

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 # S351A210035

Grants.gov Tracking#: GRANT13345098

OMB No. 1894-0006 , Expiration Date:

Closing Date: Apr 15, 2021

PR/Award # S351A210035

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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:

04/13/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Tulare County Office of Education

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

* c. Organizational DUNS:

d. Address:

* Street1:

P.O. Box 5091

Street2:

* City:

Visalia

County/Parish:

Tulare

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

93278-5091

e. Organizational Unit:

Department Name:

Educational Resource Services

Division Name:

Instructional Services

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

Prefix:

Ms.

* First Name:

Kate

Middle Name:

* Last Name:

Stover

Suffix:

Title: Staff Development and Curriculum Specialist

Organizational Affiliation:

Tulare County Office of Education

* Telephone Number:

Fax Number:

* Email:

PR/Award # S351A210035

Page e3

Application for Federal Assistance SF-424

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

B: County Government

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:

The Quality Arts Instruction and Learning (QUAIL) Project

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 Inc

* 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:

QUAIL Project Congressional Districts

Program/Project location: Tulare County, California

CA-021

CA-022

CA-023

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.

1235-QUAIL GEPA Compliance.pdf

Add Attachment

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View Attachment

QUAIL Project GEPA Compliance

In accordance with the open licensing requirements of the AAE grant, all deliverables from the QUAIL Project will be made available to the public. All QUAIL created materials will be housed in a digital repository on a special Tulare County Office of Education hosted website dedicated to disseminating information about the project. This virtual space will enable ongoing access for program participants, partner organizations, and other educators from across the nation to engage with QUAIL Project work. This website will provide project specific information including standards-aligned lesson plans, curriculum units, teaching strategies, presentations, reports, and additional program resources. To comply with California Education Code Section 48985, Federal General Education Provisions Act (GEPA) Section 427, and Tulare County demographics, all parent/guardian/family-specific resources will be available in English and Spanish. In addition, all videos and digital presentation materials will be close-captioned and audio recordings of resources will be made available. For any in-person convenings, translators and interpreters also will be available to ensure accessibility for all.

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

Tulare County Office of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Jennifer Middle Name:
* Last Name: Francone Suffix:
* Title: Administrator, Educational Resource Services

* SIGNATURE: Kate Stover

* DATE: 04/13/2021

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 .	Kate		Stover	

Address:

Street1:	7000 W. Doe Avenue
Street2:	
City:	Visalia
County:	CA
State:	CA: California
Zip Code:	93291-8622
Country:	USA: UNITED STATES

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

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.

	Add Attachment	Delete Attachment	View Attachment
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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:

QUAIL Project Abstract

Tulare County Office of Education's **Quality Arts Instruction and Learning (QUAIL) Project**, a comprehensive, data-driven program designed to promote high-quality, standards-based, arts instruction and learning for all Tulare County students. The QUAIL Project is guided by goals, objectives, and outcomes in four main focus areas: (1) high-quality professional learning in the arts; (2) student artistic literacy, social-emotional competency, and academic performance; (3) development and dissemination of accessible instructional materials; and (4) community outreach and partnerships.

Project Objective 1: Provide ongoing professional learning of sufficient rigor and duration to prepare educators to design and implement high-quality, standards-based, arts instruction. **Professional Learning Outcomes:** QUAIL Project professional learning will concentrate on supporting three key groups: single subject (arts-specific) educators and specialists; multi-subject generalist (non-arts specific) educators; and community arts educators (teaching artists). Through a series of interactive and rigorous learning experiences, QUAIL participants will develop the knowledge and skills necessary to provide equitable access to high-quality, standards-based arts instruction with opportunities for both discrete and integrated learning in dance, media arts, music, theatre, and visual arts.

Project Objective 2: Scaffold and support measurable improvements in student artistic, academic, social, emotional, and behavioral capacities through arts education. **Student Learning Outcomes:** As QUAIL educators infuse more high-quality arts instruction into their classrooms, student artistic literacy and academic achievement should increase, as evidenced by their performance on formative and summative assessments. Participation in arts learning will

improve student engagement, classroom behavior, creativity, and critical thinking. Student learning outcomes will be monitored through classroom observations, surveys, and assessments.

