professional development support and found positive effects on teacher practice. This research met the WWC evidence standards without reservations and showed statistically significant positive effects on two teacher outcomes- teacher practice and classroom environment. The approach proposed here, for *SAIL*, mirrors this intervention studied by Parkinson (2015) which included:

“Conducting professional development institutes and seminars to train teachers in strategies ... followed by classroom-embedded coaching to help teachers apply these strategies in the classroom” (p. 2).

Parkinson (2015) also provided support for “school leaders on how to leverage training to sustain high-quality instruction in the school” (p. 5). Similarly, we are also providing support to lead teachers and a school administrator in each school, so by the time funding ends, the lead teachers will be highly-effective in sustaining support for math/science teachers through coaching, observations and demonstration lessons.

Research supporting digital coaching, virtual touchpoints and lesson modeling - “Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice” (Gulamhussein, 2013). Further, West (2011) argues that when teachers have an opportunity to reflect on instructional practice, this allows them to identify strengths and weaknesses and ultimately improve. The benefits can be even more significant when this is done collaboratively, which is what we are planning for the ‘virtual touchpoints’. Hill (2020) pointed out that, while rare, “structured coaching” boosts teachers’ practice and increases students’ performance.

B2 – SAIL will lead to improvements in student achievement, measured against academic standards

This project design reflects careful attention to detail with substantial empirical support for both the content and the delivery methods for the professional learning, creating a project environment likely to yield substantial benefits to teachers and students in our *SAIL* schools. While not exhaustive, the following illustrates examples of high-quality research demonstrating the academic improvements likely to occur through the integration of the arts. For example, in the WWC practice guide “*Teaching Math to Young Children*”, research shows positive outcomes when “teachers design math activities that involve musical instruments” or when songs are used to support children learning to “view their world mathematically”. (Frye, D. et al, 2013, p.39) A study conducted by Nakamoto, et al. (2015) examines the impact of arts integration, showing positive effects on 4th grade achievement, particularly disadvantaged students. In Vaughn’s (2000) meta-analysis of six experimental studies of the relationship between music and math achievement for elementary students, she found a mean effect size of $r=.16$, indicating a significant positive relationship. Courey et al (2012) used a quasi-experimental design to study the use of music to teach math concepts and found significant benefits to students’ skills in fractions, with large effect sizes. A recent WWC practice guide on elementary math suggests **strong evidence to support drama strategies** such as “acting out problem scenarios” or “role playing a problem situation”. (Fuchs, et al 2021, p.5) The TEEMSS study reviewed by WWC also provides moderate evidence of the benefits of inquiry-based instruction in upper elementary science classrooms. (Zucker et al, 2008)

One foundation for our training plan is a similar evidence-based approach used in eMINTS. Similar to what we are planning for *SAIL*, this program helped teachers improve their practice and the outcomes of their students by offering *structured professional development, coaching, and support* for implementation. (WWC, April 2020) This project showed significant positive effects on students’ math achievement in grades 4-8 and results were considered Tier 1 ESSA evidence, meeting WWC standards without reservations. (Meyers, et al., 2015) ArtsNOW will be supporting teachers in using the arts to implement high-quality, inquiry-based learning, in which students develop understanding and knowledge of content by engaging in meaningful investigations and creation of artistic products. Collectively, **these studies reflect a body of knowledge that**

can be **extended** through SAIL’s focus on math and science as the core content areas for a research-based professional development structure emphasizing arts integration and inquiry-based learning. It could greatly increase the efficiency with which instructional time can be used to address curricular standards.

SAIL also builds on ArtsNOW’s previous success in Georgia public school districts, where schools receiving training in arts integration significantly outperformed matched comparison schools on the state assessment. When controlling for students’ prior scale score, there was a significant difference favoring project students. ($F=14.25$, $p<.001$, $Cohen’s D = 0.12$) Results showed the percentage of treatment students demonstrating proficiency on the state ELA assessment increased significantly over baseline. ($\chi^2= 9.186$, $p=.002$) In addition, with the emphasis on science content in the final year of the AEMDD grant, ArtsNOW saw a substantial increase in 5th grade science achievement from 10.4% proficient in 2018 to 22.5% proficient in 2019. Another previous AEMDD grant yielded significant benefits for the subgroup of economically disadvantaged (ED) students. Specifically, after being equivalent at baseline, ED students in project schools were 32% more likely to score above grade level on the state math test ($OR=1.39$, $p=.003$) and 36% more likely to score above grade level on the state reading test ($OR=1.45$, $p=.001$) than ED students in comparison schools by year 4. **We believe building on this model through the more intensive forms of support planned through SAIL will increase the magnitude of the outcomes likely to be attained.**

B3 - Likely impact of the services on the intended recipients, teachers and leaders

SAIL includes collaborative reflection sessions for teachers as they are delivering the integrated units and working with instructional coaches to analyze their practice and look for areas to improve. A study conducted by Roth et al. (2018) showed an “analysis-of-practice” PD program “significantly impacted teachers’ knowledge and practice”. A particularly relevant study showed that while teachers often possess a solid understanding of the content of their PD, their classroom implementation “does not necessarily convey their understanding”. (Han, S., et al., 2014) This project will closely study teachers’ classroom implementation to determine how they are interpreting and using the PD content and what instructional decisions are influencing their implementation. Having all of the teachers within a particular grade level participate in professional development together (i.e. ‘focus institutes’) has been shown to be a highly effective delivery model (Birman, et al 2000; Desimone, et al, 2002). This “collective participation affords opportunities for active learning”

(p.30). Our professional development delivery model is also based, in part, on the research of Pianta (2011), whose work is included in the WWC. *MyTeachingPartner* is a professional development program through which teachers accessed a video library featuring examples of high-quality instruction and received individualized coaching. Similar to our proposed model for digital coaching in *SAIL*, this highly effective intervention used teacher leaders to: “(1) build supportive and non-evaluative relationships with teachers; (2) use a collaborative approach to engage and challenge teachers; (3) provide individualized regular feedback based on specific behavioral examples seen in the classroom.” (Gregory, et al., 2013, p.145) This approach resulted in significant student achievement gains and is very similar to the format we anticipate for the ‘digital coaching’ component of this intervention, explained earlier.

B4 – *SAIL* involves collaboration of appropriate partners for maximizing effectiveness of services

As evidenced in the letters of support provide in Appendix-D, all of our schools and districts are excited about this potential opportunity for their teachers and students. In addition, the following three partners were carefully selected to support ArtsNOW as we provide services to these schools because each brings a unique perspective and skill set that will enable us to expand the available expertise maximizing the effectiveness, sustainability, and replicability of project services.

**Youth Villages and Hillside Conant School (art therapy partners-IP)* - Through this grant, ArtsNOW will be able to strengthen existing partnerships with two residential treatment schools. Each partner has staff members with expertise in recreational therapy and common emotional challenges students experience. Youth Villages’ Inner Harbour Campus has a state-accredited school designed to meet the challenges of educating children with emotional and behavioral needs with teachers trained in the Artful Learning Model, which is grounded in instilling aspects of caring. Trained recreational therapy staff regularly engage the boys and girls at Inner Harbour in therapeutic activities in order to teach teamwork, encourage sportsmanship, strengthen trust, and improve communication. Hillside provides specialized behavioral treatment and education to children and their families such as cutting-edge specialty modalities like Therapeutic Drumming and Expressive Art. Lessons focus on emotional resilience and conflict resolution. Throughout years 1-3, ArtsNOW will collaborate with these partners to support a fine arts educator from each school. They will develop and pilot arts-based lessons focused on these

mentioned therapeutic activities. Also, fine arts educators will build a bank of integrated lessons in music and visual arts that also support the development of students' social-emotional skills and resilience throughout the remaining years of the grant. **(IP)** This will enable us to maximize the effectiveness of project services by developing and refining the arts-based therapeutic programming in collaboration with experts in these areas so the products developed can be disseminated in a way that allows for replication.

**Georgia Tech CEISMC- Center for Education Integrating Science, Math and Computing (content partner)* – Through this project, we will strengthen ArtsNOW's partnership with CEISMC by utilizing their expertise in math and science content. Many of CEISMC's projects center around STEAM and their staff are well acquainted with ways in which the arts can be integrated with math and science content. CEISMC staff (resumes in Appendix-B) will host training sessions within the comprehensive summer institute and provide content review for lessons that are designed through the virtual touchpoints. In addition, CEISMC staff will work closely with our *SAIL* lead teachers in two important ways. In the summer, they will guide the development of integrated units lending their content expertise to the process. In addition, they will review videos of lead teachers as part of the digital coaching. Each March, since 2017, CEISMC hosts a 2-day STEAM Leadership Conference that our *SAIL* lead teachers will be able to attend. They will participate in immersive learning sessions as well as presentations focused on breakthrough experiences in STEAM implementation along with lesson-focused performances and artist talks that showcase meaningful arts integration clearly demonstrating how artistic expression enables individuals to interact with STEM concepts. Heidi Turcotte will lead the *SAIL* partnership with ArtsNOW. She is CEISMC's Program Director, supporting outreach initiatives for K-12 programs. With over 18 years of teaching experience and involvement in scientific research, Heidi is a passionate advocate for increasing conservation awareness and believes that hands-on, experiential learning is the key to understanding our environment. She will be supported by a Math Specialist identified by CEISMC upon notice of award this fall.

**National Young Audiences (dissemination partner-CPP)* - David Dik, National Executive Director of YA, will serve as Communications and Dissemination Director, and will be responsible for managing the

plan for dissemination of the *SAIL* project across the entire *Young Audiences Arts for Learning* affiliate network, and reviewing dissemination materials promoting the project across YA’s various internet and social media feeds. With a network of 30 affiliate organizations reaching young students across 29 states, YA serves nearly 5,000,000 students annually in suburban, urban, and rural communities. Through its network, YA supports, disseminates, and builds upon best practices in the field of arts in education in order to provide maximum impact on student achievement across the nation. Arts integrated programs such as those pioneered by YA, and studied by WestEd, provide a wide-range of diversified strategies that level the “learning field” for young students and offer them unique pathways to success in the classroom and in life (Sobolew-Shubin & Pedroza, December 2014). Their work will fully support the project activities outlined above (see letter of support, Appendix-D).

(C) Quality of Project Personnel (10 points)

C1 - ArtsNOW encourages applications from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age or disability

We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, and subcontractors. Our 28-member Advisory Council has diverse membership in terms of race, color, national origin and gender and we encourage those from traditionally underrepresented groups to inform our hiring decisions, and provide networking opportunities for potential candidates, encouraging applications from these underrepresented groups as well. It is important for our arts integration coaches and teaching artists to represent diverse backgrounds, enabling many different perspectives on how to best support teachers and schools. ArtsNOW does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. ArtsNOW is an equal opportunity employer. We take measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions against any employee or job

applicant on the bases of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression.

C2 - The qualifications, including relevant training and experience, of key project personnel

As a nationally recognized leader in the field of arts integration, ArtsNOW has successfully designed and delivered high-quality professional learning for over a decade in Title I high-need schools, spanning 22 school systems across Georgia, Florida and South Carolina. **(CPP)** ArtsNOW engages a high-quality, senior-level team of coaches and consultants who provide professional development for teachers and administrators that promotes the use of research-based, arts-integrated instructional strategies. ArtsNOW is currently leading a successful AAEDD grant, serving four schools in two southeastern states, providing professional development related to arts-integration in elementary grades. Throughout this project, ArtsNOW has worked to provide efficient, effective support to teachers and met all milestones on time and within budget. Additionally, ArtsNOW was the lead partner in an AEMDD grant (2014-2018) to provide arts-integration training to elementary science teachers. In 2017, ArtsNOW began serving as the lead partner on a *Professional Development for Arts Educators* (PDAE) grant focused on grades 4-9 math teachers. This long-standing experience with implementation and reporting for federal arts education grants will enable ArtsNOW to be a highly successful applicant for this AAE project. Specifically, the resumes and job descriptions of key ArtsNOW personnel are **included in Appendix B & C**, which also includes resumes from our partner personnel such as the external evaluator, Dr. Melinda Mollette, and content experts at Georgia Tech's CEISMC.

ArtsNOW Project Director: Crystal Collins (50%) is a former elementary school principal with over two decades of experience as an instructional leader working closely with teachers to advance their pedagogical capacity. Prior to her principalship, Ms. Collins spent eight years as a 3rd grade teacher, three years as an elementary school assistant principal, and three years in a leadership position at the district office. Within each leadership position, Ms. Collins conducted professional development with teachers and administrative teams. Additional teaching artists (Yoder-White, Joy, Mulkey, Purcell) along with **ArtsNOW leadership coaches** (Heater and Williams) **have biographical sketches in Appendix B/C.**

Whitney Snuggs, SAIL Project Manager (100%) - Whitney Snuggs serves as a project manager for a current AAEDD grant through 2022 and toward the end of Year 1 of *SAIL* she will transition into the role of project manager, continuing her record of successful grant management and oversight. **She also coordinates professional learning, leads collaborative planning sessions, and serves as an expert dance consultant when needed.** She has a Master's along with seven years of experience as an elementary school teacher prior to becoming an arts integration consultant. We will also employ two leadership coaches. Additional arts consultants are detailed in Appendix-C.

(D) Quality of the management plan (20 points)

D1 - Adequacy of management plan to achieve objectives on time and within budget

The table below provides key activities and timelines, indicating alignment between the three AAE program requirements and the *SAIL* objectives specified earlier. Each line presents a key step in working toward accomplishing the project tasks. The initial rows pertain to professional learning (AAE Req#1), followed by the activities related to the development of arts-based educational programming (AAE Req#2) and last, national outreach strengthening partnerships among schools and LEAs (AAE Req#3).

| <u>AAE Req #1: PROFESSIONAL LEARNING</u> for Arts Educators, Teachers and Principals October 1, 2021 through September 30, 2025 (Years 1-4) | | | |
|--|---|---|--|
| Key Milestones | Benchmarks | Timeline | Person(s) responsible (Leader in bold) |
| Refine work plan, timeline with partner districts. | Convene kickoff meeting with all project partners and develop a final set of project goals/objectives, as well as a scope of work delineating each partner's commitment | Nov - December 2021 | ArtsNOW (Walker , Collins, Snuggs); external evaluators; principals |
| Develop MOU's between all partners | Establish protocols for communications, responsibilities, and budgeting for partners including: YA, Georgia Tech, art therapy partners, three LEAs, and external evaluator. | January 2022 | Pam Walker & Crystal Collins |
| Leadership retreats (Obj. 1.3) | Convene principals of all six schools for follow-up training in leading arts integration and strategic planning for grant goals. | Annually in Spring '22, '23 & '24 | ArtsNOW and principals of each school |
| Training for FA educators w/art therapy partners (Obj. | Two days per year in Yrs 1&2. Fine arts (FA) educators review and observe delivery of arts integrated lessons designed to build students' social-emotional competencies. | Spring 2022 Summer 2022 Fall 2022 | 1 FA educator per school, art therapists from Hillside-Conant and Youth Villages ; facilitated by ArtsNOW |

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| 2.1) | | Spring 2023 | project manager (Snuggs) |
| Job-embedded support for FA educators (Obj. 2.1, 2.2) | Fine arts educators spend ~ 1 hr/month collaborating with art therapy partners on design and delivery of arts integrated lessons that include SEL components. | Throughout 2022/23 and 2023/24 | 1 FA educator per school, art therapists from Hillside-Conant and Youth Villages; facilitated by ArtsNOW project manager (Snuggs) |
| Comprehensive Summer Institute with ArtsNOW (Obj. 1.1) | 18 lead teachers participate in summer institute focused on arts-integration strategies and math/science content covered in their respective grade-level standards. Support from content experts at CEISMC. | Summer '22 (Cohort 1) Summer '23 (Cohort 2) | One lead teacher per grade level per school; one FA educator per school; and principal attend training, facilitated by ArtsNOW |
| Kickoff training in each partner district (Obj. 1.2) | ArtsNOW consultants and <i>SAIL</i> lead teachers guide colleagues through sessions demonstrating use of various art forms; Goals, expectations, outcomes, and format of the grant are reviewed. | August of 2022, 2023 & 2024 | ArtsNOW & all math/science teachers (gr.3-5); principal; instructional support teachers (e.g. Spec Ed, coaches, etc.) |
| Focus Institutes (Obj. 1.2, 2.2) | -Quarterly one-day sessions. Each institute focuses on a specific art form for the day. -All teachers from a grade level attend together to support partnerships between schools (e.g. all 3 rd gr teachers across each district attend together to strengthen partnerships). | Throughout 2022/23 and 2023/24 (4 times/yr) | All math/science teachers (gr.3-5); instructional support teachers (e.g. Spec Ed, coaches, etc.) facilitated by ArtsNOW teaching artists and SAIL project manager (Snuggs) |
| Virtual touchpoints (Obj. 1.2, 1.3) | Focus on structured lesson planning, resource sharing, alignment between arts and content standards, collaborative review of videos demonstrating arts integrated instruction. | Oct., Dec., Jan., Mar. & Apr. (2022/23 repeated in 23/24; 24/25) | SAIL Project Manager (Snuggs) and all math/science teachers. Held individually with each school. |
| Digital coaching series (Obj. 1.1) | <i>SAIL</i> lead teachers plan a lesson w/ArtsNOW consultant, followed by a recording of delivery of that lesson and debrief with ArtsNOW for specific feedback. i.e. Video-based, analysis-of-practice PD (Taylor et al., 2015). | Once per quarter beginning Fall 2022 | One lead teacher per grade level per school; led by ArtsNOW consultants individually with each <i>SAIL</i> lead teacher |
| Evaluation planning and data collection tools (Obj. 1.4) | Finalize interview & focus group protocols and reflection logs for teachers piloting units in 2022/23; collect baseline data; select comparison schools. | Summer 2022 | External evaluators |
| Quarterly progress reports (Obj. 1.4) | Four times/year, progress summaries will be provided to ArtsNOW and partners documenting the activities, as well as feedback from teachers. | March, June, September, and December | Evaluator in collaboration with ArtsNOW (Walker/Collins) and district liaisons |

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| Documenting implementation fidelity (Obj. 1.4) | Conduct classroom observations, as well as focus groups (1 per school); review training artifacts and coaching logs. | Throughout 2022/23 and 2023/24 | External evaluators w/support from SAIL lead teachers |
| AAE Req #2: Development of instructional materials & online resources for Arts-based programming Summer 2023 through Summer 2025 (Years 2-4) | | | |
| Development of integrated units in math/science (Obj. 1.1, 1.5) | SAIL lead teachers along with content experts from Georgia Tech (CEISMC) work to develop/revise arts integrated units in math and science (one math/one science in 2023 and two math/two science in 2024, per grade level). | Summer '23 (Cohort 1) Summer '24 (Cohort 2) w/revisions in Summer '25 | One lead teacher per grade level per school; led by CEISMC content experts and ArtsNOW teaching artists |
| Lesson modeling (Obj. 1.1,1.2, 1.5) | Quarterly demonstration days. Teaching artists deliver a math and/or science lesson to each grade level while teachers observe the process and note important key features. These will be recorded for future analysis and dissemination. | Sept., Nov. and Feb. of 2022/23, 2023/24 & 2024/25 | Teaching artists; with project mgr (Snuggs) & all math/science teachers; & support teachers (e.g. Spec Ed, coaches, etc) |
| Develop 21 music or visual arts lessons (7 per grade level) integrating SEL competencies (Obj. 2.1) | -Fine arts educators develop, pilot and revise lessons in music and visual arts that provide students with opportunities to build social-emotional (SEL) skills. -Fine arts educators create videos documenting their lesson delivery. | Throughout the 2023/24 and 2024/25 school year | -FA educators (1/school) supported by art therapy partners at Hillside/Youth Villages and SAIL project manager (Snuggs) |
| AAE Req #3: National outreach & dissemination expanding partnerships among schools & LEAs Summer 2024 through Fall 2026 (Years 3-5) | | | |
| Strategic planning for leaders (Obj. 1.3) | ArtsNOW leadership coaches provide support for school and district leaders related to sustainability planning and creating expectations and accountability around the use of sustained arts integration. | Ongoing Summer '25 through Summer '26 | Project directors (Walker/Collins); principals, district leaders; ArtsNOW leadership coaches (Williams/Heater) |
| Measure impact on student achievement (Obj. 1.5) | Student-level achievement data for all treatment/comparison students, collected and analyzed annually (baseline Spring 2022). | Summer of 2023, 2024, 2025, and 2026 | External evaluator (Mollette) |
| Collect teacher surveys and observation data (Obj. 1.4) | Analyze survey and observation data within/across academic years; use data from surveys (T-STEM, ILS, ICS) and EQUIP observation protocol as contextual variables reflecting environment in project/control schools. | Baseline-Aug. 2022; Midpoints-Aug. '23 & '24; final-Apr. 2025 | External evaluator (Mollette) supported by SAIL site liaisons |
| Scaling across the partner districts | ArtsNOW works with principals and district leaders to design opportunities for SAIL lead teacher to scale arts integration practices to | Ongoing 2024/25 and 2025/26 | Project manager (Snuggs); principals; subset of six SAIL lead |

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| (Obj. 1.5, 2.3) | other district schools by supporting and expanding partnerships between schools within their district as well as neighboring districts. | | teachers best equipped to support sustainability and outreach. |
| Dissemination | Present project design process and research findings nationally through conferences, journals, and practitioner-focused venues (websites, YA network). | Fall 2025 through Fall 2026 | Project directors (Walker /Collins); principals; district leaders |

D2 - Adequacy of procedures for ensuring feedback and continuous improvement

Avenues for feedback and continuous improvement are embedded in the design of *SAIL* and this process will provide valuable sources of data to facilitate improvement to the structure of implementation. The evaluation embeds mechanisms for feedback from teachers, who are ultimately the ones delivering the intervention. It is highly important to seek their honest feedback related to barriers and accelerators that may be influencing their implementation quality. The development and refinement of this curricular framework will be based on the model described by Penuel et al (2011) called ***Design-based Implementation Research (DBIR)***. This model is used because it allows for “productive adaptation of programs”. Fishman (2013) suggests one output of DBIR is the “development of products that are, by design, more sustainable and scalable.”(p.116) The *SAIL* project incorporates **four elements of DBIR**: (1) multiple stakeholder perspectives, including teachers along with school and district leaders and students experiencing the intervention; (2) commitment to iterative, collaborative design evidenced by the strong partnership between ArtsNOW and these three districts, including teachers who will support and inform revisions and refinements to the integrated units; (3) systematic inquiry of feasibility and usability so we can be aware of potential roadblocks to be addressed prior to scaling; and (4) developing capacity for sustaining systemic change by supporting principals, training teacher leaders in years 1-2, and building the capacity of teachers across six schools to provide rigorous inquiry-based science and math instruction.

The underlying principles guiding our procedures for continuous improvement were developed through the Carnegie Foundation for Advancement in Teaching. (Bryk et al., 2015) *SAIL* will establish a continuous feedback loop which embeds “core principles of improvement” including: (1) make the work problem-specific and user-centered → by focusing on the implementation of integrated learning, and the experiences of the teachers and students throughout the intervention; (2) variation in performance is the

core problem to address → studying between-school and between-district differences in how *SAIL* is being implemented; (3) see how local conditions shape work processes → touching base with school and district leaders, at least quarterly, to document local school context for implementation support; and (4) embed measures of key outcomes and processes → documenting teachers' evolving perceptions as well as development of instructional resources. Effective communication and coordination of the partners will be ensured through **monthly check-in meetings** including the ArtsNOW management team, site coordinators, and external evaluation team; quarterly meetings between ArtsNOW staff and school leaders; supported by **quarterly progress reports** provided by the evaluator to all project staff (i.e. instructional coaches, teaching artists, partner organizations) that include any issues requiring attention. The external evaluation team will remain separated from the implementation design and control to maintain the utmost objectivity in the research.

D3 - Adequacy of mechanisms for ensuring high-quality products and services from the project

Qualitative data on the “actor-oriented perspective” (Penuel, Phillips and Harris, 2014) will be collected to document the instructional decisions teachers make as they attempt to apply the PD and adapt the arts integration resources to their classroom practice. As Penuel (2014) points out, “*actor-oriented analysis provides specific insights that offer clues as to how curriculum materials and associated PD need to be modified to support teacher learning*” (p.753); and studying “*teachers’ unanticipated interpretations ... are useful for redesigning embedded support for teacher learning and PD*” (p.756). Samples of teacher reflection questions that will be completed after delivery of each integrated unit, as well as coaching logs that detail the interaction between *SAIL* lead teachers and their colleagues can be found in Appendix-G. In Years 2-5, annual focus groups in each district will collect data on whether it is feasible to integrate the arts with fidelity, within the expected time frames, and whether the expected duration of the arts-integrated lessons is adequate. Data will be collected on how teachers engage with the professional development support, and the fidelity with which they make use of the strategies. Our goal is to **develop capacity for sustaining systemic change** in the learning environment across our *SAIL* schools and districts. This will provide data on usability as well as details about needed revisions to improve

functionality; ArtsNOW will systematically use this evidence to make revisions to the resources to ensure that by the end of the grant period, the resulting products are of high-quality and value to the field.

D4 - ArtsNOW will ensure that a **diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, business community, etc.**

ArtsNOW has an experienced 10-member Governing Board that meets quarterly to support the operations and the President/CEO, Pam Walker. The members represent the business community from corporations such as Coca-Cola and Tyler Perry Studios, as well as the education community. They will receive regular updates on *SAIL* with opportunities to provide feedback. In addition, ArtsNOW has a 28-member Advisory Council that meets quarterly. The membership is made up of several professionals with backgrounds in public education, either at the K-12 or university level. Others have non-profit or private corporate experience. They will be kept informed about implementation progress, with their input sought for any barriers or challenges that may arise as the grant progresses.

Beginning in spring 2023, each school will hold a ‘demonstration of learning’ day where parents and community members will be invited to the school to observe arts integrated instruction in the classrooms. This has been done in ArtsNOW’s previous partner schools and was well-attended, receiving very positive responses as an outreach opportunity. This will highlight the teachers’ use of their training, and give parents and the community an opportunity to ask questions. Further, each one of our schools has a local school council already in place, comprised of business partners, parents, teachers and administrators. ArtsNOW will provide an update to each local council once per year, reviewing the prior year and previewing the training and support for the coming school year, eliciting feedback from the members about arts integration and plans for sustainability. In addition, student and teacher surveys are another avenue through which we will seek participants’ perspectives.

(E) Quality of Project Evaluation (15 points)

E1 - Methods are thorough, feasible and aligned with the goals, objectives and outcomes

The plan for evaluation includes both an implementation study as well as an impact study, described below. The implementation study (Objectives 1.1, 1.2, 1.3, 1.4, 2.1, and 2.3 – see pgs. 4-5) will include analysis of data related to the fidelity of implementation; delivery of, and teacher participation in,

professional learning; and feasibility and usability of the resources developed and refined during the grant. *Within-groups analysis:* Within the treatment schools, trends will be studied over time in teacher perceptions, student perceptions and student achievement. In addition, changes in teacher practice from 2022/23 to 2024/25 will be documented through the use of the arts integration rubric, with data collected during site visits and via Survey Monkey. The impact study will continue to monitor fidelity of implementation, along with changes in teacher practice, and students' achievement and engagement that occur. The impact study (Objectives 1.5 and 2.2) will utilize a quasi-experimental design by selecting matched comparison schools from within the same district as each of our project schools. *Quasi-experimental impact study:* Separate between-groups analyses will be conducted in Summer of 2023 (interim), 2024 (interim), 2025 (summative) and 2026 (follow-up), including three domains: math, science and student engagement. The design for this portion of the evaluation should meet WWC evidence standards, and Tier 2 ESSA standards for '**moderate evidence**'. All of our participating districts have many similar elementary schools from which we can select a comparison school for each project school. Specifically, comparison schools will be selected that are the closest match to project schools in terms of: (1) the proportion of students eligible for free/reduced lunch; (2) number of students (e.g. size); and (3) prior math achievement, based on the 2022 state assessments. The evaluator will also verify that the project and control groups do not differ by more than $\frac{1}{4}$ of the pooled standard deviation (e.g. *Hedges'* $g < .25$) in order to establish baseline equivalence and determine whether an adjustment is necessary in the outcome analysis to account for pre-intervention differences between project and comparison groups. (*Evaluator's qualifications and addendum to plan in Appendix-I*) Data collected will measure domains specified in the review protocol for *Teacher Excellence – Version 4.0* published by the WWC in 2019. The protocol uses an optimistic boundary for attrition. We will monitor **cluster attrition** of schools, as well as the representativeness of each cluster (**individual level non-response**) in terms of both teachers and students. Because all 3 districts enthusiastically support this intervention, and have committed to also sharing data on the selected comparison schools, we do not anticipate any school-level attrition during this project. Nonetheless, we will monitor teacher turnover within the project schools as a potential

mediating factor in the analysis of teacher outcomes. While a process will be in place for onboarding teachers who join the school after the intervention begins, it may still influence outcomes if a large number (e.g. > 20%) of teachers were to leave and new teachers join during the project period. The review protocol also states that for studies where it is “*unlikely the intervention affects enrollment decisions, such as a low-profile teacher induction or PD program*” than **only late joiners pose a risk of bias**. Student outcome data will only be collected during the latter half of the intervention, so any student who joins a treatment/control classroom more than six weeks after the start of the school year will be excluded from the analysis to limit the risk of bias. Evaluators will make a statistical adjustment for the pre-intervention measure (e.g. students’ prior year math achievement). Hierarchical linear modeling will be used in the impact study. In the interest of increasing precision in our estimates of program impact on student outcomes, we will include school-level and student-level covariates in the model. Variables of interest for schools (Level 2 covariates) include treatment status, percent of economically disadvantaged students, average years of experience for teachers. Variables of interest for students (Level 1 covariates) will include gender and economic disadvantage status (dichotomous variables) along with individual-level test scores lagged one year. Moderator variables & power analysis detailed in addendum.

E2 - Methods include the use of objective performance measures clearly related to the intended outcomes and will produce quantitative and qualitative data

The seventeen performance measures are **specified on pages 4-5**, demonstrating direct alignment with each goal and objective. The qualitative and quantitative data feeding each of the measures are below.

| Intended outcomes | Performance measures (Section A1) | Data sources informing evaluation |
|---|-----------------------------------|---|
| Build teacher capacity for delivery of arts integrated STEM lessons with fidelity | 1.2b, 1.2c, 1.4c, | *Quantitative – T-STEM survey data (Friday Institute, 2014) *Qualitative – data from focus groups, and interviews with school administrators; thematic analysis of open-ended survey items (Boyatzis, 1998); formative classroom observations of random subsample w/EQUIP observation protocol (Marshall, et al. 2010) |
| Improved student achievement and engagement in math and science | 1.5a, 1.5b, 2.2 | *Quantitative – scale scores from state math and science assessments administered annually; student survey administered pre/post (Panorama Education, 2014) |

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| School context that supports sustained use of arts integration | 1.3a, 1.3b, 2.3 | *Quantitative – data from <i>Implementation Leadership</i> and <i>Implementation Climate</i> survey for teachers (Lyon, et al, 2018) *Qualitative – site visit checklists and implementation fidelity rubrics developed in year 2 and completed in years 3-5 |
| Delivery of evidence-based professional development | 1.1a, 1.1b, 1.2a, 1.4a, 2.1a | *Quantitative – teacher attendance at PD events, # of digital coaching sessions, # of videos documenting implementation *Qualitative – focus groups with teachers, interviews with school leaders and SAIL lead teachers |
| Development of arts-based resources | 1.1c, 1.4b, 2.1b, | *Qualitative – interviews with school leaders to identify barriers and accelerators to scale-up implementation; teacher reflection on design of integrated units *Quantitative- # of integrated units developed; # of visual art/music lessons designed to integrate SEL |

E3 - Evaluation methods will provide valid and reliable performance data on relevant outcomes.

****School climate and contextual support for implementation** – Creating an environment that supports the sustained use of arts integration (Objective 1.3) is an important outcome for SAIL. Each year, evaluators will administer two teacher surveys specifically adapted to measure the nature of the context and climate of the school. Specifically, the 12-item *Implementation Leadership Scale* (ILS) measures the degree to which leaders engage in specific behaviors that are supportive of implementation of evidence-based programs, in this case arts integration. (Aarons, et al 2014) The 18-item *Implementation Climate Scale* (ICS) measures the degree to which there is a strategic climate supportive of implementing evidence-based programs, such as recognition of use, rewards, training support, etc. (Lyon, et al, 2018) All survey items, subscales, and their reliability figures (all $\alpha > .85$) are included in Appendix-I.

****Teacher perceptions** - We will administer the empirically-validated Teacher Beliefs About Social-Emotional Learning (T-BASEL) to treatment and control teachers at the beginning, middle and end of the intervention period. (Brackett, et al., 2012) The survey has three scales measuring teachers' comfort with teaching SEL, their commitment to learning about SEL, and their perceptions about whether their school culture supports SEL which provides data related to objectives 2.2 and 2.3. All scales had Cronbach's alpha above .74. Teachers will also complete the Teacher Efficacy & Attitudes Toward STEM (T-STEM) survey at the beginning, middle and end of the intervention to measure changes over time. Reliability and validity information is provided in the addendum to the evaluation plan in the appendix, showing all scales had Cronbach's alpha above 0.81. In addition, both surveys will be administered to teachers in control schools

in Spring 2024 and 2025 to determine (using an ANOVA) whether teachers in project schools exhibit higher self-efficacy related to STEM, or more positive perceptions about their school's SEL culture. In addition, the evaluation team will analyze responses to the reflection logs, one for teacher leaders completed monthly and one for classroom teachers completed at the conclusion of the unit. (*Items provided in Appendix I*)

****Student achievement** (Obj. 1.5) - Measures will include scale scores from the state ESSA assessments in math and science, administered annually. The high stakes nature of these tests will ensure their validity and reliability as well as the integrity and consistency of administration across multiple sites. Prior year same-subject scores will be used as a covariate for analysis of 4th/5th grade math outcomes, since it is administered in grades 3-5. Science is only administered in grade 5, so prior year's math score will be used as a covariate for analysis of science outcomes. To allow aggregation across grade levels, scale scores will be converted to z-scores using the state-level mean and standard deviation provided by GaDOE. Analyses will include a separate models for math and science outcomes.

****Student survey** -WWC evidence review protocol – Version 4.0 states student measures may be based on self-reported surveys related to social emotional competencies, including constructs such as school connectedness, social awareness and engagement. We have secured permission to administer a subset of items from the student perception survey developed and validated by Panorama Education. This 32-item survey is designed to measure changes in students' self-efficacy in math/science and their levels of effort and engagement in school. (Gehlbach, 2018) All factors had internal consistency (Cronbach's α) ranging from .68 to .78 which meets WWC standards for reliability. During each school year of the intervention, this survey will be administered in August and May. Repeated measures analysis of covariance will be used to measure changes from pre to post within students assigned to *SAIL* teachers during a given school year. In addition, it will be administered to students in control schools in Spring 2024 and 2025 to determine (using an ANOVA) whether students in project schools exhibit higher levels of engagement and effort than students in control schools.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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Appendix (A) – Nonprofit status and **Competitive Preference Priority**

(5 points)

ArtsNow has provided two types of documentation of our status as a national nonprofit:

- (1) proof that the Internal Revenue Service currently recognizes ArtsNow as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code (see attached letter from IRS); and
- (2) a letter from our national parent organization (National Young Audiences) stating that ArtsNOW is one of their national network affiliates. Their website indicates that ArtsNOW is the affiliate supporting their interests in Georgia, South Carolina, and Northern Florida. (Appendix-D contains letter of support from David Dik, Executive Director at YA)

According to the AAE notice inviting applications:

The term “eligible national nonprofit organization” means an organization of national scope that—

(a) Is supported by staff, which may include volunteers, or affiliates at the State and local levels

- The members of ArtsNow’s governing board reside in four different states, but meet regularly to oversee operations.
- ArtsNOW is currently serving school districts in two states (GA and SC) and has previously served schools in Florida as well.
- ArtsNOW has five full-time and two part-time employees and a cadre of 20 arts consultants residing in three different states.

(b) Demonstrates effectiveness or high-quality plans for addressing arts education activities for disadvantaged students

- ArtsNOW’s ‘national scope’ is reflected in the growth and dissemination of our resources to multiple states around the country.
 - ArtsNOW’s Web analytics (based on IP address tracking) from 2020 indicates users from all 50 states are accessing our resources on arts integration. In fact, not only does Georgia have over 3,600 unique users of our web-based resources, but Texas, California and Florida also had over 500 unique users last year and Virginia, North Carolina and New York had 400-500 users.
- The project narrative (p. 16) outlines our previous success using arts education to support disadvantaged students.
- The plan for *SAIL*, as well as our previously successful AAEDD grant, constitutes a ‘high-quality plan’ for addressing arts education with disadvantaged students as shown in the table on p.6



IRS Department of the Treasury
Internal Revenue Service

P.O. Box 2508, Room 4010
Cincinnati OH 45201

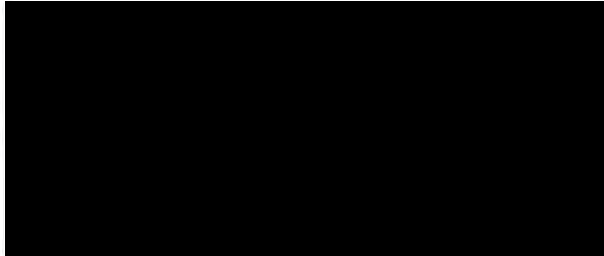


ARTSNOW INC
% ANNE OSTHOLTHOFF
100 EDGEWOOD AVE SUITE 100
ATLANTA GA 30303-3026



004821

Employer Identification Number:
Person to Contact:
Toll Free Telephone Number:



Dear Taxpayer:

This is in response to your Nov. 11, 2010, request for information regarding your tax-exempt status.

Our records indicate that your organization was recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in June 1999.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Beginning with the organization's sixth taxable year and all succeeding years, it must meet one of the public support tests under section 170(b)(1)(A)(vi) or section 509(a)(2) as reported on Schedule A of the Form 990. If your organization does not meet the public support test for two consecutive years, it is required to file Form 990-PF, Return of Private Foundation, for the second tax year that the organization failed to meet the support test and will be reclassified as a private foundation.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

ARTSNOW INC
% ANNE OSTHOLTHOFF
100 EDGEWOOD AVE SUITE 100
ATLANTA GA 30303-3026

Sincerely yours,

Cindy Thomas
Manager, EO Determinations

Crystal Collins

OBJECTIVE To obtain a leadership position that will allow me to utilize my knowledge of curriculum design, childhood development, organizational management, and community needs.

EDUCATION **Georgia State University**, Atlanta, Georgia
Bachelor of Science, Fall 1995
Early Childhood Education
GPA 3.5 overall, 4.0 major

Brenau University, Gainesville, Georgia
Master of Education, Fall 2003
GPA 4.0

University of Georgia, Athens, Georgia
Leadership Add-on (L5), Fall 2006
GPA 4.0

HONORS Woodruff Arts Center finalist for Educational Leadership, recipient of Title One Distinguished Schools award for multiple years, and recipient of Presidential Plaque for Academic Excellence at Georgia State University.

RELATED EXPERIENCE

July 2017-Current **ArtsNow: Teaching and Learning Across the Curriculum**
Executive Vice President

- Assist in leadership to manage and lead the organizational oversight of this non-profit professional learning provider focused on integrating arts across the curriculum
- Expand and deepen educational reach and impact via innovative education services through strategic planning, fundraising and grant writing, business model development, partnership development and coordination with schools, school systems, universities, and arts organizations
- Work closely with teachers, principals, superintendents, boards of education, and community members in multiple counties in Georgia
- Provide full oversight of all ArtsNow programs and operations
- Work with advisory teams to strengthen branding, communication, and marketing efforts
- Provide and oversee professional development for educators

- Create innovative and arts-integrated content and resources
- Write federal, state, and local grants
- Oversee operations for the Center for Innovative Teaching
- Collaborate with district level leadership to facilitate, organize, and create local school plans for arts-integration
- Collect, disaggregate, analyze, and effectively communicate data for programmatic effectiveness
- Document the learning process
- Create online newsletter and responsible for social media
- Responsible for research and dissemination of best practices
- Grow reach and impact of ArtsNow organization

**July 2009-July 2017 Gwinnett County Public Schools, Magill Elementary School
Principal**

- Supervise and evaluate 142 staff members
- Responsible for ensuring a quality-plus education for 1,200 students
- Design instructional programs to increase student achievement
- Develop and implement high quality professional development
- Maintain general operating and Title One budgets totaling \$600,000
- Encourage parent involvement through student recognition programs, adult learning classes, and multiple school-wide events
- Increase PTA participation by building strong community relations and communicating effectively
- Maintain high visibility with students, parents, staff, and community members
- Collaborate with staff and stakeholders to create Local School Plan of Improvement
- Use data for all decision making
- Provide leadership and support to Special Education, EIP, Gifted, and ESOL staff and programs
- Work in diverse population with Title One support
- Increase student achievement annually, with an eleven (11) point gain in CCRPI from 2015 to 2016

**July 2006-July 2009 Gwinnett County Public Schools, Minor Elementary School
Assistant Principal/Data Administrator**

- Observed and evaluated teachers and staff
- Facilitated professional development experiences for faculty to support academic student achievement □ Assisted with curriculum development
- Ensured classrooms were conducive to learning
- Created partnerships within the community

- Held weekly data conversations with teachers and students
- Completed all Title One documentation, budgets, and parent meetings
- Created lessons and assessments for a continuous improvement model in order to increase student achievement

July 2004-July 2006

**Gwinnett County Public Schools, Organizational Advancement
Project Facilitator for the AKS Continuous Improvement Model.**

- ☐ Conducted staff development at local schools with administrators and staff members for implementation of the AKS Continuous Improvement Model
- ☐ Disaggregated and analyze data to identify areas of strengths and needs for instructional improvement
- ☐ Assisted grade levels with developing instructional calendars in the form of essential questions
- ☐ Assisted teachers in developing curriculum calendars, resource notebooks with interventions and extensions, lesson plans, and common assessments
- ☐ Provided hands-on activities for students
- ☐ Developed and created lesson plans for Gwinnett's Lesson Plan Database and local schools
- ☐ Participated in planning and implementing countywide staff development and New Teacher Orientation
- ☐ Facilitated Learning Focused School professional development opportunities
- ☐ Coordinated professional learning opportunities for administrators and teachers
- ☐ Facilitated test talks at the local schools

**August 2000-July 2004 Gwinnett County Public Schools, Meadowcreek Elementary School
Third Grade Teacher**

- Guided practical, real world applications of skills encompassed in all subject areas for mainstream, ESOL, and learning disabled students
- Coordinated the AKS/CQI program at a school wide implementation level
- Developed a manner in which data could be analyzed by teachers and administrators to improve students' test scores
- Served as a member of the Leadership Committee
- Served as grade level chairperson (2001-2004)
- Nominated for Teacher of the Year

PROFESSIONAL PROFILE

- ☐ Highly organized; dedicated, with a positive attitude
- ☐ Handle multiple responsibilities under high pressure
- ☐ Excellent written, oral, and interpersonal communication skills ☐ Thrive on working in a challenging environment

REFERENCES

Tricia Kennedy, Executive Director
Gwinnett County Public Schools
[REDACTED]

Lisa Burleson, Director
Gwinnett County Public Schools
[REDACTED]

Georgann Eaton, Executive Director
Gwinnett County Public Schools
[REDACTED]

Pamela Walker, President and CEO ArtsNOW,
Inc.
[REDACTED]