Project Objective 3: Ensure that all project resources and instructional materials are accessible and freely disseminated to the public through multiple methods including: a digital repository and website for the QUAIL Project, conference presentations, and electronic communications. **Development and Dissemination Outcomes** – Instructional materials and resources developed through the QUAIL Project will emphasize two key areas: (1) building educator capacity to deliver high-quality, standards-based, arts instruction and, (2) supporting family and community engagement in the arts. Aligned to the California Arts Standards and CASEL SEL core competencies, resources will include lesson exemplars; curriculum design rubrics; lesson modeling videos; and assessment instruments. To promote family and community engagement in the arts, a suite of English and Spanish language resources tailored to families will be developed and disseminated to area schools and districts.

Project Objective 4: Increase equitable access to high-quality arts learning opportunities for all students by strengthening and expanding cross-sector partnerships through CreateTC, the Tulare County Arts Coalition. **CreateTC Outcomes** –Leveraging strong cross-sector collaborations, CreateTC seeks to educate and empower Tulare County students and families through the arts. CreateTC will generate new opportunities for creativity and innovation by providing a conduit between local business and industry partners, students, educators, and schools. The coalition will design youth-centered, arts-based, community outreach and education campaigns on a range of topics, such as: arts advocacy, public health, social justice, and creative placemaking. CreateTC leaders will serve as an Advisory Council for the QUAIL Project and will provide guidance on program implementation and outcomes.

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



Project Narrative

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Section 1 - Project Design

The QUAIL Project

Grant funds from the Assistance for Arts Education (AAE) program will support the Tulare County Office of Education's **Quality Arts Instruction and Learning (QUAIL) Project**, a comprehensive, data-driven program designed to promote high-quality, standards-based, arts instruction and learning for all Tulare County students.

At its core, the QUAIL Project will improve student artistic literacy and academic performance by building educator capacity for designing and implementing rigorous arts instruction. The QUAIL Project has three overarching goals: (1) empowering educators and administrators through sustained and intensive **high-quality professional learning in the arts**; (2) **development and dissemination of accessible arts-based and standards-aligned instructional materials and educational programming**, including online resources, in each of the arts disciplines; and (3) **community outreach activities that strengthen and expand partnerships** to support the advancement of arts education across Tulare County.

California's Arts Renaissance

Over the last two years, an arts education renaissance has taken shape in California. In January 2019, the state adopted new arts content standards and in 2020 a new arts education framework followed. The new standards offer a fresh perspective for teaching dance, media arts, music, theatre, and visual arts. Aligned to the National Core Arts Standards, California's new Arts Standards and Arts Education Framework promote rigorous and robust instruction. Designed to develop artistic literacy with heightened emphasis on valuing the complete process of creation, not just the creation itself, the new standards require a transformation in arts pedagogy. This concept of "process over product" has resulted in a mindset shift in arts teaching

and learning. As schools transition to the new arts standards and framework, updated professional learning, instructional materials, and educational programming are critically needed. Ensuring that Tulare County's educators are adequately prepared for this new era in arts education is a cornerstone of the QUAIL Project.

About Tulare County

Incorporated in 1852, Tulare County is named for the native Tule reeds filling river and lake beds across the area. Located in the southern portion of California's San Joaquin Valley, the county sits squarely in the heart of the agricultural region known as the Central Valley. Centered three and a half hours from the metropolitan areas of San Francisco to the north and Los Angeles to the south, Tulare County is also a two-and-a-half-hour drive from the sandy shores of California's Central Coast.

The vast farmlands and foothills of Tulare County stretch across 4,824 square miles, a land area roughly the size of Connecticut. Around 460,000 people call the county home. There are eight cities and over four dozen small, rural, unincorporated towns in Tulare County. One-third of the county's residents live in these rural areas and many of the small towns still house neighborhood schools; nearly all of which have been in continuous operation since the turn of the 20th century. In 1900 over 100 small school districts dotted the landscape in Tulare County and today, 43 districts remain. In California, only Kern and Los Angeles Counties serve more school districts.

Around 103,000 students attend Kindergarten through 12th grade across Tulare County. Of the area's 43 districts, 25 contain only one school and serve Kindergarten through 8th grade students. Eighty-five percent of the 43 districts are considered small, with less than 2,500 students enrolled in each. In seventy percent of the districts, enrollment is less than 1,000

students. Due to Tulare County's distance from larger metropolitan areas, the National Center for Education Statistics (NCES) classifies 26 of the county's school districts as rural, the most of any California county.