Whitney Sue Snuggs

| | |
|------------------------|--|
| OBJECTIVE | Experienced educator and project coordinator looking to secure additional project responsibilities to expand my knowledge and skills and contribute to the success of ArtsNow Learning. |
| EDUCATION | <p>Masters in Curriculum Instruction & Assessment August 2012-April 2014 -Walden University 4.0 GPA On-line Summa Cum Laude</p> <p>Bachelor of Arts in Elementary Education August 2008 -May 2010 -The University of North Carolina at Charlotte 4.0 GPA Charlotte, North Carolina Chancellor's List</p> <p>Professional Training Certificate in Dance August 2008- May 2010 - Charlotte Ballet and The University of North Carolina at Charlotte</p> <p>-Georgia Perimeter College August 2007-August 2008 On-line Dean's List</p> <p>-Georgia State University August 2006- May 2007 Atlanta, Georgia Dean's List</p> <p>-Brookwood High School August 2002- May 2006 Snellville, Georgia Honor Graduate</p> |
| HONORS | <ul style="list-style-type: none"> Nominated for ArtWorks Gwinnett Fusion Award Phi Kappa Phi All-Discipline Honor Society (top 10% of seniors) Kappa Delta Pi Educational International Honor Society |
| WORK EXPERIENCE | <p>ArtsNow SmART Literacy Project Coordinator December 2018- present</p> <p>Gwinnett Online Campus Teacher August 2016- December 2018</p> <p>Gwinnett Ballet Theatre School Administrator May 2014-present Lawrenceville, GA</p> <p>Gwinnett Ballet Theatre Ballet Teacher August 2010-present Lawrenceville, GA</p> <ul style="list-style-type: none"> Beginner to Advanced Classes <p>Winn Holt Elementary 3rd grade teacher May 2014- May 2016 Lawrenceville, GA</p> <p>Magill Elementary 3rd grade teacher July 2010-May 2014 Loganville, GA</p> |

| | |
|--|---|
| RELATED TRAINING AND EXPERIENCE | <p>2018-present -ArtsNow Learning Dance Consultant -lead professional learning opportunities in dance arts integration for teachers -lead students in dance arts integrated lessons through model lessons, summer programs, and after-school programs -develop dance arts integrated curriculum</p> <p>2015-2016 -Central Gwinnett Cluster Literacy Vertical Team Member -Community Member on Central Gwinnett Fine Arts Academy Board</p> <p>2015 -Assisted with Central Gwinnett Magic Wheel Chair Project</p> <p>2013-2016 -Participant in CLASE research project through the University of Georgia to promote academic achievement for English Language Learners through Instructional Conversations</p> <p>2011-2014 -Coordinator for the <i>Dance Project</i>, an outreach program funded through grants awarded to Gwinnett Ballet Theatre and designed to provide dance instruction for students at Title 1 schools in Gwinnett County - Participated in the grant writing process - Dance Project was awarded National Endowment for the Arts \$20,000 grant in 2013 under my leadership</p> <p>2010-2014 -Planned and implemented art integrated lessons as a part of the ArtsNow initiative at Magill Elementary -wrote curriculum and presented model lessons in various schools across Georgia for ArtsNow organization</p> <p>2007-2008 Charlotte Ballet Apprentice (Jean-Pierre Bonnefoux, Patrica McBride, Mark Diamond, Kathryn Moriarty)</p> <p>1996-2007 Gwinnett Ballet Theatre (Lisa Sheppard-Robson, Artistic Director)</p> <p>2002-2006 Brookwood HS Advanced Dance/Performing Arts Dept (Anna Maria D’Antonio)</p> |
| REFERENCES | References available upon request. |

SHAWN WILLIAMS



EXPERIENCE

AUGUST, 1995- JUNE, 1998

MIDDLE GRADES TEACHER, WALTON COUNTY SCHOOLS

AUGUST, 1998 – MAY 2002

4TH AND 5TH GRADE TEACHER – GIFTED STUDENTS, OCONEE COUNTY SCHOOLS

JULY 2002 - PRESENT

ELEMENTARY SCHOOL ADMINISTRATOR, BARROW COUNTY SCHOOL SYSTEM

Served as Assistant Principal and Principal of two elementary schools, Auburn Elementary and most recently, Statham Elementary. Duties and responsibilities include leading a staff of 90+ and a student population of over 800, coordination of school improvement planning, safety plans, school budget, instructional practices, and parent and community engagement. Awards include Georgia Distinguished Principal and a finalist for the Woodruff Salutes Georgia Arts in Leadership Educational Leadership Award.

EDUCATION

DECEMBER 2001

M.ED, EDUCATIONAL LEADERSHIP, UNIVERSITY OF GEORGIA

DECEMBER 1994

BSED, MIDDLE GRADES EDUCATION, UNIVERSITY OF GEORGIA

ACTIVITIES

- ArtsNow Principal Advisory Board
- 21st Century Grant Advisory Committee Member
- Secretary, Georgia Association of Elementary School Principals
- President-Elect Georgia Association of Elementary School Principals
- School Bell Award Recipient
- Principal of former Music In Education Consortium Learning Lab School
- Past President, The Treehouse Child Advocacy Center
- Past Presenter, Arts in Education Partnership National Conference
- Member, Professional Association of Educators Principal Teacher Leader Network
- Middle School Softball Coach, 1997
- Middle School Dance Team Coach, 1995-1996

EDUCATION:

EDUCATION SPECIALIST DEGREE in EDUCATIONAL LEADERSHIP L5/L6

Georgia Southern University, Statesboro, Georgia
July 2009

TEACHER EDUCATION: MIDDLE GRADES CERTIFICATION

Armstrong Atlantic State University, Savannah, Georgia
May 1999

MASTER OF BUSINESS ADMINISTRATION

Chapman University, Orange, California
May 1998

HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

Chapman University, Orange, California
Graduate Certificate: 1992

BS IN AERONAUTICAL STUDIES (MANAGEMENT)

Embry-Riddle Aeronautical University, Prescott, Arizona
Degree with Honors: 1987

SCHOOL ADMINISTRATION EXPERIENCE:

PROFESSIONAL LEARNING SPECIALIST, Savannah-Chatham County Public School System, Sept. 2020 - present

Responsible for providing professional learning, coaching, and mentoring for school administrators to meet district student achievement goals. Revised district level, principal level, and assistant principal level programs to develop a leadership pipeline based on Wallace Foundation guidelines. Provided support to teachers, new to the district and profession, through a variety of methods. These include onboarding of new employees, monitoring of school level mentor/mentee programs, coordinating district professional learning opportunities for teachers, and conducting professional development for mentors and new teachers. The goal of the teacher induction program is to impact student achievement by enhancing the skills of teachers and retain quality teachers.

PRINCIPAL, Savannah-Chatham E-Learning Academy, July 2020 – August 2020

EXECUTIVE DIRECTOR, K8 & MIDDLE SCHOOLS

Savannah-Chatham County Public School System, July 2019 – June 2020

Responsible for providing leadership to the instructional leaders of seven K8, four middle schools, and one alternative school. Several of these schools included various specialty programs. Supervised and

collaborated with the Director of Middle School Improvement to provide direction for the overall school improvement of the schools through the setting of performance objectives and goals. Designed and implemented professional development programs to enhance leader capacity to impact student achievement. Served as a liaison with other school system administrators and community agencies to secure required support and resources.

PRINCIPAL, Esther F. Garrison School for the Arts, April 2013 – July 2019

Partnered with Arts Now Learning for a \$2.27 million grant through US Department of Education's Assistance for Arts Education Development and Dissemination Grant over four years for literacy-based arts integration. Designated Arts School Network Exemplary School for 2016-2018 and 2019-2024. Recipient of the 2016 Arts School Network Community Partnership Award. Awarded National Blue-Ribbon School for the 2015 school year. Recipient of the 2015 Terrel H. Bell Award for Outstanding School Leadership. Recipient of the 2014 Georgia PTA Outstanding Principal Award. Designated as a National PTA School of Excellence for 2015-2017 and 2018-2020. Sought and embraced stakeholder input to improve all programming within the school to impact fine arts and student achievement. Implemented innovative PBIS system which reduced discipline referrals and assigned accountability to students through peer mediation and character education. Developed professional development plan to enhance integration of the arts across the curriculum. Stabilized the application and audition process for Garrison's Choice Program. Processed over 1200 Choice Program applications for Garrison from 2014 to 2019. Maximized all school and community resources through the implementation of an innovative master schedule during and after school hours. Responsible for coordinating the development, design, construction, and completion of The Yamacraw Center for the Performing Arts. Responsible for scheduling and coordination of all events in the performance hall which have included district school events, Garrison events, district level events, and community events as the centerpiece for developing an awareness and appreciation for the fine arts for our school district and the community. Committee member for the Superintendent's Gala for the Arts which has raised over \$50,000.00 for teachers across the district to submit arts integration grants within their classroom. Member of SCCPSS Wellness Committee. Member of SCCPSS Athletic Advisory Committee.

PRINCIPAL, Bartlett Middle School, July 2010 – April 2013

Reconstituted Bartlett Middle School and implemented the Center for Advanced Learning Specialty Program in support of the district's Passport to Excellence for the 2010/2011 school year. Hired entire staff while principal of Heard Elementary in spring of 2011. Accomplished Adequately Yearly Progress for 2011 for first time in five years. Recognized as one of five middle schools in the State of Georgia for a Bronze Award for greatest gains by the Governor's Office of Student Achievement. Implemented PBIS during 2011/2012 school year which changed the culture of the school and awarded PBIS Distinguished School Award for 2011/2012. Upgraded technology within the building which was used to impact student achievement. Established after school robotics club. Maximized all school and community resources through the implementation of innovative master schedules during and after school hours. Awarded \$93,000 in grants to increase student literacy through technology.

PRINCIPAL, Heard Elementary, July 2006 – July 2010

Selected as Core Knowledge demonstration school and Title 1 School Distinguished School all four years. Increased enrollment in specialty program by building community partners, setting high expectations, and developing teacher/parent partnerships. Increased PTA membership and established PTA Board which supported student achievement.

ASSISTANT PRINCIPAL, Gadsden Elementary School, November 2005- June 2006

Assisted the Principal in ensuring student success. Implemented the MSAP grant for the Visual and Performing Arts Academy which included designing new stage for performances and procuring sound

system to support student presentations. Secured community involvement through business partners and volunteers.

ASSISTANT PRINCIPAL, Spencer Elementary School, August 2003 – November 2005

Assisted the Principal in ensuring student success. Spencer was selected as a National Demonstration School for the America's Choice Design for 2004/2005. Nominated as a Georgia Department of Education Comprehensive School Reform visitation site. Design Coach responsible for curriculum and adherence to the design. Secured community involvement through business partners and volunteers. Wrote the MSAP grant for the school which resulted in the successful awarding of a grant and Spencer becoming the Children's Engineering Academy.

ARTSNOW ADVISORY BOARD,
Board Member, 2015 to present

CHATHAM SAVANNAH AUTHORITY FOR THE HOMELESS,
Board Member, Continuum of Care, 2014-2018

LEADERSHIP SAVANNAH, Savannah Chamber of Commerce, 2012/2013

LEADERSHIP INSTITUTE, Savannah-Chatham County Public Schools, 1999 - 2000

TEACHING EXPERIENCE:

TEACHER, Marshpoint Elementary School, 2000 - 2003

Fifth grade teacher for 3 years. Lead teacher for the fifth grade during the 2002/2003 school year. Chairman of the Business Partners Committee. Attained Gifted-in-Field endorsement during 2001/2002 school year. Working on the Work "Trailblazer." Member of the committee that ensured accreditation for Accelerated Schools. Member of team that made presentation at the National Accelerated Schools Conference January 2002. Marshpoint Elementary School Teacher of the Year for 2002/2003.

TEACHER, Gadsden Elementary School, 1998 – 2000

Fourth and Fifth Grade teacher of a magnet class. Lead teacher for the fifth grade during the 1999/2000 school year. Science contact person for the school. Chairman for the School Safety Committee. Co-chair for Team III of the SACS committee. Member of the School Improvement Team, Responsibility Committee, and Safe School Committee. Selected as Sallie Mae First Class Teacher Award for Savannah-Chatham County Public Schools for the 1998/1999 school year.

SUBSTITUTE TEACHER, Savannah-Chatham County Public School System, May 1998

STUDENT, Armstrong Atlantic State University, 1997 – 1999

YOUTH DIRECTOR, Lutheran Church of the Redeemer, 1995 - 2015

MELINDA ABRAM MOLLETTE

EDUCATION

Dec 2003 Ph.D. – Educational Psychology, Georgia State University – Atlanta
Dec 1994 M.Ed. – School Counseling, Florida Atlantic University – Boca Raton
Aug 1991 B.S. - Psychology, Florida State University - Tallahassee

PROFESSIONAL EXPERIENCE

2008-Present **Evaluation & Grants Consultant**, serving large LEA's and K-12 clients throughout the United States
--Work with large LEA's, IHE's and regional education service agencies to develop proposals for state and federal funding, conduct external evaluations of grant funded projects (PDAE, AAEDD, TQP), and collaborate on development and validation of surveys to measure teacher and student outcomes

2013–2021 **Program Evaluator and Grants Specialist**, Gwinnett County Public Schools, Suwanee, GA
-- Lead program evaluations, needs assessments and development of grant proposals. Provide technical assistance to divisions throughout the district supporting development of logic models, evaluation questions, surveys and data collection plans. Manage large data sets, collaborate with external researchers, collaborate with school and district leaders to analyze data to answer policy-relevant questions. Coordinate activities, planning & reporting for federal OCTAE & TSL grants.

2011-2013 **Research/Evaluation Consultant**, Learning-Centered Leadership Program, Southern Regional Education Board, Atlanta, GA
--Conduct process and outcome evaluations of national programs to improve teacher and leader effectiveness, using both qualitative and quantitative measures.
--Collaborate with NBPTS to develop and implement a national pilot study of two leader-focused initiatives.

2008-2011 **Senior Research Associate/Teaching Asst. Professor**, College of Education, Friday Institute for Educational Innovation, North Carolina State University, Raleigh, NC
--Lead data collection and analysis for a large-scale evaluation of statewide K-12 technology programs for the NC Department of Public Instruction.

2007-2008 **Grant Evaluation Specialist**, Pioneer Regional Education Svc Agency, Cleveland, GA
--Design evaluation plans and analyze student and teacher outcomes for state and federal grants

2005-2007 **Assessment Specialist**, Georgia Department of Education, Atlanta, GA
--Manage all facets of the statewide End-of-course testing program

2002-2005 **Assessment Coord/School Cslr**, Buford High School, Buford City Schools, Buford, GA

1996-2002 **School Counselor**, McKendree Elementary and Norcross High School, Gwinnett County Public Schools, GA

1994-1996 **School Counselor**, Crystal Lake Elementary School, Martin County Schools, Stuart, FL

Related professional activities:

Completed IES-sponsored training with the Center for Benefit Cost Studies in Education, Teachers College at Columbia University (April, 2018)

What Works Clearinghouse Certified Reviewer (Group Design-Version 4.0) — U.S. Department of Education- Review articles for intervention reports and practice guides. Topic areas include: OCTAE, RtI, Developmental education, Advisement (Since 2013, recertified in 2020)

Grant writer – various education-focused grants such as -- AEMDD/PDAE, Investing in Innovation, IES Education Research, Georgia Innovation Fund, NSF Discovery Research K-12, & EIR Early- and Mid-Phase funding, Teacher Quality Partnership

Peer reviewer – U.S. DOE grant competitions – EIR Mid-Phase (July 2020), CLSD (June 2020), Office of Migrant Education HEP/CAMP grant (Feb 2020), Magnet Schools Assistance program (May 2017); Teacher/School Leaders Incentive program (July 2017); Statewide Family Engagement Centers (Aug 2018);

Research consultant – National Association of Secondary School Principals (NASSP) report titled “*Leadership Matters: What We Can Learn from High-Performing Principals*” (released 2017)

CURRENT FUNDED GRANT PROPOSALS

2020-2023, U.S. Department of Education, Teacher & School Leader (TSL) Incentive Program, for Gwinnett County Public Schools, \$5.9 million

2019-2022, *Integrating Computer Science into middle and high school STEM courses*, Perkins Innovation and Modernization Program, Gwinnett County Public Schools, funded by the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE), \$791,063

2019-2024, External Evaluator, *GREAT – Georgia Residency Educating Amazing Teachers*, Teacher Quality Partnership (TQP), Southern Regional Education Board & Magnolia Consulting, funded by the U.S. Dept of Education, \$5,390,442

2018-2022, External evaluator, *SmART Literacy*, Charleston, SC and Savannah, GA schools; Assistance with Arts Education Development and Dissemination, U.S. Department of Education. \$2,293,503

2017-2021, External Evaluator, *Engaging Minds: Improving math skills through arts integration*, Clayton County Public Schools; funding through Professional Development for Arts Educators (PDAE) grant, U.S. Department of Education, \$1,260,430,

COMPLETED EVALUATION PROJECTS

2014-2019, External evaluator, *ArtsNow Impact: Improving instruction in elementary science and literacy*. Cherokee County Schools, funded by the Arts in Education Model Dissemination and Development (AEMDD), U.S. Department of Education, \$1,920,737

2016-2018, External evaluator, *KickstART Cobb: Using the Power of Arts Integration to Fuel Early Language and Literacy Development*, Cobb County School District funded by Georgia Governor’s Office of Student Achievement, Atlanta, GA. \$652,491,

2016-2019, Internal evaluator, *Gear Up for Graduation! An Accelerated Middle School program for at-risk 8th graders*, Gwinnett County Public Schools funded by Georgia Governor’s Office of Student Achievement, Atlanta, GA. \$293,741

2016-2017, External evaluator, *Arts-Integration strategies to improve Math achievement for elementary students*. Clayton County Schools funded by the Georgia Governor's Office of Student Achievement: Innovation Fund, Atlanta, GA, \$150,000

2013-2016, Internal evaluator, *STEM Targeted Achievement Program for at-risk 8th grade students*, Gwinnett County Public Schools – Funded by the Governor's Office of Student Achievement (GOSA): Innovation Fund.

2013 – 2015, External evaluator, *High Calling: Transforming High School Leaders*. Georgia Leadership Institute for School Improvement and Carroll County Schools, GA. Funded by the School Leadership Program (SLP), U.S. Department of Education.

2014 – 2016, Internal Evaluator, *Math-Science Partnership* – Gwinnett County Public Schools – Funded by the Georgia Department of Education, Atlanta, GA.

2010-2013, External evaluator, *Use of Take One! As a Whole-school Transformation Model*. National Board for Professional Teaching Standards and Jefferson County Schools, AL

2009-2012, Co-Principal Investigator, *Statewide Evaluation of North Carolina's Enhancing Education Through Technology (EETT) Competitive Grant: IMPACT III/IV/Continuation*, NC Department of Public Instruction - \$1,086,000.

2011-2014, External Evaluator, *Math Science Partnership – Rockdale County and Gwinnett County Schools*, The Findings Group, Decatur, GA (recognized by ABT Associates in 2014 as being first and only MSP grant in GA to meet WWC standards)

2010 – 2013, External Evaluator, *Field Test of National Board Certification for Accomplished Principals*, Southern Regional Education Board and NBPTS, Atlanta, GA

2007-2010, External Evaluator, *School Transformation: Character through the Arts*. Hall County Schools, Funded by the U.S. DOE, Arts in Education Model Dissemination and Development

PUBLICATIONS AND PRESENTATIONS since 2010

Mollette, M., Villa, B. and Cate, D. (2020, April). Accelerated Middle School Programs: Preliminary Indicators of Long-Term Academic Benefits for Over-age Youth. *Journal of Education for Students Placed at Risk*. DOI: [10.1080/10824669.2020.1757453](https://doi.org/10.1080/10824669.2020.1757453)

Skinner, S. and **Mollette, M.** (2017, July) *Administrative perspectives on a dropout prevention program in middle school*. NASSP National Principals Conference, Philadelphia, PA.

Mollette, M. and Cate, D. (2017, February) *Gear Up for Graduation! Study of middle school program for at-risk youth*. Annual forum of the National Dropout Prevention Center, Myrtle Beach, SC.

Bottoms, G., Hertl, J. **Mollette, M.** and Patterson, L. (2015) *Middle Grades: Quality Teaching Equals Higher Student Achievement*. Research Brief: Southern Regional Education Board, Atlanta, GA.

Mollette, M. and Harmon, J. (2015, April) *Quasi-experimental study of Write to Learn effects on state writing test scores*. Presentation at the American Educational Research Association, Chicago, IL.

- Mollette, M.** and Villa, B. (2015, November) *Evaluating a multi-site dropout prevention program in a large suburban LEA*. Annual meeting of the American Evaluation Association, Chicago, IL.
- Oliver, K., **Mollette, M.** & Corn, J. (2012). Administrative Perspectives on the Implementation of 1:1 Computing. *Journal of Information Technology and Application in Educ*, 1(4), 125-142.
- Overbay, A., **Mollette, M.** & Vasu, E. (2011). A technology plan that works. *Educational Leadership*, 68 (5), 56-59.
- Osborne, J.W. and **Mollette, M.J.** (2010). Grand challenges in educational psychology. *Frontiers in Educational Psychology* 1:157. doi: 10.3389/fpsyg.2010.00157
- Mollette, M.**, Townsend, L. and Townsend, M. (2012, April) *Four Lessons for Sustaining a Technology Initiative*. Paper presentation at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.
- Corn, J.O., **Mollette, M.**, Townsend, M. and Devose, D. (2011, November) *Best Practices in the Analysis of Longitudinal Survey Data for K-12 Evaluation*. Presentation at the annual meeting of the American Evaluation Association, Anaheim, CA.
- Mollette, M.** and Walker, P. (2011, April) *Using the Arts to improve engagement, character & achievement for economically disadvantaged students*. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Townsend, M; **Mollette, M.** and Overbay, A. (2011, April) *Effects of Technology Integration in K-12: Evaluating Longitudinal Outcomes for Students and Teachers*. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA
- Overbay, A. and **Mollette, M.** (2010, May). *Measuring the Effects of Collaboration and Professional Development on Technology Integration in K-12 Classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Additional Relevant Experience:

- | | |
|-----------|---|
| 2021-2026 | Georgia Educators Certificate – K-12 Educational Leadership and School Counseling |
| 2015-2019 | Member of the Society for Research on Educational Effectiveness (SREE) |
| 2010-2014 | Taught Undergraduate and Graduate courses at N. Carolina State University |
| 2013-2020 | Proficient in use of SPSS, Excel, also trained in use of Stata and R |

Heidi M. Turcotte

PROFESSIONAL EXPERIENCE

Program Director- Campus and Community Coordination

Georgia Institute of Technology CEISMC, Atlanta, GA

November 2018- Present

- Interface with different departments on campus in an effort to build a stronger presence and communication in the K12 outreach community.
- Coordinate, manage and lead the planning, developing, implementing and evaluating work to support broader impact and outreach initiatives for K12 STEM/STEAM programs.
- Design and develop new and novel STEM lessons and professional development opportunities for school districts.
- Coach and support schools in a variety of ways including STEM/STEAM Certification consultations, unpack standards for project based learning, and encourage and build a culturally responsive environment.
- Facilitate ideas and grow state and education partnerships between Georgia Tech and other non-profits in the Atlanta area.
- Administrate and establish Georgia Tech campus-wide K12 Outreach stakeholders bi-monthly meetings.
- Develop and engineer the K12 activity portal and contact database.
- Publish and expand the quarterly Georgia Tech K12 STEM newsletter.

Manager of Teaching and Learning

Georgia Aquarium, Atlanta, GA

February 2017 - November 2018

- Develop and engineer all content development and education programming for school groups, professional development, Camp H2O and outreach serving over 100,000 guests.
- Provide program leadership to create and construct research plan to analyze impact of educational programming.
- Expand collaborative relationships with departments to create special interest programs and innovative field guides, as well as inquiry-based activities.
- Manage and mentor assistant manager, environmental educators and interns.
- Responsible for setting employee goals, assessing employee performance, and providing feedback and pay recommendations.
- Foster and develop external partnerships with the professional learning community, including, but not limited to Georgia Department of Education, local school districts, non-profit organizations, and advisory committees.
- Directly oversee and cultivate grant relationships with NOAA, Smithsonian Institution, Motorola
- Collaborate with key community institutions including, The High Museum, Zoo Atlanta, Atlanta Botanical Gardens in order to design an interactive STEAM professional development opportunity for educators.
- Responsible for annual budget planning, purchasing and budget management for Education Department and independent grant funds.

- Active member of Coastal Ecosystem Learning Center Network, Association of Zoos and Aquariums, National Marine Educators Association, Alliance Marine Mammal Parks and Aquariums.
- Presented at NMEA (Charleston, SC) and AMMPA (Portugal) *Inquiry: Building relationships internally and externally to increase science literacy.*

Contract Instructor

Discover Science Center, Roswell, GA

December 2015- February 2017

- Researched, developed and taught science curricula for homeschool courses, workshops and STEM camps.
- Created and presented hands-on science training professional development seminars to Fulton County School's K-5th teachers during their transition to Georgia Standards of Excellence.

Watershed Stewardship Project Coordinator

Forsyth County Parks, Cumming, GA

May 2010 – November 2013

- Researched, designed and piloted environmental education programs.
- Managed and trained all FCPRD Outdoor Division Teacher Naturalists in all aspects of the environmental education programs.
- Worked directly with Forsyth County Board of Education and all Title I school representatives that received free tuition for program for a total of 9 elementary schools and over 5,000 students.
- Evaluated programs, managed departmental budget, updated financial reports and reviewed and approved press interviews as related to program.
- Researched and planned grant application.
- Community initiatives and outreach opportunities including green space natural playground and community garden design and implementation and watershed science training.

**Instructor 7th Grade Life Science, TAG
Crabapple Middle School, Roswell, GA**

August 2008 – December 2008

**Instructor 5th Grade GATE, Science Lead Teacher
North Star Academy, Redwood City, CA**

2000 - 2005

RESEARCH EXPERIENCE

St. Helena Expedition 2018

2018

- Participated in Georgia Aquarium's Research and Conservation studies including whale shark photo ID and baseline ocean plastics surveys to then integrate the findings into the Aquarium's own pedagogy.
- Engaged the local community and established critical educational exchange with St. Helena schools to help build awareness in both conservation efforts and natural resource management.

- Built educational relationships with Ocean Conservancy, Marine Megafauna Foundation, St. Helena ENRD and developed programming referencing the research of endangered species and the human impact on ecosystems.

Miami University, Oxford, OH

2015

Striped Bass: A Story Told Through Commercial Landings

- Investigated commercial landings of striped bass in the 33 years since a management plan was enacted compared to the number of landings in the previous thirty years.

Miami University, Oxford, OH

2014

Assessing conservation initiatives: Does impact differ when there is a collaboration of *in-situ* and *ex-situ* opposed to *in-situ* exclusively?

- Studied effectiveness of initiatives in their impact on the survival of species and their habitat. Specifically, if impact differs when there is a collaboration of *in/ex-situ* opposed to *in-situ* exclusively.

Miami University, Oxford, OH

2013

Whale shark (*Rhincodon typus*) swimming speed: A comparison of male vs. female speed before and after a daily feeding session.

- Investigated whale shark swimming behavior and patterns in artificial habitats as a means to inform whale shark conservation efforts for ecotourists and shipping vessel management. This study was conducted at Georgia Aquarium.

EDUCATION

Masters of Arts (M.A.), Biology

December 2015

Miami University, Oxford, OH

Focus: *In-situ* and *ex-situ* conservation and impact of biological diversity

Study Abroad: Mexico, Belize, and Costa Rica

Bachelor of Arts (B.A.), Education

December 1996

Edinboro University, Edinboro, PA

HONORS AND AWARDS

Science Education Grant

2004

California Regional Environmental Education Community (CREEC)

Disney Teacher of the Year Recipient

2001, 2002, 2003

Four-year letter awarded for University Swim Team

1992 - 1996

Academic Achievement Award

LEADERSHIP AND SERVICE

Georgia Institute of Technology

2019,2020

Advisory Committee-High Museum, Clayton County CTAE, Drew Academy STEAM

Coordinate Campus K12 Outreach Group

Teacher Professional Developments and workshops

- Steam Leadership Conference
- Drew GOSA courses for Steam Teachers- (Life in a bubble, Living Design, Dynamic Data)
- Clayton County "Project Change"
- Stem teacher @ Tech day
- Marine Science- Field Experience for Teachers
- Science Teacher @Tech day
- Teaching Science a day at TECH- Atlanta Public School

Georgia Aquarium, Atlanta, GA

2017, 2018

Georgia Institute of Technology Intern-Fellowships for Teachers Mentor

Technology Association of Georgia Advisory Committee

Department of Education Advisory Committee

Teacher Professional Developments and workshops

- NOAA- Exploring the Deep Ocean
- Motorola Grant- ROV camp

Miami University, Oxford, OH

2015

Student Leader Biology in the Age of Technology

Wilson Creek Elementary, Johns Creek, GA

2014 – Present

School Governance Council

Science Force Leader

WORKSHOPS/CERTIFICATES/CONFERENCES

Georgia Institute of Technology- CEISMC

2018- Present

- Georgia Tech Presents "The Test & the Art of Thinking" (Moderator)
- ARIS conference "Research and Public engagement experiences"
- Georgia Tech Sustainability Showcase
- IPaT Thursday Think Tank: The Role of the Technical Research University in Strengthening the K12 Pipeline Moderated

Georgia Aquarium, Atlanta, GA

2017 - 2018

- Diverse Island Environments Conference
- Alliance of Marine Mammal Parks and Aquariums
- National Marine Educators Association Conference
- National Science Teachers Association STEM Conference

Forsyth County Parks, Cumming GA

2010 - 2013

- Chattahoochee Riverkeepers Watershed Conference
- Captain Planet's Learning Gardens
- Georgia Project Wet

North Star Academy, Redwood City, CA

2000-2005

- Bureau of Education and Research Workshop
- Sheltered Instruction Observation Protocol Certification
- Creative Science and Math Conference
- California Science Education Conference
- Roger Taylor Curriculum Design for Excellence Conference
- Buck Institute for Education- Project Based Learning Conference
- Differentiated Instruction Program
- Beginning Teacher Support and Assessment Program (California)



Leadership

Pamela Walker is the CEO & President of ArtsNow Learning, an Atlanta-based non-profit that provides professional learning and educational resources across the state of Georgia and the southeast.

ArtsNow Learning works to transform lives through customized solutions to meet diverse educational needs utilizing arts-integration and innovative strategies. Under Pamela's leadership, ArtsNow has become the leading professional learning organization for resourceful and innovative approaches which engage students, equip educators, and grow school communities for meaningful impact on the future.

Pamela has a vast array of knowledge, experience and leadership in organizational planning, strategy and advancement; as well as expertise in educational leadership, arts in education, whole-school transformation, professional learning frameworks, and research and evaluation. Pamela previously served as the Director of Enterprise Education for the Woodruff Arts Center, has served actively as an independent consultant and speaker, locally and nationally, and has experience as a teacher, administrator, and district level leadership. She received her undergraduate degree from the University of North Carolina in Greensboro, master's degree from Meredith College in Raleigh, North Carolina and post-graduate studies from Georgia State University.

Ms. Walker and ArtsNow Learning have received multiple awards, including Georgia Natural Gas's True Blue Community Award and the Self Actualization Award from the Showcase Group. ArtsNow Learning has been cited as a "resourceful and innovative approach to arts learning" by Governor Nathan Deal's Arts Learning Task Force. As well, ArtsNow Learning was announced as the Georgia affiliate of National Young Audiences, the nation's largest arts in education learning network, in November 2017.

Pamela collaborates with several local and national boards and committees such as the National Arts in Education Dissemination Community of Practice Committee, is a member of the national Arts in Education Partnership, and most recently was the iCubed speaker for the Governor's Office of Student Achievement Education Summit. She enjoys opportunities to provide professional contributions to a variety of organizations and school systems as she strives to advance teaching and learning and 21st century competencies through the arts and innovative practices.

Crystal Collins, ArtsNOW Executive Vice President, comes to us as a former principal of an ArtsNOW Teaching and Learning Laboratory School. She was principal for eight years and was very successful in the leadership and implementation of school-wide arts integration efforts. During her 17-year tenure in school and district level leadership, she worked in the Continuous Improvement Office within the division of Curriculum and Instruction. Ms. Collins has also served as an assistant principal. Prior to her leadership experience, she was a third grade teacher. Ms. Collins earned her Bachelor's degree at Georgia State University and her Master's degree from Brenau University. She continued at the University of Georgia for her leadership degree.



Whitney Snuggs, Project Coordinator, comes to us as a former teacher in an ArtsNOW Teaching and Learning Laboratory School. She has an extensive background in dance and worked at incorporating dance and the other arts into her classroom regularly.

Whitney trained with Gwinnett Ballet Theatre and also attended summer intensives with Houston Ballet, Colorado Ballet, Atlanta Ballet and Charlotte Ballet. During the 2007-2008 season Whitney danced with Charlotte Ballet. She graduated summa cum laude with a Bachelor of Arts degree in Education from UNC Charlotte and holds a Master's of Science in Education. She earned a Professional Training Certificate in Dance from the University of North Carolina in collaboration with Charlotte Ballet.

Whitney served as the School Administrator for Gwinnett Ballet Theatre from 2014-2017. She has also shared her talents and expertise as a ballet instructor. While under her direction the GBT Dance Project, an outreach program, caught the eye of the National Endowment of the Arts and was awarded a generous grant. This enabled many dancers from Title 1 schools to experience the benefits of dance.

Whitney enjoys working with ArtsNow as a project coordinator and dance consultant to support the mission of ArtsNow Learning in bringing creativity and the arts into the classroom to help all students succeed.



OUR TEAM

ArtsNow has created a team of outstanding, nationally recognized artists and educators who provide instruction and coaching to educators about integrating the arts into their daily lessons.

Maribeth Yoder-White, Ph.D., ArtsNOW Senior Consultant, joined ArtsNOW as a consultant in September 2006. Dr. Yoder-White has varied teaching experience, including choral music teaching in a low-performing middle school in Charlotte-Mecklenburg, and university teaching at the University of North Carolina at Greensboro and Appalachian State University. She is sought after internationally as a consultant and clinician, particularly in the areas of choral music education and as an Orff specialist. Maribeth is currently President of the Southern Division of the National Association for Music Education, and previously served as president of both the North Carolina American Choral Directors Association and the North Carolina Music Educators Association. Maribeth earned a Bachelor of Music Education from Lenoir-Rhyne College, as well as a Master of Music Education and a Ph.D. in Music Education from University of North Carolina at Greensboro.

Melissa Dittmar Joy, ArtsNOW Dance Consultant, is a Dance Education Consultant and works with Atlanta Ballet Centre for Dance Education, ArtsNOW and other arts organizations in Georgia. Additionally, she is an adjunct faculty member with Brenau University's dance department, working with future dance educators. Melissa received her BS in Dance Education and minor in Theatre from the University of North Carolina at Greensboro. As a dance educator, she has taught in the public schools of North Carolina and Georgia, Atlanta Ballet, Brenau University and co-authored the Gwinnett County Public Schools dance curriculum. Melissa presents at numerous conferences and professional development workshops where she shares her love for dance and its place in every classroom. Melissa received the 2003 GAHPERD K-12 Dance Educator of the Year Award and the 2003 Ethel Martus Lawther Award for Professional Achievement from UNCG Dance Department. As a choreographer, Melissa's passion is to work with young emerging artists and she works with many local high schools and colleges. In 1999-2001, she had the honor to choreograph the "Opening Number" for the Georgia State Thespian Conference. Melissa has also had choreographic works selected to be performed at the National HS Dance Festival.

Shannon Mulkey, ArtsNOW Visual Arts Consultant, studied psychology and studio art at the University of West Georgia. She received Montessori training and certification through the National Center for Montessori Education. She has been a Montessori educator specializing in art for the last 7 years. Shannon is a teaching artist at the High Museum of Art and cofounder of the Indie Craft Experience. ICE is an organization promoting modern crafters, artists and designers.



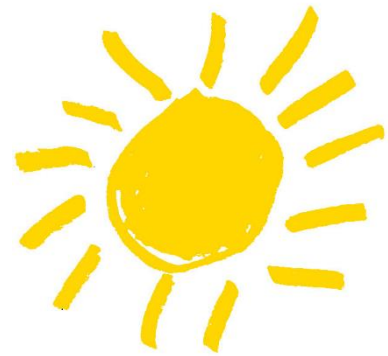
Susie Spear Purcell, ArtsNOW Theater Consultant, has been acting and teaching theatre arts for more than 30 years. She is currently the Director of Synchronicity Performance Group's Playmaking for Girls community outreach program. She's developing curriculum and training a teaching staff of 15 female artists to empower teen girls in Georgia detention centers and DFACS Group Homes as well as refugee girls in their playwriting and summer programs. Previously a program director for The Unusual Suspects Theatre Company in Los Angeles, Susie developed curriculum to help imprisoned boys write plays and perform in front of large audiences. Susie teaches Film acting classes and Meisner Technique acting classes to adults and children in Los Angeles and Atlanta. As an actress, she has been seen in theatre throughout Atlanta including The Alliance Theatre; the 14th Street Playhouse and The Actor's Express. Susie appeared in the Broadway, Mark Taper Forum's and The Kennedy Center's productions of Neil Simon's "The Dinner Party." Her film credits include The Lena Baker Story, Dante's Peak, Deep End of the Ocean and Flight. Television credits include "atisfaction", "Single Ladies", "Family Law", "NYPD Blue", "High Incident", HBO's "If These Walls Could Talk I", "In The Heat of the Night" and "Matlock".

Barry Stewart Mann, MFA, ArtsNOW Storytelling/Drama Consultant, is a professional actor, storyteller and arts educator based in Atlanta. A graduate of Harvard University with an M.F.A. in Theatre from the University of San Diego, Barry has been on the faculty of Lesley University's M.Ed. Program in Integrated Teaching through the Arts since 2008, teaching courses in "Drama and Critical Literacy" and "Cultural History through Storytelling."

As an actor, Barry has performed across the country, including at San Diego's Old Globe Theatre, the Florida Shakespeare Festival, Arkansas Rep, and Studio Theatre in D.C., as well on such local stages as Theatrical Outfit, Theatre Emory, Horizon Theatre, and the Atlanta Shakespeare Theatre. As a storyteller, Barry has told tales to thousands in festivals, libraries, schools, camps, and beyond; was featured at the II Festival Internacional de Cuentacuentos in Santo Domingo, DR; was named the 1999 National Storyteller of the Year; and has been a regular contributor to the Public Radio program Recess!

Barry is a roster performer and teaching artist with the Alliance Theatre, Georgia Wolf Trap, Georgia Council for the Arts, Fulton County's Teaching Museum, and Atlanta Partnership for Arts in Learning, and worked in the past with Young Audiences, California Playwrights Project, and San Diego Institute for Arts Education. He has taught and led workshops in story and drama integration at numerous colleges and universities, including Georgia State, University of Florida, Utah State, Boise State, Middle Georgia State, Dalton State, and Young Harris.

Young Audiences Arts for Learning



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March 18, 2021

To the Office of Elementary and Secondary Education:

It is my pleasure to submit this letter in support of ArtsNOW as an applicant in the Assistance for Arts Education (AAE) grant program. This grant will support our partnership with ArtsNOW for the project titled “**STEM + the Art of Integrated Learning**” (**SAIL**). Working closely with ArtsNOW, one of our newest Young Audiences Arts for Learning affiliates, **SAIL** will result in a sustainable model to be shared across the affiliate network and the field at large.

This project provides a valuable opportunity for 3rd to 5th grade teachers and their students to develop not only their mathematical and scientific knowledge but their collaboration and critical thinking skills as well. YA is committed to partnering with ArtsNOW on national outreach activities that strengthen and expand partnerships among schools, LEA's, and arts-focused organizations such as ours.

Some effective ways that we will assist ArtsNOW with a successful project include:

- Monthly newsletter and social media updates to affiliates with links to resources.
- Presentations at affiliate networking meetings, conferences, and gatherings.
- Archiving of best practices on YA's intranet learning platform learn.ya.org.

YA National will take on an advisory role to the project, building on the knowledge gained through other successful AAE initiatives such as our i3 partnership with the Beaverton (OR) School District implementation and PDAE and AAEDD collaborations in Charleston, SC and Jefferson Parish, LA.

We appreciate the opportunity to partner once again with ArtsNOW.

Sincerely yours,

David A. Dik
National Executive Director

March 11, 2021

Bonnie Carter, Program Officer
Office of Elementary and Secondary Education
U.S. Department of Education
Washington, DC 20202

Dear Ms. Carter:

I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled **“STEM + the Art of Integrated Learning” (SAIL)**.

This project presents a valuable opportunity for 3rd through 5th grade teachers and their students to develop not only their mathematical and scientific knowledge but their collaboration and critical thinking skills as well. We are committed to partnering with ArtsNOW by providing content expertise and expanding our partnerships among schools and LEA's. Our satellite campus in Pooler, GA is very close to some of the grant schools that are located in Savannah and we allocate office space for ArtsNOW to operate training sessions there when needed. Throughout this project, we can provide the following types of support:

- Training sessions focused on math and science, delivered as an extension of ArtsNOW's summer foundational conference in arts integration
- Content support for the development of integrated math and science units utilizing various art forms
- Content support for focused institutes and virtual touchpoints where teachers will be developing and honing their skills in planning and delivering arts integrated instruction

We appreciate the opportunity to apply for this funding with ArtsNOW.

Sincerely,



Professor, School of Psychology

Center for Education Integrating Science, Mathematics & Computing (CEISMC)





Brian Kemp
Governor

THE GOVERNOR'S OFFICE OF
STUDENT ACHIEVEMENT

Joy Hawkins
Executive Director

To: Bonnie Carter, Program Director,
Arts in Education, U.S. Department of Education
From: Jaclyn Colona, Executive Director,
Innovation Fund Foundation
Re: Recommendation Letter for ArtsNow

On behalf of the Georgia Governor's Office of Student Achievement (GOSA), I am writing this letter of support for ArtsNow for the Assistance for Arts Education grant from the United States Department of Education.

In October 2016, the Cobb County School District (CCSD) received a \$650,000 Innovation Fund implementation grant where they partnered with ArtsNow to deliver high-quality, arts-centered professional development to teachers at four CCSD elementary schools. At the time of the award, I was an Innovation Fund grant project manager and directly oversaw the grant that GOSA awarded CCSD, which included in-person monitoring, evaluation, and budget tracking. Throughout their two-year grant, CCSD and ArtsNow were exemplary grantees, providing excellent grant management and exceptional professional development to teachers.

ArtsNow's ability to work successfully with a school district was apparent in how smoothly the grant was managed. Although CCSD was the main grantee, ArtsNow provided the district with its expenditures upon request, resulting in the timely submission of quarterly budget reports. ArtsNow also collaborated well with the evaluation team which provided robust evaluations throughout the grant period that highlighted a thoughtful team that sustained impactful work and course corrected when necessary. Site visits to the participating schools also served as a testament to the strong partnership the ArtsNow team was able to build with CCSD faculty and staff.

ArtsNow's successful work in the schools over this grant period cannot be understated. The organization worked with four of the district's elementary schools chosen because of two main factors: (1) the faculty were committed to testing a new, arts-centered approach to teaching and (2) the reading performance at these schools was below the district average. Throughout the grant, kindergarten through third grade teachers from the four schools participated in professional development, coaching, and professional learning communities with the ArtsNow team and fellow faculty. Classrooms touched by this professional development looked different and the results were clear. By the end of the grant, 83% of teachers indicated that they delivered at least one arts-integrated lesson per week, with 33% of teachers delivering two to five lessons weekly. More impressive, the percentage of students scoring proficient or above on the English Language Arts state assessment increased by 8.5 percentage points, compared with the district average increase of 3.5 percentage points.

I cannot think of a worthier candidate for this grant. The organization is professional, thoughtful, and results-driven. I highly recommend ArtsNow for the Assistance for Arts Education grant.

Sincerely,

A black rectangular box redacting the signature of Jaclyn Colona.

Jaclyn Colona



Greetings,

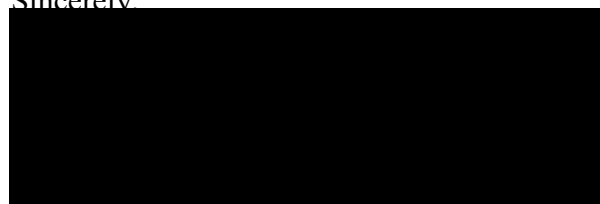
I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled “**STEM + the Art of Integrated Learning**” (SAIL). This project presents a valuable opportunity for our 3rd to 5th grade teachers and their students to develop not only their mathematical and scientific knowledge but their collaboration and critical thinking skills as well. Cobb County School District has a history of strong collaboration with ArtsNOW, supporting our teachers in the development of their skills related to arts-integration. Four of our elementary schools participated in a grant from 2016 to 2018 funded by the Governor’s Office of Student Achievement, focused on arts integration in Language Arts. We have been very pleased with the progress of those schools and welcome an opportunity to expand this training in arts integration to additional schools in our district with a focus on science and mathematics. In addition, our district has used local funds to contract with ArtsNOW in the past, to support schools. We have seen success over the past several years when partnering with schools to support students through arts integration strategies and the support for teachers through professional learning. We are excited for the possibility of adding two additional schools in our district that are ready for this type of integration to support their students’ rigor and educational application of concepts through arts integration.