With so many small and rural districts in Tulare County, traditional in-person workshop and training opportunities are not always feasible, as travel time across the county is often lengthy. As a result, educators in single school districts often feel isolated from job-alike colleagues and making connections with peers in other districts can be difficult. By utilizing both face to face and virtual opportunities for professional learning, networking, coaching, mentoring, and peer to peer support, the QUAIL Project will meet the diverse needs of Tulare County's rural educators.

The Tulare County Arts Master Plan

The QUAIL Project is reinforced by its alignment to the strategic directions and core values of the Tulare County Arts Master Plan (AMP). Developed in 2018 by a diverse cadre of educators, arts organizations, and community stakeholders, the AMP envisions a new reality for arts education in Tulare County. The plan focuses on four strategic directions: *1. Educational Equity for All; 2. Social and Emotional Well-Being; 3. College, Career, and Civic Life Readiness; and 4. Sustainable Systemic Change.*

These strategic directions are supported by eight core values and dozens of goals and strategic actions for planning, implementing, and sustaining high-quality arts learning experiences. The AMP identifies methods for leveraging the programs and departments operating within the Tulare County Office of Education to develop cross-sector partnerships through the CreateTC Arts Coalition. The QUAIL Project will bring key elements of the Arts Master Plan to life, ensuring equitable access to arts learning for the students, families, and communities of Tulare County.

AAE Program Invitational Priority

The QUAIL Project will meet the AAE Program Invitational Priority of **Utilizing Art Therapy** through implementation of Strategic Direction #3 of the Tulare County Arts Master Plan: *Social and Emotional Well-Being*. Arts-centered healing and social-emotional learning (SEL) strategies will be embedded throughout the QUAIL Project. Along with being aligned to the California Arts Standards, all professional learning and program resources will also align to the five core SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL), an internationally recognized leader in SEL work.

CASEL defines the core competencies as: self-awareness, social awareness, responsible decision-making, self-management, and relationship skills. QUAIL will connect educators with research-based approaches for utilizing the arts to: foster self-esteem and cultivate emotional resilience; improve coping skills; enhance social, emotional and behavioral outcomes; resolve conflicts; reduce stress; and improve overall mental health and well-being.

Defining Educators

The QUAIL Project defines all persons working in collaboration with students as *educators*. This definition includes: K-12 single-subject (arts-specific) teachers and specialists; multi-subject (non-arts specific) teachers; early elementary teachers; school site administrators; afterschool and expanded learning program leaders; pre-service and intern teachers; counselors and school psychologists; teaching artists; and other paraprofessionals working in classrooms.

QUAIL Project Logic Model

The QUAIL Project logic model on the next page defines the program's inputs, activities, outputs, and outcomes for students, educators, and districts.

QUAIL Project Logic Model

Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p>Tulare County Office of Education</p> <p>.75 FTE Project Coordinator</p> <p>QUAIL Project Leadership Team</p> <p>Partner districts and participating educators</p> <p>Community Arts Educators/Teaching Arts</p> <p>CreateTC partner organizations</p> <p>QUAIL Project website and digital repository</p> <p>AAE Program Funding</p>	<p>Rigorous and relevant professional learning and collaborative networks</p> <p>40 hours of professional learning per year: two-day Summer Arts Institute; one day fall and winter trainings; after school virtual network meetings</p> <p>35 hours of onsite coaching and mentoring</p> <p>Asynchronous professional learning opportunities</p> <p>Development and dissemination of accessible resources</p> <p>Annual program surveys and evaluations of efficacy</p>	<p>Cohorts for single-subject arts educators and specialists, multiple subject educators, and community arts educators – with increases of 25 educators per group annually</p> <p>Internal evaluation of progress toward goals and objectives</p> <p>30 new standards-based Arts resources disseminated through the QUAIL Project website and digital repository annually</p> <p>CreateTC supported onsite programming and arts activities</p>	<p>Increased educator knowledge of arts pedagogy including content knowledge, arts standards, instructional strategies, and assessments</p> <p>Strengthened educator awareness of the academic, social, and emotional benefits of student arts participation</p> <p>Expanded integration of arts into the classroom and campus</p> <p>Improvements in student achievement, attendance, behavior, and classroom engagement</p>	<p>Expanded educator implementation of standards-based arts lessons and interdisciplinary connections</p> <p>Strengthened collaborations between educators including coaching and mentoring across the program</p> <p>Increased student academic achievement on formative and summative assessments</p> <p>Improved opportunities for all students to experience the arts in their classrooms, campuses, and communities</p>	<p>Ongoing implementation of high-quality standards-based discrete and integrated arts curriculum</p> <p>Replicable models of effective pedagogical practices for arts instruction</p> <p>Sustained improvements in student academic achievement, school attendance, behavior, school engagement, creativity, and social skills</p> <p>Ongoing district commitments to sustained funding and support for arts curriculum and programming</p>

QUAIL Project Goals, Objectives, and Outcomes

The QUAIL Project is guided by goals, objectives, and outcomes in four main focus areas: (1) high-quality professional learning in the arts; (2) student artistic literacy, social-emotional competency, and academic performance; (3) development and dissemination of accessible instructional materials; and (4) community outreach and partnerships. Corresponding performance measures for these focus areas can be found in Section 5 – Project Evaluation.

High-Quality Professional Learning in the Arts

Goal 1: Build educator capacity to design and implement standards-based arts lessons and programming through sustained and intensive high-quality professional learning in the arts.

Project Objective 1: Provide ongoing professional learning of sufficient rigor and duration to prepare educators to design and implement high-quality, standards-based, arts instruction.

Professional Learning Outcomes: QUAIL Project professional learning will concentrate on supporting three key groups: single subject (arts-specific) educators and specialists; multi-subject (non-arts specific) educators; and community arts educators (teaching artists). Through a series of interactive and rigorous learning experiences, QUAIL participants will develop the knowledge and skills necessary to provide equitable access to high-quality, standards-based arts instruction with opportunities for both discrete and integrated learning in dance, media arts, music, theatre, and visual arts. Professional learning sessions will reflect diversity, respect language, and honor traditions through a focus on culturally and linguistically relevant teaching and learning.

QUAIL’s professional learning opportunities will also provide a space for hope and healing. As schools continue to expand their post-pandemic wellness supports for students and staff, participating QUAIL educators will learn methods to apply the arts as an evidence-based strategy and intervention for improving all aspects of mental health and well-being.

Student Artistic Literacy, Social-Emotional Competency, and Academic Performance

Goal 2: Improve student artistic literacy, social-emotional competency, and academic performance through high-quality, standards-based arts education. **Project Objective 2:** Scaffold and support measurable improvements in student artistic, academic, social, emotional, and behavioral capacities through arts education. **Student Learning Outcomes:** As QUAIL educators infuse more high-quality arts instruction into their classrooms, student artistic literacy and academic achievement should increase, as evidenced by their performance on formative and summative assessments. Participation in arts learning will improve student engagement, classroom behavior, creativity, and critical thinking. Student learning outcomes will be monitored through classroom observations, surveys, and assessment data.

Development and Dissemination of Accessible Instructional Materials

Goal 3: Develop and disseminate accessible arts-based and standards-aligned instructional materials and educational programming, including online resources, in each of the arts disciplines. **Project Objective 3:** Ensure that all project resources and instructional materials are accessible and freely disseminated to the public through multiple methods including: a digital repository and website for the QUAIL Project, conference presentations, and electronic communications. **Development and Dissemination Outcomes** – Instructional materials and resources developed through the QUAIL Project will emphasize two key areas: (1) building educator capacity to deliver high-quality, standards-based, arts instruction and, (2) supporting family and community engagement in the arts. Aligned to the California Arts Standards and CASEL SEL core competencies, resources will include lesson exemplars; curriculum design rubrics; lesson modeling videos; and assessment instruments. Many of these resources will be developed by participating educators as they move through the program. QUAIL will also create

training toolkits for Community Arts Educators including supports for classroom management and discipline; standards-based lesson and unit planning; and arts pedagogy. To promote family and community engagement in the arts, a suite of English and Spanish language resources tailored to families will be developed and disseminated to area schools and districts.

Community Outreach and Partnerships

Goal 4: Forge strong school and community partnerships to ensure equitable access to the arts. **Project Objective 4:** Increase equitable access to high-quality arts learning opportunities for all students by strengthening and expanding cross-sector partnerships through CreateTC, the Tulare County Arts Coalition. **About CreateTC** - Born out of the Tulare County Arts Master Plan, CreateTC began in 2019 as a local chapter of Create CA, California's statewide arts coalition. An alliance of arts champions, CreateTC envisions a Tulare County where the lasting effects of a high-quality arts education reach beyond the school walls into all aspects of community and civic life. CreateTC members and partner organizations represent the diverse sectors of education, arts, government, healthcare, economic development, business, and industry. These dedicated local leaders understand the value and the impact of the arts.