We are also committed to providing space for the professional development when needed and technical support for any tasks involving digital learning or recording of lessons. I understand that Cobb County School District is committing to the following:

- Involvement of math and science teachers in two of our schools, Dowell Elementary and Mableton Elementary. They will participate in professional development over a period of three school years, 2022/23 through 2024/25, receiving an adequate amount of release time to fully participate. Teachers attending summer institutes will receive a stipend for work outside of their normal contract period.
- Administrators in the two participating schools will receive support from ArtsNOW, participating in strategic planning with other districts in this project in support of arts integration.
- District staff will attend quarterly advisory meetings with ArtsNOW to provide feedback on grant implementation.
- Fine Arts educators from these two schools will collaborate with art therapists at two partner schools to develop and pilot arts-integrated lessons that address important social-emotional skills for students in grades 3-5.
- Our assessment office will provide a de-identified FERPA-compliant dataset of individual student test scores to the external evaluator each year to permit rigorous analysis of student outcomes in math and science. ArtsNow and the evaluator will execute any necessary data sharing agreements required by our district.

We appreciate the opportunity to apply for this funding with ArtsNOW.

Sincerely,

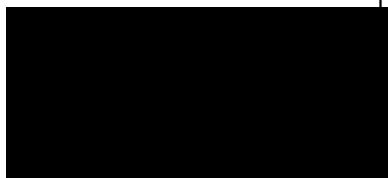


Dr. Joseph Woodruff

Microsoft Innovative Educator

Supervisor for General and Choral Music/Theatre/Dance

Design



February 23, 2021

Greetings,

I am pleased to provide this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled “STEM + the Art of Integrated Learning” (SAIL). This project presents a valuable opportunity for our 3rd to 5th-grade teachers and their students to develop not only their mathematical and scientific knowledge but their collaboration and critical thinking skills as well. Barrow County Schools has a history of strong collaboration with ArtsNOW for over a decade, supporting our teachers in the development of their skills related to arts-integration. In addition, ArtsNOW has regional offices and provides ongoing professional learning support in our Barrow County / ArtsNOW Center for Innovative Teaching. Barrow County Schools also operates a middle school magnet program for which ArtsNOW has provided support to our teachers and students. Grants such as this one are vital to continuing this fantastic work for our students during this time of significant budget cuts.

Shawn Williams is a member of the Barrow County School System’s leadership team and will serve as the primary point of contact for ArtsNOW throughout the project. She will ensure implementation is occurring as intended. We are also committed to providing space for the professional development, and technical support for any tasks involving digital learning or recording of lessons. I understand that Barrow County Schools is committing to the following:

- We will ensure the involvement of 3rd through 5th-grade math and science teachers from Statham Elementary and Winder Elementary. They will participate in professional development over a period of three school years, 2022/23 through 2024/25, receiving an adequate amount of release time to participate fully. Teachers attending summer institutes will receive a stipend for work outside of their standard contract period.
- Administrators in the two participating schools will receive support from ArtsNOW, participating in strategic planning with other districts in this project to support arts integration.
- Fine Arts educators from these two schools will collaborate with art therapists at two partner schools to develop and pilot arts-integrated lessons that address critical social-emotional skills for students in grades 3-5.
- Our assessment office will provide a de-identified FERPA-compliant dataset of individual student test scores to the external evaluator each year to permit rigorous analysis of student outcomes in math and science. ArtsNOW and the evaluator will execute any necessary data sharing agreements required by our district.

We sincerely appreciate the opportunity to apply for this funding with ArtsNOW.

All the best

Superintendent

Barrow County School System



March 3, 2021

Mrs. Bonnie Carter
Well-Rounded Education Programs
U.S. Department of Education
400 Maryland Avenue, SW, 4W240
Washington, DC 20202

Greetings Mrs. Carter:

I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled "**STEM + the Art of Integrated Learning**" (SAIL). This project presents a valuable opportunity for our 3rd to 5th grade teachers and their students to develop not only their mathematical and scientific knowledge but also their collaboration and critical thinking skills. Savannah-Chatham County Schools has a history of strong collaboration with ArtsNOW, supporting our teachers in the development of their skills related to arts-integration. Three of our elementary schools began participating in a federal AAEDD grant in 2018, focused on arts integration and literacy. We have been very pleased with the progress of those schools and welcome an opportunity to expand this training in arts integration to additional schools in our district.

ArtsNOW is partnering with Georgia Tech to utilize their satellite campus near Savannah when trainings are scheduled for teachers. We are also committed to providing space for the professional development when needed and technical support for any tasks involving digital learning or recording of lessons. I understand that Savannah-Chatham County Public School System is committing to the following:

- Involvement of math and science teachers in two of our highest need schools, Gadsden Elementary and A.B. Williams Elementary. They will participate in professional development over a period of three school years, 2022/23 through 2024/25, receiving an adequate amount of release time to fully participate. Teachers attending summer institutes will receive a stipend for work outside of their normal contract period.
- Administrators in the two participating schools will receive support from ArtsNOW, participating in strategic planning with other districts in this project in support of arts integration.
- Fine Arts educators from these two schools will collaborate with art therapists at two partner schools to develop and pilot arts-integrated lessons that address important social-emotional skills for students in grades 3-5.
- Our assessment office will provide a de-identified FERPA-compliant dataset of individual student test scores to the external evaluator each year to permit rigorous analysis of student outcomes in math and science. ArtsNOW and the evaluator will execute any necessary data sharing agreements required by our district.

We appreciate the opportunity to apply for this funding with ArtsNOW and appreciate your full consideration.

Sincerely,

M. Ann Levett, Ed.D.
Superintendent

*Mission - To ignite a passion for learning and teaching at high levels.
Vision - From school to the world: All students prepared for productive futures*

"AN EQUAL OPPORTUNITY EMPLOYER"



Dr. Salethia James
Principal

Ms. Kari Maxey
Assistant Principal

Greetings Bonnie Carter,

I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled "**STEM + the Art of Integrated Learning**" (SAIL). This project presents a valuable opportunity for our 3rd through 5th grade teachers and their students to develop not only their artistic, mathematical and scientific skills but also their collaboration and critical thinking skills. In reviewing our school wide data, we noticed that there is a great need for support in the areas of mathematics, science, and social emotional learning. Additionally, we have noticed that students are growing, but not necessarily achieving at an appropriate rate. This is important in regards to looking at student achievement in the area of mathematics and science.

We currently have 15 classroom teachers in grades 3-5 assigned to teach math and/or science. We also plan to include some of our instructional support teachers in the training as well, such as special education teachers, math coaches, arts teachers, or elective teachers in the areas of STEAM or Math. We are also committed to providing space for professional development when needed and technical support for any tasks involving digital learning or recording of lessons. I understand Statham Elementary School is committing to the following:

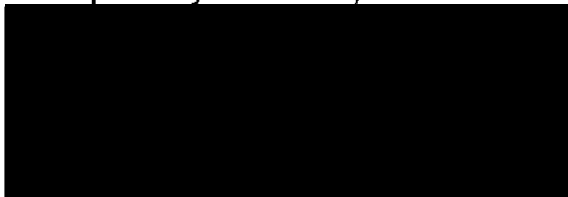
- Math and science teachers will be actively involved in professional development over a period of three school years, 2022/23 through 2024/25, receiving an adequate amount of release time to fully participate. Teachers attending summer institutes will receive a stipend for work outside of their normal contract period. At least one teacher

per grade level will volunteer to serve as a teacher leader in support of their colleagues' use of arts integration.

- I plan to participate with other grant school principals in strategic planning sessions with ArtsNOW to support sustainability of project strategies well beyond the life of the grant.
- One of my Fine Arts educators will collaborate with art therapists at two partner schools to develop and pilot arts-integrated lessons that address important social-emotional skills for students in grades 3-5.

We appreciate the opportunity to apply for this funding with ArtsNOW.

Respectfully submitted,



Dr. Salethia James

Principal

Statham Elementary School

Winder Elementary School



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March 16, 2021

Greetings, Ms. Carter,

I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled “**STEM + the Art of Integrated Learning**” (SAIL). This project presents a valuable opportunity for our 3rd through 5th grade teachers and their students to develop not only their artistic, mathematical and scientific skills but also their collaboration and critical thinking skills. Winder Elementary School serves over 600 students, many of whom are impacted by poverty, and our participation in this project will provide our entire school community with countless opportunities we would otherwise not have.

We currently have fourteen classroom teachers in grades 3-5 assigned to teach math and/or science. We plan to include some of our instructional support teachers in the training as well, such as special education teachers, math coaches, arts teachers, or elective teachers in the areas of STEAM or Math. We are committed to providing space for the professional development when needed and technical support for any tasks involving digital learning or recording of lessons. I understand that Winder Elementary School is committing to the following:

- Math and science teachers will be actively involved in professional development over a period of three school years, 2022/23 through 2024/25, receiving an adequate amount of release time to fully participate. Teachers attending summer institutes will receive a stipend for work outside of their normal contract period. At least one teacher per grade level will volunteer to serve as a teacher leader in support of their colleagues’ use of arts integration.
- I plan to participate with other grant school principals in strategic planning sessions with ArtsNOW to support sustainability of project strategies well beyond the life of the grant.
- One of my Fine Arts educators will collaborate with art therapists at two partner schools to develop and pilot arts-integrated lessons that address important social-emotional skills for students in grades 3-5.

We appreciate the opportunity to apply for this funding with ArtsNOW.

Sincerely,

[Redacted signature]

Andrea P. Neher, Ph.D.
Principal, Winder Elementary

[Redacted footer]



Dowell Elementary
Cobb County School District
"One Team, One Goal: Student Success"

Christine M. Dinizio
Principal

Melissa Rone
Assistant Principal

Tangela Hendrix
Assistant Principal

March 8, 2021

Greetings,

I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled **"STEM + the Art of Integrated Learning"** (SAIL). This project presents a valuable opportunity for our 3rd through 5th grade teachers and their students to develop not only their artistic, mathematical and scientific skills but also their collaboration and critical thinking skills. At Dowell Elementary, we continually seek opportunities to increase academic performance in math and science in innovative and engaging ways. Participating in this grant opportunity with ArtsNOW will build teacher efficacy in planning integrated math, science and arts lessons which will ultimately have a positive impact on student outcomes.

We currently have 20 classroom teachers in grades 3-5 assigned to teach math and/or science. We also plan to include some of our instructional support teachers in the training as well, such as special education teachers, math coaches, arts teachers, or elective teachers in the area of STEAM. We are also committed to providing space for the professional development when needed and technical support for any tasks involving digital learning or recording of lessons. I understand Dowell Elementary School is committing to the following:

- Math and science teachers will be actively involved in professional development over a period of three school years, 2022/23 through 2024/25, receiving an adequate amount of release time to fully participate. Teachers attending summer institutes will receive a stipend for work outside of their normal contract period. At least one teacher per grade level will volunteer to serve as a teacher leader in support of their colleagues' use of arts integration.
- I plan to participate with other grant school principals in strategic planning sessions with ArtsNOW to support sustainability of project strategies well beyond the life of the grant.
- One of my Fine Arts educators will collaborate with art therapists at two partner schools to develop and pilot arts-integrated lessons that address important social-emotional skills for students in grades 3-5.

We appreciate the opportunity to apply for this funding with ArtsNOW.

Sincerely,

Principal

Invest • Inspire • Innovate

Telephone

Marietta, Georgia 30064

Mableton Elementary School

Cobb County School District
"One Team, One Goal: Student Success"



Pamela Cain
Principal

Greetings Ms. Carter,

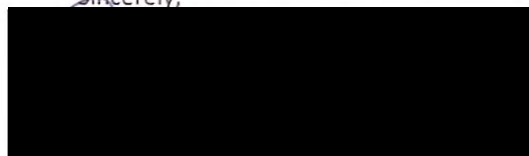
I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled **"STEM + the Art of Integrated Learning"** (SAIL). This project presents a valuable opportunity for our 3rd through 5th grade teachers and their students to develop not only their artistic, mathematical and scientific skills but also their collaboration and critical thinking skills. Mableton Elementary math and science data has seen a decrease this school year, perhaps due to the COVID-19 Pandemic and students missing traditional face-to-face instruction. Traditionally, Mableton's math and science scores have been lower than the state and district averages, as well. Regarding the Arts, some of our teachers have participated in district level professional development through STEAM and Arts Integration Cohort academies; however, our teachers need more direct instruction and modeling of best practices for integrating the Arts into daily instruction.

We currently have 24 classroom teachers in grades 3-5 assigned to teach math and/or science. We also plan to include some of our instructional support teachers in the training as well, such as special education teachers, math coaches, arts teachers, or elective teachers in the areas of STEAM or Math. We are also committed to providing space for the professional development when needed and technical support for any tasks involving digital learning or recording of lessons. I understand Mableton Elementary is committing to the following:

- Math and science teachers will be actively involved in professional development over a period of three school years, 2022/23 through 2024/25, receiving an adequate amount of release time to fully participate. Teachers attending summer institutes will receive a stipend for work outside of their normal contract period. At least one teacher per grade level will volunteer to serve as a teacher leader in support of their colleagues' use of arts integration.
- I plan to participate with other grant school principals in strategic planning sessions with ArtsNOW to support sustainability of project strategies well beyond the life of the grant.
- One of my Fine Arts educators will collaborate with art therapists at two partner schools to develop and pilot arts-integrated lessons that address important social-emotional skills for students in grades 3-5.

We appreciate the opportunity to apply for this funding with ArtsNOW.

Sincerely,



Telephone



Mableton, Georgia 30126



Robert W. Gadsden Elementary School



Renee Bryant-Evans, Ed.D., Principal

Latila King, Ed.D., Assistant Principal

February 22, 2021

Greetings Ms. Carter,

I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled **"STEM + the Art of Integrated Learning"** (SAIL). As we steadily work to obtain STEAM Certification at Gadsden Elementary School, this project presents a valuable opportunity for our 3rd through 5th grade teachers and their students to develop not only their artistic, mathematical and scientific skills but also their collaboration and critical thinking skills. We believe that the art infused lessons will assist us with our efforts to increase levels of student engagement which would in turn, positively impact student achievement. Additionally, this grant opportunity would support our sustainability efforts after obtaining STEAM Certification by providing our teachers with a set of effective ideas, tools, and strategies to use with our students for years to come.

We currently have 9 classroom teachers in grades 3-5 assigned to teach math and/or science. We also plan to include some of our instructional support teachers in the training as well, such as special education teachers, math coaches, arts teachers, or elective teachers in the areas of STEAM or Math. We are also committed to providing space for the professional development when needed and technical support for any tasks involving digital learning or recording of lessons. I understand Robert W. Gadsden Elementary School is committing to the following:

- Math and science teachers will be actively involved in professional development over a period of three school years, 2022/23 through 2024/25, receiving an adequate amount of release time to fully participate. Teachers attending summer institutes will receive a stipend for work outside of their normal contract period. At least one teacher per grade level will volunteer to serve as a teacher leader in support of their colleagues' use of arts integration.
- I plan to participate with other grant school principals in strategic planning sessions with ArtsNOW to support sustainability of project strategies well beyond the life of the grant.
- One of my Fine Arts educators will collaborate with art therapists at two partner schools to develop and pilot arts-integrated lessons that address important social-emotional skills for students in grades 3-5.

We appreciate the opportunity to apply for this funding with ArtsNOW.

Sincerely,

Renee Bryant-Evans, Ed.D.

*Mission - To ignite a passion for learning and teaching at high levels.
Vision - From school to the world: All students prepared for productive futures*

Andrea B. Williams Elementary

Ms. Susan Ambrose, Principal



Greetings Mrs. Carter,

I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our partnership with ArtsNOW for the project titled “**STEM + the Art of Integrated Learning**” (SAIL). This project presents a valuable opportunity for our 3rd through 5th grade teachers and their students to develop not only their artistic, mathematical and scientific skills but also their collaboration and critical thinking skills. Currently, our students have limited access to quality STEM and Art opportunities. ArtsNOW would enrich student learning by putting our children at the core of learning experiences, making them active learners, increasing student motivation and attendance. ArtsNOW will also enhance teacher efficacy through meaningful and relevant professional development that will be utilized to enhance teachers as innovative lifelong learners.

We currently have thirteen classroom teachers in grades 3-5 assigned to teach math and/or science. We also plan to include some of our instructional support teachers in the training as well, such as special education teachers, math coaches, arts teachers, or elective teachers in the areas of STEAM or Math. We are also committed to providing space for the professional development when needed and technical support for any tasks involving digital learning or recording of lessons. I understand Andrea B. Williams Elementary is committing to the following:

- Math and science teachers will be actively involved in professional development over a period of three school years, 2022/23 through 2024/25, receiving an adequate amount of release time to fully participate. Teachers attending summer institutes will receive a stipend for work outside of their normal contract period. At least one teacher per grade level will volunteer to serve as a teacher leader in support of their colleagues’ use of arts integration.
- I plan to participate with other grant school principals in strategic planning sessions with ArtsNOW to support sustainability of project strategies well beyond the life of the grant.
- One of my Fine Arts educators will collaborate with art therapists at two partner schools to develop and pilot arts-integrated lessons that address important social-emotional skills for students in grades 3-5.

We appreciate the opportunity to apply for this funding with ArtsNOW.

Sincerely,

[Redacted Signature]

Susan Ambrose, Principal



March 5, 2021

To Whom It May Concern,

Greetings,

I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our continued partnership with ArtsNow for the project titled **"STEM + the Art of Integrated Learning" (SAIL)**. As a leader in the field of children's mental and behavioral health, Hillside Conant School earns its status as one of the nation's most promising results-oriented nonprofits. Trained educational and recreational therapy staff regularly engage the boys and girls at Hillside in therapeutic activities in order to teach teamwork, encourage sportsmanship, strengthen trust, and improve communication.

This project presents a valuable opportunity for Fine Arts educators and their students to develop not only their mathematical and scientific knowledge but also their competencies in important skills such as resilience, conflict resolution, stress management and interpersonal relationships. We are committed to partnering with ArtsNow by providing expertise in art therapy and expanding our partnerships among schools and LEA's. Throughout this project, we can provide the following types of support:

- Allow Fine Arts educators from each grant school to visit our site and observe our teachers and students using arts-based therapeutic activities
- Consult with Fine Arts educators as they begin to develop lessons, particularly in the areas of visual art and music, that incorporate social-emotional learning for students
- Provide feedback to Fine Arts educators as they deliver and disseminate the arts integrated therapeutic activities in their local Title I schools, supporting all students, particularly those students with disabilities in need of additional social-emotional support.

We appreciate the opportunity to apply for this funding with ArtsNow.

Sincerely,

[REDACTED]
Christina Kennedy, Ph.D.
Principal
Hillside Conant School
[REDACTED]

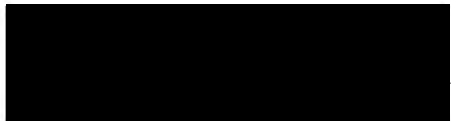
Greetings,

I am providing this letter in support of the Assistance for Arts Education (AAE) grant application to the Office of Elementary and Secondary Education at the U.S. Department of Education. This grant will support our continued partnership with ArtsNow for the project titled **“STEM + the Art of Integrated Learning” (SAIL)**. As a leader in the field of children’s mental and behavioral health, Youth Villages earns its status as one of the nation’s most promising results-oriented nonprofits, as recognized by Harvard Business School, U.S. News & World Report and the White House. Our teachers are trained in the Artful Learning Model, which is grounded in instilling aspects of caring. Trained recreational therapy staff regularly engage the boys and girls at Inner Harbour in therapeutic activities in order to teach teamwork, encourage sportsmanship, strengthen trust, and improve communication.

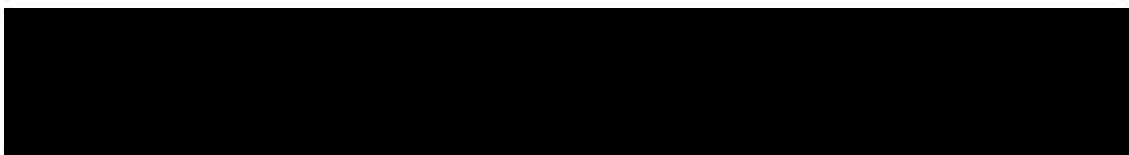
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- Allow Fine Arts educators from each grant school to visit our site and observe our teachers and students using arts-based therapeutic activities
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- Provide feedback to Fine Arts educators as they deliver and disseminate the arts integrated therapeutic activities in their local Title I schools, supporting all students, particularly those students with disabilities in need of additional social-emotional support.

We appreciate the opportunity to apply for this funding with ArtsNow.



Lauren Crabtree
Principal
Youth Villages Inner Harbour





Appendix Table of Contents

- A. Competitive Preference Priority (CPP) – ArtsNOW as a national non-profit
- B. Resumes of key personnel from ArtsNOW (Collins, Snuggs, Heater, Williams) along with CEISMC (Turcotte), and External Evaluator (Mollette)
- C. Biographical summaries of key ArtsNOW personnel, including teaching artists
- D. Fourteen Letters of support (National Young Audiences, CEISMC, Governor’s Office of Student Achievement, six schools, three LEA’s, and two residential treatment schools)
- E. Kennedy Center’s Arts Integration Framework
- F. Project implementation timeline and number of hours of support
- G. Fidelity of implementation rubrics/logs –
 - a. Reflection logs for SAIL Lead Teachers
 - b. Unit reflection logs for math/science classroom teachers
 - c. Brophy’s *Stages of Arts Integration* teacher self-reflection rubric
- H. Training artifacts including: overview of ArtsNOW principal support, description of breakout sessions in training, and sample arts-integrated 4th gr Science lesson plan
- I. Addendum to the evaluation plan detailing quantitative analyses and validity evidence for survey instruments (Friday Institute, 2014; and Aarons et al, 2018)

ArtsNOW Principal Support

- **Overview conversation to engage principal:** Communicate value proposition that ArtsNOW is a proven, standards-based job-embedded, site specific support. Clarify that it is not a "program" or "curriculum" but supports best practices in teaching and learning
- **Needs assessment:** At the beginning of a new partnership, ArtsNOW conducts a walk through and meets with administration to learn about local school needs and goals (conduct a needs-assessment), to discuss "baseline", and to determine desired outcomes.
- **Follow up visit from ArtsNOW:** ArtsNOW leadership conducts follow-up site visits and walk-throughs with principal to discuss "look-fors" of implementation, as needed, and to discuss the effectiveness and progress of arts integration implementation.
- **Principal community of practice:** ArtsNOW has established an ArtsNOW Principals' Network that allows for opportunities to visit other ArtsNOW schools to see implementation in practice. Time is also provided for principals across districts to discuss arts integration and their successes and challenges.
- **Demonstration days:** ArtsNOW works with schools to facilitate Demonstration of Learning Days where they share their arts integrated practices with business leaders, parents, community members, and educators.
- **Principal retreats:** ArtsNOW has just begun holding Principal Retreats, providing opportunities to get away during the summer with other ArtsNOW principals and to learn from one another and other guests. Focus is on Ed Leadership.