CreateTC Outcomes –Leveraging strong cross-sector collaborations, CreateTC seeks to educate and empower Tulare County students and families through the arts. When they join QUAIL, local Community Arts Educators will also become part of the growing CreateTC coalition, and they will have the opportunity to connect deeply with Tulare County's schools and communities. CreateTC will generate new opportunities for creativity and innovation by providing a conduit between local business and industry partners, students, educators, and schools. They will collaborate to host study trips, provide student internships, develop events and competitions, and provide a range of arts-based campus experiences. The coalition will design

youth-centered, arts-based, community outreach and education campaigns on a range of topics, such as: arts advocacy, public health, social justice, and creative placemaking. CreateTC leaders will serve as an Advisory Council for the QUAIL Project and will provide guidance on program implementation and outcomes.

QUAIL Project School Selection

The QUAIL Project Leadership Team will utilize the first semester of year one to identify participating schools, districts, and educators. In accordance with section 4642 of the ESEA (20 U.S.C. 7292), participating districts must meet the statutory requirement that 20 percent or more of the students served be from families with an income below the federal poverty line. According to the U.S. Census Small Area Income Poverty Estimates (SAIPE) Report for the 2019-2020 school year, 37 of Tulare County's 43 school districts meet the 20 percent or more threshold. The current SAIPE Report is an estimate of population and poverty as of January 1, 2020, however as SAIPE data is updated through the grant period, additional districts will be invited to participate if/when they meet the statutory percentage requirement.

To ensure QUAIL Project participation is equitably distributed among the 37 eligible Tulare County districts, priority enrollment will go to those meeting two or more of these criteria:

- Single school districts
- Rural school districts – classified by National Center for Educational Statistics (NCES)
- Districts where 50% or more of the students receive free/reduced-price meals (FRPM)
- Districts with over 19% English Learners (above the California state average of 18.6%)

The chart on the following page provides detailed data for each SAIPE eligible district in Tulare County. SAIPE rates above 19.5% will be rounded up to 20% for the purposes of this project.

	Tulare County District Name	SAIPE Poverty Rate	Single School District	NCES Rural District	FRPM Percentage	English Learners
1	Allensworth Elementary	32.3%	X	X	93.9%	63.4%
2	Alpaugh Unified	31.4%		X	70.2%	22.6%
3	Alta Vista Elementary	43.7%	X		58.7%	24.3%
4	Buena Vista Elementary	30.6%	X	X	69.2%	17.3%
5	Burton Elementary	21.2%			74.5%	19.5%
6	Columbine Elementary	22.7%	X	X	56.2%	3.6%
7	Cutler-Orosi Joint Unified	32.1%			94.7%	43.0%
8	Dinuba Unified	26.4%			81.2%	33.7%
9	Ducor Union Elementary	35.2%	X	X	72.1%	61.0%
10	Earlimart Elementary	33.1%			90.5%	57.2%
11	Exeter Unified	28.8%			67.4%	12.7%
12	Farmersville Unified	29.9%			93.4%	38.2%
13	Hope Elementary	22.5%	X	X	79.0%	28.8%
14	Kings River Union Elementary	35.3%	X	X	89.4%	56.8%
15	Liberty Elementary	32.0%	X	X	52.9%	8.3%
16	Lindsay Unified	36.6%			87.6%	36.9%
17	Monson-Sultana Joint Union Elementary	28.4%	X	X	83.4%	29.4%
18	Oak Valley Union Elementary	23.1%	X	X	70.7%	22.2%
19	Outside Creek Elementary	22.3%	X	X	81.0%	34.0%
20	Palo Verde Union Elementary	19.8%	X	X	85.8%	42.0%
21	Pixley Union Elementary	31.7%		X	95.6%	40.8%
22	Pleasant View Elementary	28.7%		X	93.6%	66.8%
23	Porterville Unified	29.6%			87.0%	24.2%
24	Richgrove Elementary	39.7%	X		97.1%	63.9%
25	Springville Union Elementary	42.5%	X	X	56.7%	2.0%
26	Stone Corral Elementary	27.9%	X	X	89.2%	23.1%
27	Strathmore Union Elementary	38.6%			94.7%	49.3%
28	Sunnyside Union Elementary	35.0%	X	X	78.5%	44.6%
29	Terra Bella Union Elementary	31.4%			96.1%	77.0%
30	Three Rivers Union Elementary	22.6%	X	X	40.6%	0.8%
31	Tipton Elementary	28.0%	X		91.7%	60.9%
32	Traver Joint Elementary	29.9%	X	X	88.6%	57.8%
33	Tulare City	22.4%			77.9%	24.5%
34	Visalia Unified	19.7%			66.9%	15.0%
35	Waukena Joint Union Elementary	25.1%	X	X	82.2%	48.1%
36	Woodlake Unified	30.1%			88.2%	26.3%
37	Woodville Union Elementary	33.6%	X	X	95.2%	62.8%