Summer PD - sample sessions

Arts-Integration Foundational Seminar (beginning of intervention)

This two and a half day professional learning opportunity invites teams of educators to explore arts-integrated instructional strategies aligned to Common Core and Fine Arts Standards. These strategies promote 21st century skills, critical and creative thinking, student achievement, and academic growth. Educators leave equipped to bring creativity, innovation, and arts integration into the classroom across all content areas. Workshop participants receive research-based information and ideas to improve instructional design and delivery and are exposed to arts integration as a best practice in teaching and learning. These workshops offer 2PLUs.

Advanced Training (midpoint of intervention)

Advanced training has multiple models of delivery. The training is designed for those professionals who have attended the Foundational Training Session and, therefore, extends the depth and breadth of content covered in the Foundational Session. Sessions can be dedicated to several schools, from one or more school districts. Participants work with our collaborative team in directed learning experiences and planning activities to redeliver to their students. They also have an opportunity to discuss with other educators the implementation strategies, successes, and challenges of integrating the arts into the classroom.

Examples of arts-focused breakout sessions:

Dance with Heating, Cooling and Insulation - Guide your students in using movement and dance composition to aid their comprehension of heating, cooling, and insulation.

Dancing Machines - Explore a variety of basic techniques in dance/choreography and identify how these strategies can be integrated into the science curriculum. This activity allows students to explore simple machines through movement and create imaginative new machines through choreographic sequences and collaboration.

Explore the Solar System with Theater (gr 3-5) - This session helps build upon prior knowledge of the nine planets in the solar system by allowing students to become aliens living on the planets. By creating an imaginary alien who lives on a planet, students embody the planet and its characteristics, thereby increasing their understanding of the planets. Sharing their work with each other allows students to develop presentation skills and comfort when speaking their own thoughts and ideas.

Magnetic Pollack – This session provides a demonstration of how visual art can be integrated with a science lesson on magnetism. Students will create a painting based on the action paintings by Jackson Pollock. Instead of dripping and splattering, the paint will be moved using a metal object, such as a paper clip, and a magnet. Students will move the paint around the paper, filling the composition. Students will be able to describe the effects the magnet had on the metal object.

Phases of the Moon - This session provides a demonstration of a lesson that builds on the class's prior knowledge of the solar system and the planet's positions. Having students use their bodies to model the day/night cycles of the Sun and Earth allows them to become these elements. Next we discuss the moon's role in the solar system and explore the eight phases of the moon through acting out a story. Finally, a song brings it all together to deepen the learning.

Calder Mobile



Unit Essential Questions

How can gravitational forces affect the balance of objects?

How does proportion affect balance?

PROJECT DESCRIPTION

In this project, students will use their knowledge of balance and unbalanced forces to design and create a Calder mobile. A Calder mobile is a mobile of 3 to 5 levels that has various materials attached to wire, that must be balanced upon completion. The material used to balance must be of various sizes including materials such as foam pieces, card stock, wire, string, paper clips, and/or beads. In completing this project, students will be using their critical thinking skills to utilize the materials to create a piece of artwork that incorporates the scientific concepts of gravitational forces, as well as balanced and unbalanced forces. Students will also write about their experience before, during, and after completion of the project.

LEARNING TARGETS

“I Can...”

- I can identify and compare balanced and unbalanced forces
- I can create a balanced mobile using unbalanced forces
- I can analyze how forces affect balance and revise my plan as I design
- I can communicate my understanding of forces by reflecting upon my construction of my Calder mobile

www.artsnowlearning.org

Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

PR/Award # S351A210019

| Project Description | Learning Targets |
|---|---|
| In this project, students will use their knowledge of balance and unbalanced forces to design and create a Calder mobile. A Calder mobile is a mobile of 3 to 5 levels that has various materials attached to wire, that must be balanced upon completion. The material used to balance must be of various sizes including materials such as foam pieces, card stock, wire, string, paper clips, and/or beads. In completing this project, students will be using their critical thinking skills to utilize the materials to create a piece of artwork that incorporates the scientific concepts of gravitational forces, as well as balanced and unbalanced forces. Students will also write about their experience before, during, and after completion of the project. | <p>“I Can...”:</p> <ul style="list-style-type: none"> • I can identify and compare balanced and unbalanced forces • I can create a balanced mobile using unbalanced forces • I can analyze how forces affect balance and revise my plan as I design • I can communicate my understanding of forces by reflecting upon my construction of my Calder mobile |

ESSENTIAL QUESTIONS

- How can gravitational forces affect the balance of objects?
- How does proportion affect balance?

STANDARDS

| Curriculum Standards | Arts Standards |
|--|---|
| <p>S4P3. Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces.</p> <p>a. Plan and carry out an investigation on the effects of balanced and unbalanced forces on an object and communicate the results.</p> <p>b. Construct an argument to support the claim that gravitational force affects the motion of an object.</p> <p>ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> | <ul style="list-style-type: none"> • VA4PR.1 Creates artworks based on personal experience and selected themes. <p>b. Makes design decisions as the result of conscious, thoughtful planning and choices.</p> • VA4PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills. <p>a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.</p> |

Project 1 of 3

Approx. Duration of Project: 90 minutes

| | |
|--|--|
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | |
|--|--|

KEY VOCABULARY

| Content Vocabulary | Arts Vocabulary |
|--|---|
| <ul style="list-style-type: none"> Balance Unbalanced Gravitational force Force Explanatory writing Reflection Precise language Mass | <ul style="list-style-type: none"> Balance: This is a sense of stability in the body of work. Balance can be created by repeating same shapes and by creating a feeling of equal weight. Proportion: This refers to the relationships of the size of objects in a body of work. Proportion gives a sense of size seen as relationship of objects, such as smallness or largeness. |

TECHNOLOGY INTEGRATION

| |
|--|
| <ul style="list-style-type: none"> https://phet.colorado.edu/sims/html/forces-and-motion-basics/latest/forces-and-motion-basics_en.html http://archive.artsmia.org/artists_toolkit/encyc_balancesymmetry.htm |
|--|

ASSESSMENTS

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none"> Teacher will observe the students to determine if they understand what gravitational force is. Teacher will observe the students to determine if they understand what balanced and unbalanced forces are. Teacher will observe the students' use of | <ul style="list-style-type: none"> Project 1 Rubric The teacher will check for student's communication of deeper thinking throughout the project (specifically checking for understanding of how proportion and gravitational forces affect balance). |

| APPENDIX F - # of hours of support | GRANT YEAR 1 | | | GRANT YEAR 2 | | GRANT YEAR 3 | | GRANT YEAR 4 | | GRANT YEAR 5 | |
|--|--------------|--|-------------|---------------------|---|---------------------|---|---------------------|--|---------------------|--------------------------|
| Implementation components for each participant group | Winter 2021 | Spring 2022 | Summer 2022 | 2022/23 school year | Summer 2023 | 2023/24 school year | Summer 2024 | 2024/25 school year | Summer 2025 | 2025/26 school year | Summer 2026 thru 9/30/26 |
| <u>SAIL Lead Teachers (3 per school x 6 schools)</u> | | Cohort 1 - 44 hrs in addition to the 40 hrs for all classroom teachers (88 total) | | | Cohort 2 - 44 hrs in addition to the 40 hrs for all classroom teachers | | Focus will be on supporting teacher leaders, piloting units w/support and sustainability | | Focus will be on sustainability and dissemination | | |
| three-day Arts Integration/CEISMC training/conference with grant leadership team (1 per grade level 3rd-5th; also attended by principal and 1 fine arts educator) | | | 24 | | 24 | | 24 | | | | |
| Teacher leaders co-plan with CEISMC to develop/revise arts-integrated lessons in math and science (1 unit per grade in Yr2, and two units per grade in Yr 3 - resulting in 9 Math and 9 Science units) | | | | | 16 | | 16 | | | | |
| Digital coaching session held quarterly for Lead teachers who attend summer conference. | | | | 4 | | 4 | | 4 | | | |
| Teacher leaders practice coaching colleagues in arts integration strategies, with consultative support and input from ArtsNow (@ 3 hrs/month x 8 mos in 2025/26) | | | | | | | | | | 24 | |
| <u>Classroom teachers of Math/Science</u> | | | | 40 | | 40 | | 16 | | 8 | |
| Kickoff training day in each district (week before school starts; also attended by principal and all fine arts educators) | | | | 8 | | 8 | | 8 | | | |
| four days of multi-site grade-specific training @ 6 hrs each (e.g. all 3rd gr teachers in each district) | | | | 24 | | 24 | | | | | |

| | | | | | | | | | | | |
|---|---|---|----|----|----|----|----|----|---|----|---|
| four demonstration days at each school (i.e. teachers observe process of arts integration in lessons led by ArtsNow in YR 2-3, co-led by teacher leaders in YR 4-5) Teachers observe a 45-min. lesson during the day, ArtsNOW teaching their students. (45 min x 4 times/yr = 3 contact hrs) | | | | 3 | | 3 | | 3 | | 3 | |
| Five 1-hour sessions of virtual, structured lesson planning with each school , facilitated by ArtsNow in YR 2-3, co-led by teacher leaders in YR 4-5 | | | | 5 | | 5 | | 5 | | 5 | |
| <u>Leaders (e.g. principals, district leaders, SAIL site coordinator, etc) - (76 hrs)</u> | | | | | | | | | | | |
| Partnership kickoff and introductory training in each district | 3 | | | | | | | | | | |
| annual principals leadership/planning retreat (all grant schools at once) | | 4 | | 12 | | 12 | | 12 | | 12 | |
| three-day Arts Integration training/conference with grant leadership team (principal and liaison) | | | 24 | | 24 | | 24 | | | | |
| Sustainability planning and coaching with principals | | | | | | | | | 7 | 7 | 7 |
| <u>Fine Arts Educators at each school (62 hrs)</u> | | | | | | | | | | | |
| one-day training in art therapy with partners at Hillside/Youth Villages | | 8 | 8 | 8 | 8 | | | | | | |
| collaborative (virtual) planning & resource sharing with art therapists (10 hrs/year) | | | | 10 | | 10 | | 10 | | | |



Teacher Leader - Monthly Reflection Logs

(due by Sept 30, Oct 30, Dec 10, Feb 10, March 10 and April 10 each year)

- (1) Describe any barriers to implementation of arts integration you observed this month among your grade-level team and how they were addressed: (if applicable)
 - a. Technology issues
 - b. Scheduling issues
 - c. Missing materials/Materials issues
 - d. Personnel issues (teachers, support staff or admins)
 - e. Child participation issues
 - f. Other challenges
- (2) What aspects of arts integration appear to have been particularly challenging for teachers this month? For students?
- (3) Please describe the activities that teachers needed a lot of support to implement and the kinds of support that teachers needed in order to implement them successfully.
- (4) Please describe activities for which *in-person coaching support* was essential for implementation, compared to activities where *remote support* (phone, email, text) was sufficient to help teachers.
- (5) Please list the teachers you supported this month, the approx. # of interactions and the type of support.
 - a. *(example: Mrs. Johnson – 2 lesson review/planning sessions, 2 peer observations w/debrief, 1 troubleshooting use of materials)*



Classroom Teacher – Unit reflection form

(completed after delivery of each arts integrated unit)

Name of the unit, dates delivered, and grade level/content area:

Agreement scale of 1 to 5:

“How satisfied are you with the PD and coaching you have received so far?”

“The arts integration unit I taught...”

- Was very clear, providing usable instructional resources
- Included high-quality instructional strategies
- Was effective in expanding my students’ understanding of the content
- Is one that I will teach again next year

Open-ended questions:

Did you modify any of the lessons for this unit in any way? (e.g. shortening or extending the activity, splitting into two parts, incorporating different materials, etc) If so, please describe which lessons you modified and how/why you needed to modify them.

If you are not one of the SAIL Lead Teachers, did one of them try to assist you with implementing this particular unit? If so, in what way, including suggestions for how support could be improved.

When implementing this unit, did you encounter any of the following challenges? If so, please describe.

- Use of project technology or video equipment
- Delivery of the content/curriculum
- Delivery of one or more arts-integrated lessons within the unit
- Scheduling – i.e. fitting the activities into your classroom/school schedule
- Students – i.e. challenges with their participation or engagement
- Any other challenges not included above?
- Suggestions for how the unit could be improved for future use?

Appendix G – ArtsNOW AAE proposal – STEM + the Art of Integrated Learning (SAIL)

From: Brophy, T. S. (2011, June 25). *A Whole School Arts Integration Implementation model. Arts in Education Community Partnership Pilot Program-2007-2010 Final Report* (p. 115). School District of Palm Beach County, FL. Unpublished manuscript.

GRADE LEVEL TAUGHT _____ SCHOOL _____

Please select the stage that is most applicable to, or best describes your professional development through the SAIL grant project

| | Stage 1: Skill & Strategy Development | Stage 2: Skill Refinement and Strategy Building | Stage 3: Skill Confidence and Strategy Creation |
|--------------------------------------|---|--|---|
| Instructional planning | Arts integration choices are made based on teacher's comfort level w/the art form; usually an 'add-on' activity to an existing unit of instruction | Arts integration choices are made purposefully; teachers begin to move into 'less comfortable' arts domains and gain some comfort with using their personal arts skills to integrate the arts with other content areas. | Arts integration is institutionalized and systematic; teacher is committed to building capacity for arts integration and assumes leadership roles when needed, works comfortably and knowledgeably in all arts domains. |
| Selection of materials and resources | Arts materials and resources are selected based on convenience or availability, without reference to a specific arts standard or conceptual framework | Arts supplies and instructional resources are chosen with reference to their usefulness, with consideration to the quality and purpose; | Arts supplies and instructional resources are purposefully chosen as part of a yearly plan of standards-based arts-integrated instructional units |
| Instructional delivery | The teacher begins use of arts-integrated instruction starting with arts areas that are most comfortable or interesting. Tentative, often lacking confidence in personal artistic skills, often describes themselves in terms of "I can't sing" or "I'm not good at drawing", etc | The teacher 'buys-in' to arts integrated teaching, demonstrated by increased, meaningful use of the arts to teach all content areas; gains more confidence in personal arts skills and is less tentative about demonstrating these skills in class | The teacher is a confident artist-facilitator in the classroom and promotes risk-taking in a climate of creative choice; enables students to learn through multiple art forms; often thinks "I wouldn't teach any other way" |
| Assessment through the arts | Assessment is based on traditional approaches, tests, worksheets, quizzes, etc. Teacher does not incorporate the arts as a delivery mode for assessment. | Teacher begins to develop and "try out" various alternative assessments using art forms, works to develop a performance-based system to assess learning in multiple content areas. | Assessment is approached in multiple ways, demonstrated in arts-integrated instruction; assessment is viewed as an opportunity to learn and teacher provides informal, or formative assessment opportunities as a routine part of daily instruction |
| Collaboration and support | There is minimal teacher collaboration around the arts; faculty largely work independently, little emphasis on arts integration or support from arts-integration specialists. | Teachers are provided time for collaboration on arts-integrated instruction; structures are in place to facilitate arts-integrated planning with arts specialists; the school environment reflects the arts-integrated focus through the display of students' art works. | Teacher collaboration is routine and ongoing; school administration is fully supportive; teachers are excited about both students' growth and their own professional growth, arts integration is institutionalized and the school environment is aesthetic, artistic and appealing to visitors. |

Arts Integration Unit Assessment Rubric

This document is to be used as a way to assess the effectiveness of your Integrated Arts Units. This may be used either in the planning stage of your unit or as an assessment after the unit.

Unit Title _____ Grade Level _____

| CRITERIA | BEGINNING | APPROACHING | MEETING |
|--|---|---|--|
| PLANNING | <ul style="list-style-type: none"> Unit emphasizes one discipline. Essential questions and learning targets relate to one discipline. Connections between art discipline and non art discipline are not evident. | <ul style="list-style-type: none"> Unit emphasizes non art discipline with some inclusion of art discipline, or vice versa. Essential questions and learning targets make some links to art and non art disciplines. Art discipline has some connection to non art discipline. | <ul style="list-style-type: none"> Unit is well-balanced between art and non art disciplines. Essential questions and learning targets link to art and non art disciplines. Art discipline and non art discipline complement one another. |
| Student SKILL AND KNOWLEDGE DEVELOPMENT | <ul style="list-style-type: none"> Students create responses showing little skill and knowledge development evident in either the art or non art discipline. Exemplars are not used. Minimal or no use of relevant vocabulary. | <ul style="list-style-type: none"> Students create responses demonstrating some skill and knowledge development in either the art and non art discipline. Exemplars are used to show possibilities. Some use of relevant vocabulary. | <ul style="list-style-type: none"> Students create responses demonstrating a high level of skill and knowledge development in both the art and non art discipline. Exemplars are used to show possibilities and to deepen skill and knowledge. Full use of relevant vocabulary. |
| CREATIVE PROCESS: | <ul style="list-style-type: none"> Unit minimally engages students, if at all, in the creative process and does not encourage risk taking. Teaching limits creative opportunities. | <ul style="list-style-type: none"> Unit begins to engage students with the creative process and risk taking is evident. Teaching encourages some creative opportunities. | <ul style="list-style-type: none"> Unit fully engages students in the creative process and risk taking is strongly evident. Teaching promotes a full range of creative opportunities. |
| ASSESSMENT: | <ul style="list-style-type: none"> Learning objectives are not identified in either the arts or non arts discipline. Students are not assessed. No reflection on student work and no opportunity for revision. | <ul style="list-style-type: none"> Learning objectives are identified in both disciplines, but are not communicated to students. Students are assessed, but in only one discipline. Some reflection on student work with little opportunity for revision. | <ul style="list-style-type: none"> Learning objectives are identified in both disciplines and are communicated to students. Students are assessed in both art and non art disciplines. Reflection and revision are ongoing. |
| If Appropriate: | | | |
| COLLABORATION | <ul style="list-style-type: none"> No collaborative planning and/or reflection with arts coach, arts specialists, or teaching artist. | <ul style="list-style-type: none"> Collaborative planning and/or reflection occurs occasionally with arts coach, arts specialists, or art-skilled teachers. Roles and responsibilities are not clear. | <ul style="list-style-type: none"> Collaborative planning and reflection with arts coach, arts specialists, and/or teaching artist is an integral part of unit development and teaching. There are clear expectations of roles and responsibilities. |
| COMMUNITY CONNECTIONS: Visiting artist sessions and community programs (e.g., Flynn matinees) clearly align with and support unit objectives. | Community connections may relate broadly to the unit, but there are no explicit connections to unit objectives. | Community connections have weak alignment with unit objectives. | Community connections support and align well with unit objectives. |

Rubric originally from: <https://www.haikudeck.com/co-teaching-to-integrate-the-arts>

Appendix I – Addendum to evaluation plan

This addendum is provided so details related to the evaluation instruments can be included in the scoring of the quality of the evaluation plan. Dr. Melinda Mollette will have primary responsibility for leading the external evaluation of SAIL. She will be supported by a research associate and a research assistant with data collection, survey administration, and report preparation. Dr. Mollette has 24 years of experience in K-12 education as both a practitioner and a researcher. Most recently, she is an educational researcher, certified in 2013 and re-certified in 2020 by the WWC in Version 4.0 of group design standards. She has been conducting program evaluations of Arts in Education grants since 2007, has served as the external evaluator on other federal grants (e.g. TSL, TQP) and has a demonstrated record of conducting rigorous research and disseminating findings to both research and practitioner audiences alike. Dr. Mollette will have primary responsibility for quantitative analysis of student and teacher outcomes, and leading the impact study described below.

The WWC review protocol states “intermediate outcome measures that reflect partial exposure to an intervention can also provide useful information about the intervention’s effectiveness” (p. 4). Initial analysis will examine intermediate outcomes after partial exposure to the integrated units and arts integration strategies. (2022/23 and 2023/24). By year 4, the key project components experienced by the students in 2024/25 include the delivery of at least three integrated units in math and science per school year, which will reflect a majority of the content for their grade level. Teacher training will occur over a two-year period. Continued support will be provided in 2024/25 and 2025/26 in the form of lesson modeling and virtual touchpoints with ArtsNOW consultants and project staff.

Mediation analysis - Because teachers are being trained, given the integrated units, then redelivering the intervention to students, it is important to measure teacher-level variables in an attempt to determine if, or how, teachers’ practice can mediate the relationship between the intervention and student outcomes. The EQUIP protocol (described below) will be used as a measure of inquiry-based instruction to determine how this mediates student outcomes and how participation in the intervention might influence teacher’s use of inquiry-based practices. An overall score on the EQUIP factors will be included as a covariate in order to account for variability between schools in the level of inquiry-based instruction typical for a given school. Results will be aggregated to the school level, as a potential mediating variable reflecting the instructional environment. In addition, average years of experience will be included as a Level 2 covariate since a teacher’s years of experience may mediate the relationship between participation in professional development and impacts on student learning outcomes. Further, scores on the T-STEM survey are included as another mediating variable (Level 2) since this will likely influence the instructional decisions they make and how comfortable they are delivering the integrated units. Teacher PD has been found to shape teacher beliefs, which in turn influences practice. (Southerland et al, 2016)

Objective 1.4 - EQUIP Observation Protocol validity and reliability (Marshall, Smart & Horton, 2009)

“EQUIP was designed to evaluate teachers’ classroom practice and evaluate PD program effectiveness” (Marshall et al., 2010, p. 312) By design, it allows three distinct levels of

assessment: individual indicator level, construct level, or entire lesson level. For the purpose of this evaluation, two of the four constructs (Instruction and Curriculum) will be measured. The other constructs (Assessment & Discourse) will not be included because they are not the focus of the professional development. Also, the project involves multiple districts which have differing policies related to formative assessment practices and we do not want the observations to capture constructs unrelated to the impact study and what the evaluation is trying to measure.

Inquiry-based instruction and experiential learning are at the core of our integrated units. The goal is to create interdisciplinary lessons focused primarily on a math or science topic, supported by related curricular standards in the arts as well as opportunities for students to experience meaningful integration of various art forms. Initially, EQUIP protocol was developed, interrater reliability was examined and researchers created descriptive rubrics. Then, EQUIP was tested on a larger scale to establish face and construct validity and measure internal consistency, both of which are required by WWC standards. The internal consistency (e.g. Cronbach's alpha) ranged from .88 to .89, far exceeding thresholds established by the WWC.

TABLE 1
Reliability comparison of EQUIP models

| Construct | Indicators | Mean | Variance | Cronbach's α | Standardized α | Cohen's kappa |
|-------------|------------|------|----------|---------------------|-----------------------|---------------|
| Instruction | | | | | | |
| Curriculum | | | | | | |
| Discourse | | | | | | |
| Assessment | | | | | | |

Appended to these three sections will be a rubric focused on arts-integration, adapted by ArtsNOW consultants through three previous federal grants. This rubric (provided elsewhere in Appendix) demonstrates face validity as it relates to the use of various art forms in core content instruction. Previous federal grants led by ArtsNow have used this rubric as a formative tool to provide feedback to teachers (not as an outcome measure) and found interrater reliability to range from .60 to .70 depending on the setting. The SAIL evaluation team will conduct 10-12 paired observations to analyze interrater reliability, using Cohen's kappa (κ). The evaluation team will confirm that Cohen's kappa meets the WWC requirements of 0.50 or higher. This observation protocol will only be completed for teachers in the treatment group, as a measure of implementation fidelity. Since an arts-focused observation protocol is overaligned with the intervention, it cannot be included as an outcome measure according to WWC standards.

One purpose is to evaluate classroom practice to measure whether differences exist in teachers' use of inquiry-focused, problem-based activities for students. This is an important mediating variable, which could influence the relationship between the intervention and student outcomes. The impact study will include 90 teachers across 6 schools in treatment group. This presents significant logistical challenges with scheduling classroom observations in every school with every teacher. Rather, the evaluation team will conduct classroom observations in a randomly selected subset of teachers in each school. (i.e. estimated avg of 2 per grade level in each school)

An overall score on the EQUIP factors will be included in the fidelity index in order to account for variability in the level of inquiry-based instruction. Tables below provide the portions of EQUIP used to measure mediating variables related to teacher practice.

| <i>IV. Instructional Factors</i> | | | | | |
|----------------------------------|--------------------------|--|--|--|---|
| <i>Construct Measured</i> | | <i>Pre-Inquiry (Level 1)</i> | <i>Developing Inquiry (2)</i> | <i>Proficient Inquiry (3)</i> | <i>Exemplary Inquiry (4)</i> |
| I1. | Instructional Strategies | Teacher predominantly lectured to cover content. | Teacher frequently lectured and/or used demonstrations to explain content. Activities were verification only. | Teacher occasionally lectured, but students were engaged in activities that helped develop conceptual understanding. | Teacher occasionally lectured, but students were engaged in investigations that promoted strong conceptual understanding. |
| I2. | Order of Instruction | Teacher explained concepts. Students either did not explore concepts or did so only after explanation. | Teacher asked students to explore concept before receiving explanation. Teacher explained. | Teacher asked students to explore before explanation. Teacher and students explained. | Teacher asked students to explore concept before explanation occurred. Though perhaps prompted by the teacher, students provided the explanation. |
| I3. | Teacher Role | Teacher was center of lesson; rarely acted as facilitator. | Teacher was center of lesson; occasionally acted as facilitator. | Teacher frequently acted as facilitator. | Teacher consistently and effectively acted as a facilitator. |
| I4. | Student Role | Students were consistently passive as learners (taking notes, practicing on their own). | Students were active to a small extent as learners (highly engaged for very brief moments or to a small extent throughout lesson). | Students were active as learners (involved in discussions, investigations, or activities, but not consistently and clearly focused). | Students were consistently and effectively active as learners (highly engaged at multiple points during lesson and clearly focused on the task). |
| I5. | Knowledge Acquisition | Student learning focused solely on mastery of facts, information, and/or rote processes. | Student learning focused on mastery of facts and process skills without much focus on understanding of content. | Student learning required application of concepts and process skills in new situations. | Student learning required depth of understanding to be demonstrated relating to content and process skills. |

| <i>VII. Curriculum Factors</i> | | | | | |
|--------------------------------|------------------------------------|---|--|--|---|
| <i>Construct Measured</i> | | <i>Pre-Inquiry (Level 1)</i> | <i>Developing Inquiry (2)</i> | <i>Proficient Inquiry (3)</i> | <i>Exemplary Inquiry (4)</i> |
| C1. | Content Depth | Lesson provided only superficial coverage of content. | Lesson provided some depth of content but with no connections made to the big picture. | Lesson provided depth of content with some significant connection to the big picture. | Lesson provided depth of content with significant, clear, and explicit connections made to the big picture. |
| C2. | Learner Centrality | Lesson did not engage learner in activities or investigations. | Lesson provided prescribed activities with anticipated results. | Lesson allowed for some flexibility during investigation for student-designed exploration. | Lesson provided flexibility for students to design and carry out their own investigations. |
| C3. | Standards | Lesson was solely content-focused; no inquiry present. | Lesson was content-focused with minimal opportunities provided for inquiry. | Lesson used inquiry to address content. | Lesson consistently and effectively united learning of content with inquiry. |
| C4. | Organizing & Recording Information | Students organized and recorded information in prescriptive ways. | Students had only minor input as to how to organize and record information. | Students regularly organized and recorded information in non-prescriptive ways. | Students organized and recorded information in non-prescriptive ways that allowed them to effectively communicate their learning. |

Objective 1.3 and 1.4 - Implementation Fidelity

During years 1 and 2, evaluators will work with ArtsNow and the principals and site liaisons to create a SAIL Fidelity Index consisting of various components based largely on teacher participation in PD and delivery of integrated units. We will calculate implementation fidelity scores to quantify the extent to which the program was implemented for each school as intended. These scores will be based on indicators of exposure, quality, and responsiveness (Nelson et al.,

2012). Specifically, evaluators will calculate a Binary Complier Index for every item (across all measures) that will contribute to implementation fidelity scores corresponding to each school (Hulleman & Cordray, 2009). Based on the SAIL implementation components, evaluators will code each relevant item (from surveys, feedback sessions, and program records) as 1 if the data indicates that the corresponding implementation benchmark was met and 0 if the data indicates that the corresponding benchmark was not met for the particular school. After scoring all relevant items, we will sum scores to determine a composite score reflecting the overall implementation fidelity of *SAIL* during the impact study, from July 2022 to July 2024. Composite scores will be converted to percentages based on the total possible scores, with 100% indicating that the intervention was implemented with perfect fidelity and 0% indicating that the intervention was implemented with no fidelity. We would expect that by year 4, schools will have reached at least 75% as an indication of an acceptable threshold of implementation fidelity.

Power analysis

A power analysis, using the *PowerUp!* Tool (Dong & Maynard, 2013) established the recruiting targets for the impact study using design parameters suggested by Xu & Nichols (2010). The analysis will use a 2-level cluster design (e.g. students clustered within schools) with parameters including: power=0.80, alpha level=.05. In addition, we expect using student- and school-level demographics, teachers' average years of experience and average T-STEM score, and student-level prior year math scores as covariates will explain 68% of the within-school variance and 65% of the between-school variance. As Xu & Nichols point out "individual student test scores...may be the most effective single covariate that will significantly improve the precision... thus dramatically reducing the number of schools". (p.8) Given the above assumptions, a sample size of 12 schools (6 treatment, 6 control) will yield a minimum detectable effect size (MDES) of 0.365. The MDES is based on an estimate of 380 students per school. While the impact study for *SAIL* may be somewhat under-powered, it is an important first step in establishing moderate evidence of positive effects on students.

The following pages include information on the psychometric properties (reliability and validity) of the following evaluation instruments:

T-STEM – Teacher Beliefs and Attitudes toward STEM (Friday Institute, 2014)
T-BASEL – Teacher Beliefs about Social-Emotional Learning (Brackett, et al. 2012)
ILS – Implementation Leadership scale measuring principal support for implementation
ICS – Implementation Climate scale measuring the organizational context of support
Student Engagement survey – developed and validated by Panorama Education

Teacher Efficacy and Attitudes toward STEM (T-STEM) Survey: *Development and Psychometric Properties*

The T-STEM survey invites teachers to give information about:

- Their self-efficacy for teaching;
- Their belief that teachers affect student learning;
- How often students use technology;
- How often they use certain STEM instructional practices;
- Their attitudes toward 21st century learning;
- Their attitudes toward teacher leadership; and
- Their awareness of STEM careers.

Five versions of the T-STEM survey have been developed: one for each teaching area of STEM (Science, Technology, Engineering, and Mathematics), and one for elementary teachers.

Table 1: *T-STEM Survey Summary*

| Construct | Measurement Application |
|--|---|
| Personal Teaching Efficacy and Beliefs | self-efficacy and confidence related to teaching the specific STEM subject |
| Teaching Outcome Expectancy Beliefs | degree to which the respondent believes, in general, student-learning in the specific STEM subject can be impacted by actions of teachers |
| Student Technology Use | how often students use technology in the respondent's classes |
| STEM Instruction | how often the respondent uses certain STEM instructional practices |
| 21st Century Learning Attitudes | attitudes toward 21st century learning |
| Teacher Leadership Attitudes | attitudes toward teacher leadership activities |
| STEM Career Awareness | awareness of STEM careers and where to find resources for further information |

Note: Item #5 in the Personal Teaching Efficacy and Beliefs construct, “I wonder if I have the skills necessary to teach [STEM subject],” is negatively worded. All other items are positively worded.

The Personal Teaching Efficacy and Beliefs (PTEB) construct and the Teaching Outcome Expectancy Beliefs (TOEB) constructs were derived from a well-known survey of science teachers, the Science Teaching Efficacy Belief Instrument, or the STEBI (Riggs & Enochs, 1990). The Student Technology Use construct was developed from the Student Technology Needs Assessment, or STNA (SERVE Center, 2005). The STEM Instruction construct was based on items that were developed by The Friday Institute and used in a statewide evaluation of the professional development activities of North Carolina’s Race to the Top grant (Corn, et al., 2013). The 21st century learning attitudes construct was adapted from the Friday Institute’s Student Learning Conditions Survey (2011). Finally, each item in the Teacher Leadership Attitudes construct was taken from the North Carolina Department of Public Instruction’s professional standards for educators (2012). The versions of the T-STEM Survey vary in the specific subject area referenced in the survey items. For example, one item is written in the Science T-STEM, “I am continually improving my science teaching practice,” and in the Math T-STEM the same item is written, “I am continually improving my math teaching practice.” The Elementary T-STEM includes both versions of the science-specific and math-specific items since most elementary teachers teach both. The 21st Century Learning Attitudes, Teacher Leadership Attitudes, and STEM Career Awareness sections, however, are identical across all five survey versions.

Validity and Reliability

The pilot Science, Technology, Engineering, Math, and Elementary T-STEM Surveys (which included only the PTEB and TOEB constructs) were administered to 257 science teachers, 72 technology teachers, 17 engineering teachers, 120 math teachers, and 218 elementary teachers. Formal analysis was only done on science, math, and elementary teachers due to sample sizes. Survey items were edited based on analysis uniformly across all five survey versions. Based on results from factor analysis and confirmed through feedback, four survey questions were dropped that did not load properly on any version. Other items that cross-loaded, or did not load in a consistent manner across all survey versions, were reworded and retained in the survey. Student achievement language was changed to student growth language, and negative or

confusing wording was removed. Five new constructs were added based on logic models derived from additional research and project goals for analysis: Student Technology Use, STEM Instruction, 21st Century Learning Attitudes, Teacher Leadership Attitudes, and STEM Career Awareness. When sample size permitted, the five revised teacher surveys were analyzed again using exploratory factor analysis. Each factor performed as expected and no additional changes were found necessary for the survey. The construct reliability levels, measured with Cronbach's Alpha, are:

Table 2: *T-STEM Survey Reliability*

| Construct | Number of Items | Cronbach's Alpha | | | | |
|--|-----------------|------------------|-------------------|-------------------|--------------|---------------------------|
| | | Science (n=154) | Technology (n=59) | Engineering (n=9) | Math (n=102) | Elementary (n=228) |
| Personal Teaching Efficacy and Beliefs | 11 | .908 | N/A | N/A | .943 | .905 (Sci) .939 (Math) |
| Teaching Outcome Expectancy Beliefs | 9 | .814 | N/A | N/A | .849 | .854 (Sci) .895 (Math) |
| Student Technology Use | 8 | .900 | N/A | N/A | .869 | .943 |
| STEM Instruction | 14 | .934 | N/A | N/A | .929 | .95 |
| 21st Century Learning Attitudes | 11 | .948 | .948 | .948 | .948 | .948 |
| Teacher Leadership Attitudes | 6 | .870 | .870 | .870 | .870 | .870 |
| STEM Career Awareness | 4 | .945 | .945 | .945 | .945 | .945 |

Citation and Further Information

Recommended citation:

Friday Institute for Educational Innovation (2012). Teacher Efficacy and Beliefs toward STEM Survey. Raleigh, NC: Author.

For more information, and to find out how to access the surveys for your own use, please visit:

<http://miso.ncsu.edu/articles/evaluation-tools>

Or email Tracey Collins at tracey_collins@ncsu.edu.

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Assessing Teachers' Beliefs About Social and Emotional Learning

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Abstract

Teachers are the primary implementers of social and emotional learning (SEL) programs. Their beliefs about SEL likely influence program delivery, evaluation, and outcomes. A simple tool for measuring these beliefs could be used by school administrators to determine school readiness for SEL programming and by researchers to better understand teacher variables that impact implementation fidelity and program outcomes. In a two-phase study, we developed and then validated a parsimonious measure of teachers' beliefs about SEL. In Phase 1, survey items were administered to 935 teachers and subjected to both exploratory and confirmatory factor analysis, resulting in three reliable scales pertaining to teachers' *comfort* with teaching SEL, *commitment* to learning about SEL, and perceptions about whether their school *culture* supports SEL. Phase 2 provided evidence for the concurrent and predictive validity of the scales with a subsample of teachers implementing an SEL program as part of a randomized controlled trial. The discussion focuses on the value of measuring teachers' beliefs about SEL from both researcher and practitioner perspectives.

Keywords

social and emotional learning (SEL), school/teacher effectiveness, teacher beliefs, teacher assessment

Recent decades have marked a subtle shift in the focus of schooling. Traditionally, schools have focused on academic instruction: language arts, math, science, and social studies. However, efforts to educate the “whole child” through social and emotional learning (SEL) have proven critical to improving students' physical and mental health as well as their academic achievement (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). SEL refers to a process for developing the skills and competencies related to recognizing and managing emotions, developing care and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively (Zins, Weissberg, Wang, & Walberg, 2004). The skills and competencies subsumed within SEL provide a foundation for better adjustment and academic performance, as reflected in greater engagement in positive social behaviors; fewer behavior problems; less stress, anxiety, and depression; and improved grades and test

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Table 1. Three-Factor Solution and Psychometric Properties of the Teacher SEL Beliefs Scale (*N* = 450)

| Order | Items | <i>M</i> | <i>SD</i> | Skewness | Kurtosis | Factor loadings | | |
|-------|---|----------|-----------|----------|----------|-----------------|---------------|--------------|
| | | | | | | 1 | 2 | 3 |
| 19 | I feel confident in my ability to provide instruction on social and emotional learning. | 3.85 | 0.79 | −0.67 | 0.50 | .839 (.790) | .111 (−.072) | −.053 (.278) |
| 15 | I am comfortable providing instruction on social and emotional skills to my students. | 3.89 | 0.75 | −0.80 | 1.19 | .643 (.688) | −.155 (−.312) | .018 (.341) |
| 11 | Taking care of my students' social and emotional needs comes naturally to me. | 3.72 | 0.87 | −0.67 | 0.11 | .607 (.618) | .046 (−.098) | .004 (.253) |
| 18 | Informal lessons in social and emotional learning are part of my regular teaching practice. | 3.92 | 0.71 | −0.51 | 0.49 | .567 (.598) | −.071 (−.227) | .078 (.344) |
| 20 | I would like to attend a workshop to learn how to develop my students' social and emotional skills. | 3.51 | 1.01 | −0.78 | 0.25 | −.011 (.164) | −.835 (−.801) | −.052 (.183) |
| 10 | I would like to attend a workshop to develop my own social and emotional skills. | 3.23 | 1.10 | −0.39 | −0.57 | −.051 (.118) | −.801 (−.776) | −.046 (.163) |
| 23 | I want to improve my ability to teach social and emotional skills to students. | 3.90 | 0.77 | −0.96 | 2.03 | .035 (.214) | −.659 (−.683) | .057 (.261) |
| 9 | All teachers should receive training on how to teach social and emotional skills to students. | 4.00 | 0.86 | −0.95 | 1.32 | .031 (.206) | −.652 (−.674) | .050 (.251) |
| 12 | My principal creates an environment that promotes social and emotional learning for our students. | 3.88 | 0.87 | −1.20 | 2.17 | −.032 (.306) | −.019 (−.233) | .773 (.764) |
| 3 | The culture in my school supports the development of children's social and emotional skills. | 4.03 | 0.77 | −0.92 | 1.75 | −.056 (.234) | .063 (−.126) | .704 (.662) |

(continued)

Table 1. (continued)

| Order | Items | M | SD | Skewness | Kurtosis | Factor loadings | | |
|-------|---|------|------|----------|----------|-----------------|---------------|-------------|
| | | | | | | 1 | 2 | 3 |
| 25 | My principal does not encourage the teaching of social and emotional skills to students. (reverse scored) | 3.97 | 1.00 | -0.95 | 0.55 | .040 (.313) | -.021 (-.209) | .620 (.643) |
| 2 | My school expects teachers to address children's social and emotional needs. | 4.15 | 0.71 | -0.86 | 1.56 | .080 (.301) | -.040 (-.199) | .488 (.534) |

Note: SEL = social and emotional learning. Coefficients of pattern matrix (structure matrix) are displayed.

Table 2. Psychometric Properties of the Teacher SEL Beliefs Scale ($N = 450$)

| Factor | No. of items | M | SD | Skewness | Kurtosis | Cronbach's α |
|------------|--------------|------|------|----------|----------|---------------------|
| Comfort | 4 | 3.84 | 0.60 | -0.48 | 0.61 | .76 |
| Commitment | 4 | 3.66 | 0.76 | -0.63 | 0.41 | .82 |
| Culture | 4 | 4.07 | 0.63 | -0.72 | 1.25 | .74 |
| Total | 12 | 3.84 | 0.47 | -0.43 | 1.67 | .79 |

Note: SEL = social and emotional learning. CFA = confirmatory factor analysis. Psychometric properties found in follow-up CFA ($N = 455$) were mostly identical to these results.

(CFI), and the Tucker-Lewis Index (TLI). Chi-square ideally is nonsignificant, although it is highly sensitive to large sample sizes. RMSEA and SRMR values closer to 0 indicate good fit, with values of .08 and .10 indicating acceptable fit for RMSEA and SRMR, respectively. CFI and TLI have to be greater than .90 to indicate acceptable fit (Kline, 2005; Schumacker & Lomax, 2010).

All estimated parameters of the hypothesized three-factor structure were significant and resulted in a good fit based on four of five criteria: RMSEA = .06, SRMR = .06, CFI = .94, and TLI = .93. The chi square was statistically significant, $\chi^2(51) = 137.16, p < .001$, but because this test is sensitive to large sample sizes, the chi square is deemed an acceptable fit when the ratio between chi square and degrees of freedom falls below 5 (Marsh & Hocevar, 1985). Here, the ratio was $137.16/51 = 2.69$, which is within the acceptable range. The results of the CFA, therefore, show that the three-factor structure was viable. Figure 1 illustrates the confirmatory factor model with its standardized estimates. Internal consistencies (Cronbach's alpha) for the scales were similar to those found in the exploratory factor analysis: .77, .81, and .74 for the Comfort, Commitment, and Culture scales, respectively.

To further confirm the three-factor solution, we ran a one-factor solution, with the notion that all indicators possibly represented an omnibus scale of teachers' SEL beliefs. The one-factor solution resulted in poor fit, $\chi^2(54) = 845.22, p < .001$, RMSEA = .18, SRMR = .14, CFI = .50, and GFI = .71. The change in chi square between the three- and one-factor models was significant, $\Delta\chi^2(3) = 708.06, p < .001$, favoring the three-factor structure. Thus, in subsequent analyses, the three domains were examined independently.

Table 2 Measure, subscale, and item means, standard deviations, and coefficient alphas

| Measure and subscales | Mean | SD | Alpha |
|--|-------|-------|-------|
| Implementation Leadership Scale | 23.99 | 12.15 | .990 |
| Proactive | 5.33 | 3.13 | .944 |
| ILS1. Administrator developed a plan to facilitate implementation of EBP | 1.89 | 1.11 | |
| ILS2. Administrator removed obstacles to the implementation of EBP | 1.71 | 1.02 | |
| ILS3. Administrator has established clear department standards for EBP | 1.74 | 1.14 | |
| Knowledgeable | 5.71 | 3.46 | .967 |
| ILS4. Administrator is knowledgeable about EBP | 2.03 | 1.10 | |
| ILS5. Administrator is able to answer my questions about EBP | 1.77 | 1.20 | |
| ILS6. Administrator knows what he or she is talking about when it comes to EBP | 1.92 | 1.25 | |
| Supportive | 7.21 | 3.26 | .956 |
| ILS7. Administrator recognizes employee efforts to successful implementation of EBP | 2.29 | 1.19 | |
| ILS8. Administrator supports employee efforts to learn more about EBP | 2.49 | 1.10 | |
| ILS9. Administrator supports employee efforts to use EBP | 2.45 | 1.08 | |
| Perseverant | 5.96 | 3.33 | .968 |
| ILS10. Administrator perseveres through the ups and downs of implementing EBP | 2.06 | 1.16 | |
| ILS11. Administrator carries on through the challenges of implementing EBP | 2.00 | 1.13 | |
| ILS12. Administrator reacts to critical EBP issues by openly addressing the problem(s) | 1.92 | 1.16 | |
| Implementation Climate Scale | 34.99 | 14.54 | .925 |
| Focus | 7.63 | 3.09 | .878 |
| ICS1. One of this school's main goals is to use EBPs effectively | 2.43 | 1.21 | |
| ICS2. People in this school think that the implementation of EBPs is important | 2.50 | 1.06 | |
| ICS3. Using EBP is a top priority in this district | 2.72 | 1.18 | |
| Education support | 6.53 | 3.16 | .893 |
| ICS4. This school provides conferences, workshops, or seminars focusing on EBPs | 2.21 | 1.19 | |
| ICS5. This school provides EBP trainings or in-services | 2.41 | 1.02 | |
| ICS6. This school provides EBP training materials, journals, etc. | 1.90 | 1.20 | |
| Recognition | 6.18 | 3.32 | .854 |
| ICS7. School staff who use EBPs are seen as experts | 2.32 | 1.21 | |
| ICS8. School staff who use EBPs are held in high esteem in this school | 2.29 | 1.21 | |
| ICS9. School staff who use EBPs are more likely to be promoted | 1.65 | 1.32 | |
| Selection | 6.39 | 3.44 | .966 |
| ICS13. This school actively recruits staff who have previously used EBP | 2.06 | 1.14 | |
| ICS14. This school actively recruits staff who have had education supporting EBP | 2.12 | 1.19 | |
| ICS15. This school actively recruits staff who value EBP | 2.22 | 1.21 | |
| Openness | 7.25 | 3.16 | .916 |
| ICS16. This school selects staff who are adaptable | 2.47 | 1.09 | |
| ICS17. This school selects staff who are flexible | 2.51 | 1.10 | |
| ICS18. This school selects staff open to EBP | 2.30 | 1.21 | |
| Implementation Citizenship Behavior Scale | 11.32 | 5.94 | .989 |
| Helping Others | 5.89 | 2.99 | .945 |
| ICBS1. School staff assist others to make sure they implement EBPs properly | 1.93 | 1.01 | |
| ICBS2. School staff help teach EBP implementation procedures to new team members | 1.96 | 1.08 | |
| ICBS3. School staff help others with responsibilities related to EBPs | 2.00 | 1.04 | |
| Keeping Informed | 5.45 | 3.24 | .939 |
| ICBS4. School staff keep informed of changes in EBPs | 1.90 | 1.13 | |
| ICBS5. School staff keep up with the latest news regarding EBPs | 1.81 | 1.13 | |
| ICBS6. School staff keep up with school communications related to EBPs | 1.84 | 1.10 | |

| | | | | | |
|--|------------------------|----------------------|----------------------|-------------------|-----------------------|
| <i>Taken from https://www.panoramaed.com/panorama-student-survey (Gehlbach, 2014)</i> | | | | | |
| Engagement | | | | | |
| How attentive and invested students are in school. | | | | | |
| 3rd-5th grade | | | | | |
| How excited are you about going to this class? | Not at all excited | Slightly excited | Somewhat excited | Quite excited | Extremely excited |
| How focused are you on the activities in this class? | Not at all focused | Slightly focused | Somewhat focused | Quite focused | Extremely focused |
| In this class, how excited are you to participate? | Not at all excited | Slightly excited | Somewhat excited | Quite excited | Extremely excited |
| When you are not in school, how often do you talk about ideas from this class? | Almost never | Once in a while | Sometimes | Frequently | Almost always |
| How interested are you in this class? | Not at all interested | Slightly interested | Somewhat interested | Quite interested | Extremely interested |
| Valuing of School | | | | | |
| How much students feel that school is interesting, important, and useful. | | | | | |
| 3rd-5th grade | | | | | |
| How interesting do you find the things you learn in school? | Not at all interesting | Slightly interesting | Somewhat interesting | Quite interesting | Extremely interesting |
| How often do you use ideas from school in your daily life? | Almost never | Once in a while | Sometimes | Frequently | Almost always |
| How important is it to you to do well in school? | Not at all important | Slightly important | Somewhat important | Quite important | Extremely important |
| How useful do you think school will be to you in the future? | Not at all useful | Slightly useful | Somewhat useful | Quite useful | Extremely useful |
| Self-Efficacy About Specific Subjects | | | | | |
| How much students believe they can succeed in achieving academic outcomes in specific subjects. | | | | | |
| How sure are you that you can complete all the work that is assigned in your [SUBJECT] class? | Not at all sure | Slightly sure | Somewhat sure | Quite sure | Extremely sure |
| When complicated ideas are discussed in your [SUBJECT] class, how sure are you that you can understand them? | Not at all sure | Slightly sure | Somewhat sure | Quite sure | Extremely sure |
| How sure are you that you can learn all the topics taught in your [SUBJECT] class? | Not at all sure | Slightly sure | Somewhat sure | Quite sure | Extremely sure |
| How sure are you that you can do the hardest work that is assigned in your [SUBJECT] class? | Not at all sure | Slightly sure | Somewhat sure | Quite sure | Extremely sure |

| | | | | | |
|---|--------------------------|------------------------|---------------------|-----------------------|---------------------------|
| How sure are you that you will remember what you learned in your current [SUBJECT] class, next year? | Not at all sure | Slightly sure | Somewhat sure | Quite sure | Extremely sure |
| Classroom Effort | | | | | |
| How much effort students put into school and learning. | | | | | |
| 3rd-5th grade | | | | | |
| How hard do you try to get involved in discussions during class? | Not hard at all | Slightly hard | Somewhat hard | Quite hard | Extremely hard |
| When your teacher is speaking, how hard do you try to pay attention? | Not hard at all | Slightly hard | Somewhat hard | Quite hard | Extremely hard |
| How much effort do you put into your homework for this class? | Almost no effort | A little bit of effort | Some effort | Quite a bit of effort | A tremendous amount |
| Overall, how hard do you try in class? | Not hard at all | Slightly hard | Somewhat hard | Quite hard | Extremely hard |
| How much effort do you put into learning all the material for this class? | Almost no effort | A little bit of effort | Some effort | Quite a bit of effort | A tremendous amount |
| Social Awareness | | | | | |
| How well students consider the perspectives of others and empathize with them. | | | | | |
| 3rd-5th grade | | | | | |
| <i>During the past 30 days....</i> | | | | | |
| How carefully did you listen to other people's points of view? | Not carefully at all | Slightly carefully | Somewhat carefully | Quite carefully | Extremely carefully |
| How much did you care about other people's feelings? | Did not care at all | Cared a little bit | Cared somewhat | Cared quite a bit | Cared a tremendous amount |
| How often did you compliment others' accomplishments? | Almost never | Once in a while | Sometimes | Often | Almost all the time |
| How well did you get along with students who are different from you? | Did not get along at all | Got along a little bit | Got along somewhat | Got along pretty well | Got along extremely well |
| How clearly were you able to describe your feelings? | Not at all clearly | Slightly clearly | Somewhat clearly | Quite clearly | Extremely clearly |
| When others disagreed with you, how respectful were you of their views? | Not at all respectful | Slightly respectful | Somewhat respectful | Quite respectful | Extremely respectful |
| To what extent were you able to stand up for yourself without putting others down? | Not at all | A little bit | Somewhat | Quite a bit | A tremendous amount |
| To what extent were you able to disagree with others without starting an argument? | Not at all | A little bit | Somewhat | Quite a bit | A tremendous amount |
| <i>Our SEL measures are reliable, with an average Cronbach alpha coefficient of .78 and minimum of .68.</i> | | | | | |

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| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|--------------------------------|--|--------|--------|--------|--------|--------|--------|
| Personnel | <p>Pamela Walker CEO/President of ArtsNow will dedicate 15% of her time to this project as Co-Project Director. Crystal Collins Executive Vice President of ArtsNow will dedicate 50% of her time in Year 1 and 65% of her time in Years 2-5 to the project as Co-Project Director providing oversight of contract staff, professional learning, planning and delivery, and local school support. Whitney Snuggs will dedicate 50% of her time as project manager in Year 1 and 100% of her time in Years 2-5. Responsibilities to include but not limited to supporting all preparation of materials, gathering of data, maintaining project calendar, communicate as liaison between consultants, teachers and schools. Annual increase for standard of living of 2% per year for Whitney Snuggs</p> | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Fringe benefits (total) | | | | | | | |
| Fringe Benefits | 10% of salaries to cover payroll taxes (including SUTA). | | | | | | |
| | Health insurance reimbursement - based on percentage of allocated time for Collins and Walker. | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|-----------------------|---|--------|--------|--------|--------|--------|--------|
| Travel (total) | | | | | | | |
| Travel | Mileage - Years 1 -5: 20 trips to/from Cobb County schools for 2 people at 100 avg miles at .56 IRS mileage rate = \$████ 20 trips to/from Barrow County schools for 2 people at 20 avg miles at .56 IRS mileage rate = \$████ 4 trips to/from Chattam County Schools for 2 people at 480 avg miles at .56 IRS mileage rate = \$████ Many of these will be day trips for the purpose of meeting with district/school leaders for planning and sustainability, conducting demonstration lessons, providing coaching to the lead teachers, or conducting classroom visits to do observations. Some of the trips will require multiple consecutive days (i.e. lodging) and are described below. | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|-----------------|--|--------|--------|--------|--------|--------|--------|
| | <p>Lodging - Years 1 - 5 : quarterly 5-day trips (20 days total) at \$█/night for 4 people (2 per district) (\$█ X 5 nights X 4 trips X 4 people = \$█). The main purpose of these trips is to lead the focus institutes in Cobb and Savannah. The first three days (Mon-Wed) we will host a 1-day focus institute for each of three grade levels. The remaining two days of the week (Th/Fri) we will provide lesson modeling, spending a day at each of the two schools in that district. It is important to provide the lesson modeling very soon after the focus institute because it allows teachers to deepen their learning while it is fresh in their minds, having attended the focus institute earlier that same week. It is also more economical use of travel funds to deliver the focus institute and demonstration lessons within the same week, only requiring one trip per quarter. Because the Barrow County grant schools are in close proximity to the ArtsNOW offices, lodging would not be required for those focus institutes. We do our best to find economical hotels so we are only budgeting \$█/night. In the final years of the grant, these trips will also be used for the project directors/manager to conduct leadership meetings and sustainability planning, scaling the use of arts integration to other interested teachers in each district.</p> | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|------------------|---|--------|--------|--------|--------|--------|--------|
| | Per Diem - Years 1 - 5: four 5-day trips at \$█/day for 4 people (\$█ X 5 days X 4 trips X 4 people = \$█ - See explanation above for the justification of the trips. | | | | | | |
| | The Project Director, Project Manager, External Evaluator and an additional Grant Leader will attend the required annual grantee conference in Washington, DC. The cost of this trip to include airfare, registration, lodging, and per diem for 4 people is estimated at \$█ (\$█ per person for airfare, lodging, per diem and ground transportation). In years 3 -5 to disseminate the findings, an additional national conference will be attended at a cost of \$█ to include airfare, lodging, and registration fees for three grant personnel. | | | | | | |
| Equipment | | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|----------------------------|---|--------|--------|--------|--------|--------|--------|
| Supplies | <p>Years 1-5: Program supplies for ArtsNow at \$█/month (\$█ annually). School supplies at \$█ annually for 6 schools at \$█ per grade level (3-5). These supplies are to specifically support STEAM lessons. We have found in past grants that obtaining the supplies necessary to carry out the arts-integrated lessons can sometimes present an obstacle for teachers. We are budgeting adequate funds for teachers to plan arts-integrated lessons without having to worry about the cost of supplies.</p> | | | | | | |
| Contractual (total) | | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|-----------------|---|--------|--------|--------|--------|--------|--------|
| Contractual | <p><u>Teaching artists</u> - It is necessary to hire consultants (contracted employees) with deep expertise in a specific art form. For the focus institutes and summer institutes we will hire consultants with this specialized knowledge. It would not be feasible to have the same teacher artist delivering all of the sessions because the purpose of the PD is to expose teachers to a variety of art forms. Typically, one artist does not possess the deep expertise needed to deliver PD focused on music, and visual arts and drama and dance. Teaching artists will rotate based on which art form is the focus of the institute for that quarter.</p> <p>Presenters for workshops will be paid \$[REDACTED]/day. Flat fee of \$[REDACTED] per trip to cover travel time and mileage will be added for Savannah site visits. {Year 1: there are 21 days of training (7 in Savannah, 7 in Cobb and 7 in</p> | | | | | | |
| | | | | | | | |
| | IT Support - Big Picture Digital - online resources, digital portfolios, storage, web platform for future dissemination of videos. (\$[REDACTED] per month annually) | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|-----------------|--|--------|--------|--------|--------|--------|--------|
| | Accounting/Financial Management - grant financial reporting and submission of reimbursements and management of all disbursements. (\$████ per day, one day per week for 52 weeks) | | | | | | |
| | Videography - to capture onsite workshop delivery and teacher implementation. To document grant progress and teacher growth as well as exemplars for dissemination. | | | | | | |
| | Consultative Support: art therapists will support site visits, SEL training, content review and SEL lessons creation, summer planning, virtual touchpoints for the 6 fine arts teachers. | | | | | | |
| | Digital Coaching: for the 18 lead teachers, in Years 3-5 ArtsNow will provide digital coaching to ensure ongoing implementaion and sustainability. (One digital coaching cycle per quarter, per lead teacher, for four quarters at \$████ per session.) | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|-----------------|---|--------|--------|--------|--------|--------|--------|
| | | | | | | | |
| | National Young Audiences - \$[REDACTED] annually for David Dik, YA Executive Director, advisement and leadership; \$[REDACTED] annually for national communications platform and dissemination support via Young Audiences. | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|----------------------|---|--------|--------|--------|--------|--------|--------|
| | Center for Education Integrating Science, Mathematics, and Computing (CEISMC)- Year 1: annual fee for supporting summer Foundational Seminar with math and science training sessions; supporting initial creation of math and science units. Years 2-5: annual fee for ongoing services begun in Year 1, and also providing professional learning support, content review and creation, and virtual touchpoints and planning with teachers. In Year 5 , CEISMC will be responsible for documenting work from Years 1-4, as well as writing articles, conference presentations and getting published in educational journals for the purpose of disseminating the success of the project. | | | | | | |
| Other (total) | | | | | | | |
| Other | Substitute Teachers: for teachers attending focus institutes for their grade level , and in the latter years, peer observations and sustainability planning. (114 across all 3 districts - substitute rate is \$[REDACTED]/day on [REDACTED]) | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|-----------------|---|--------|--------|--------|--------|--------|--------|
| | <p>ArtsNow Foundational Seminar in Atlanta Georgia - \$ registration fee per attendee - a 2 1/2 day professional learning opportunity for teams of educators to explore Arts Integrated Instructional Strategies aligned to state and national standards. These strategies promote 21st Century Skills, Critical and Creative Thinking, Student Achievement and Academic Growth. Educators leave equipped to bring creativity, innovation and arts integration into the classroom across all content areas. Workshop participants receive research based strategies, participate in hands on learning and demonstration lessons in music, theatre, dance, and visual arts illustrating ways that arts integration can work in all classrooms. CEISMC will present math and science sessions, and presenters from Hillside and Youth Villages will present sessions based on SEL. Participants will receive 20 professional learning contact hours. In</p> | | | | | | |



| Budget Category | Explanation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|---------------------|---|------------|--------|--------|--------|--------|--------|
| | Stipends for teachers attending ArtsNow Foundational Seminar in Atlanta, since they are off contract. [REDACTED] | [REDACTED] | | | | | |
| | SAIL Lead Teacher Stipend- one lead teacher per grade level (3) per school (6)=18 total lead teachers to provide onsite demonstration lessons; support colleagues' implementation; facilitate dissemination of best practices across the district for scaling and sustainability. The lead teachers will participate in quarterly conference calls with ArtsNOW project staff and the external evaluation team to ensure all milestones are being met on time and within budget, and implementation is occurring as planned. They will be paid an annual stipend for taking on these responsibilities. Each teacher will receive \$ [REDACTED] annually, for Years 2-5 . (18 teachers X \$ [REDACTED] \$ [REDACTED]) | | | | | | |
| Total Direct Costs: | | | | | | | |
| Indirect Costs: | | | | | | | |
| TOTALS: | | | | | | | |



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 07/31/2023

Applicant Information

Legal Name:

ArtsNow, Inc.

1. Project Objective:

Train 18 Lead teachers in math and/or science across six partner schools to integrate the arts into their classroom practice.

| 1.a. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Based on attendance records, 85% of teacher leaders will attend all 3 days of summer training. | PROJECT | | 16 / | 18 | 88.89 |

| 1.b. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| 90% of teacher leaders will participate in a series of digital coaching sessions with an arts integration specialist | PROJECT | | 17 / | 18 | 94.44 |

| 1.c. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|---|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| By August, 2024, SAIL Lead teachers have co-developed 18 math or science units integrating the arts. | GPRA | 18 | | / | |

2. Project Objective:

Build teacher capacity for delivery of interdisciplinary instruction

| 2.a. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Teachers attend at least 75% of the PD hours offered | GPRA | | 60 / | 80 | 75.00 |

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U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

| 2.b. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|---|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| By 2023/24, teachers deliver an average of five arts-integrated lessons per month, as intended. | PROJECT | 5 | | / | |

| 2.c. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|---|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| In 2024/25, all teachers deliver three integrated math or science units, documented through video observations. | PROJECT | 3 | | / | |

3. Project Objective:

Create an environment that supports the improvement and sustainment of arts integration.

| 3.a. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|---|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Leaders demonstrate significant improvement from pre to post on Implementation Leadership Scale (Lyon, 2018) | PROJECT | | | / | |

| 3.b. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|---|-------|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| By the end of the grant, 75% of teachers progress from Stage 1 to Stage 3 on the Arts Integration Rubric.(Brophy, 2011) | PROJECT | | 75 | / | 100 |
| | | | | | 75.00 |

4. Project Objective:

Collect and analyze data documenting implementation fidelity and intermediate outcomes.

| 4.a. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|---|-------|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Survey data will indicate 80% of teachers piloting units agree they were adequately trained. | PROJECT | | 80 | / | 100 |
| | | | | | 80.00 |

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

| 4.b. Performance Measure | Measure Type | Quantitative Data | | | | |
|---|--------------|-------------------|-------|---|---|--|
| | | Target | | | | |
| | | Raw Number | Ratio | | % | |
| 80% of teachers piloting units will indicate minimal difficulties encountered during delivery of units. | PROJECT | | | / | | |

| 4.c. Performance Measure | Measure Type | Quantitative Data | | | | |
|--|--------------|-------------------|-------|---|---|--|
| | | Target | | | | |
| | | Raw Number | Ratio | | % | |
| Teachers' efficacy and beliefs about STEM instruction will improve from pre (2022) to post (2025) based on the T-STEM survey. (Friday Institute, 2014) | PROJECT | | | / | | |

5. Project Objective:

Students participate in inquiry-based math and science lessons integrating various art forms, collectively covering at least 60% of the content standards for their grade level.

| 5.a. Performance Measure | Measure Type | Quantitative Data | | | | |
|---|--------------|-------------------|-------|---|---|--|
| | | Target | | | | |
| | | Raw Number | Ratio | | % | |
| Students show a 10% increase from pre to post on school engagement survey | PROJECT | | | / | | |

| 5.b. Performance Measure | Measure Type | Quantitative Data | | | | |
|--|--------------|-------------------|-------|---|---|--|
| | | Target | | | | |
| | | Raw Number | Ratio | | % | |
| The % of students scoring proficient on the math and science assessments will increase by 10 percentage points from pre (2022) to post (2025). | PROJECT | 10 | | / | | |

| 5.c. Performance Measure | Measure Type | Quantitative Data | | | | |
|--|--------------|-------------------|-------|---|---|--|
| | | Target | | | | |
| | | Raw Number | Ratio | | % | |
| In yrs 3-5, treatment students will significantly outperform control students on the Georgia math and science tests, with an effect size of at least .20 | PROJECT | | | / | | |

6. Project Objective:

Collaborate with therapists at Youth Villages-Inner Harbor and Hillside Conant school to develop therapeutic activities integrating the arts.

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

| 6.a. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|---|-------|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| FA educators participate in at least 75% of the professional development offered. | GPRA | | 75 | / | 100 |
| | | | | | 75.00 |

| 6.b. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|---|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| By the end of year 3, FA educators have developed at least 10 lessons integrating social-emotional learning with fine arts standards. | GPRA | 10 | | / | |
| | | | | | |

| 6.c. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|---|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| By the end of year 4, FA educators have developed at least 21 lessons integrating SEL w/fine arts standards. | GPRA | 21 | | / | |
| | | | | | |

7. Project Objective:

Within arts integrated math/science lessons, provide opportunities to practice social-emotional skills.

| 7.a. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|---|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| In years 3-4, scores on the Teacher Beliefs about SEL (T-BASEL) survey will be significantly higher among treatment teachers than comparison teachers. (Brackett, et al., 2012) (Impact study) | PROJECT | | | / | |
| | | | | | |

8. Project Objective:

In years 4-5, disseminate piloted lessons to partner schools for implementation in a regular education setting.

| 8.a. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|---|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| By 2024/25, Fine Arts educators will create and prepare a bank of at least 21 lessons (7 per grade level) to be disseminated in their districts in 2025/26. | GPRA | 21 | | / | |
| | | | | | |

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

ArtsNow, Inc.

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

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget
Categories

1. Personnel

2. Fringe Benefits

3. Travel

4. Equipment

5. Supplies

6. Contractual

7. Construction

8. Other

9. Total Direct Costs
(lines 1-8)

10. Indirect Costs*

11. Training Stipend

12. Total Costs
(lines 9-11)

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S351A210010

| | |
|----------------------------------|---|
| Name of Institution/Organization | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |
| ArtsNow, Inc. | |

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

| | |
|---|---|
| Name of Institution/Organization ArtsNow, Inc. | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |
|---|---|

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Project Year 6 (f) | Project Year 7 (g) | Total (h) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel Administrative | | | | | | | | |
| 2. Fringe Benefits Administrative | | | | | | | | |
| 3. Travel Administrative | | | | | | | | |
| 4. Contractual Administrative | | | | | | | | |
| 5. Construction Administrative | | | | | | | | |
| 6. Other Administrative | | | | | | | | |
| 7. Total Direct Administrative Costs (lines 1-6) | | | | | | | | |
| 8. Indirect Costs | | | | | | | | |
| 9. Total Administrative Costs | | | | | | | | |
| 10. Total Percentage of Administrative Costs | | | | | | | | |

ED 524