Open Licensing, Accessibility, and GEPA Compliance

In accordance with the open licensing requirements of the AAE grant, all deliverables from the QUAIL Project will be made available to the public. All QUAIL created materials will be housed in a digital repository on a special Tulare County Office of Education hosted website dedicated to disseminating information about the project. This virtual space will enable ongoing access for program participants, partner organizations, and other educators from across the nation to engage with QUAIL Project work. This website will provide project specific information including standards-aligned lesson plans, curriculum units, teaching strategies, presentations, reports, and additional program resources. To comply with California Education Code Section 48985, Federal General Education Provisions Act (GEPA) Section 427, and Tulare County demographics, all parent/guardian/family-specific resources will be available in English and Spanish. In addition, all videos and digital presentation materials will be close-captioned and audio recordings of resources will be made available. For any in-person convenings, translators and interpreters also will be available to ensure accessibility for all.

Project Replication and Scalability

Because all components of the QUAIL Project will be aligned to California's new Arts Standards, the lessons, resources, and toolkits will be useful for educators beyond Tulare County. The online QUAIL Project repository will also assist county offices of education, districts, and schools across the state with understanding, adapting, and applying the program model. Moreover, because California's standards are derived from the National Core Arts Standards (NCAS), arts educators from across the country may also find benefit in the created materials and resources. In addition to distribution through the digital repository, dissemination of curricular materials, program results, and evaluation data will also occur through a range of other

methods, including presentations at AAE grantee convenings and through Tulare County Office of Education electronic newsletters. With funding assistance from the AAE grant, QUAIL Project resources will also be shared at webinars and conferences of local, regional, state, and national arts and education organizations. Potential webinar and conference dissemination partners include California County Superintendents Education Services Association (CCSESA) Arts Initiative; Create CA; California Small School Districts Association; Arts Education Partnership; Americans for the Arts; and the National Art Educators Association.

Section 2 – Project Services

ESSA Defined Professional Learning

While many recommendations regarding professional learning exist, the Every Student Succeeds Act (ESSA), offers perhaps the most comprehensive definition, suggesting that professional learning be “... sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused...” [S.1177, §8002 (42)]. The QUAIL Project was modeled on the ESSA definition and aims to provide educators with high-quality professional learning.

California’s Quality Professional Learning Standards

The QUAIL Project’s professional learning outcomes will be aligned to the California State Superintendent of Public Instruction’s Quality Professional Learning Standards (QPLS). Developed in 2015, the QPLS aim to *continuously develop educators’ capacity to teach and lead so that all students learn and thrive*. The standards focus on seven key areas: data; content and pedagogy; equity; design and structure; collaboration and shared accountability; resources; and alignment and coherence. Through programmatic implementation of the QPLS, the QUAIL Project will develop a coherent system of professional learning policies and activities which lead to improved educator knowledge, skills, and dispositions and, ultimately, increased student learning results.

Professional Learning Intensity and Duration

To ensure that the QUAIL Project is effectively building educator capacity for designing and implementing high-quality standards-based discrete and integrated arts education, professional learning will be provided through multiple methods: whole and half day sessions; network meetings; multi-day institutes; classroom observations and coaching; and peer mentoring and feedback. QUAIL will offer participating educators over 75 hours of synchronous professional learning, coaching, and program activities per year. These activities will occur in a combination of virtual and face to face sessions. Educators will also have unlimited access to the QUAIL Project's digital repository and asynchronous learning opportunities.

QUAIL educators will participate in 40 hours of synchronous professional learning annually, including: a two-day Summer Arts Institute - 14 hours; fall convening - 7 hours; winter convening - 7 hours; quarterly virtual network meetings – 2 hours each/8 hours total; and quarterly virtual collaboration check-in calls – 1 hour each/4 hours total. Optional evening and weekend workshops on high-interest topics may be also provided. In addition, asynchronous digital learning opportunities will be shared with educators throughout the year.

QUAIL will also provide educators 35 hours of on-site coaching, modeling, and mentoring with the Project Director during each program year. There will also be opportunities for peer-to-peer observations, feedback, and mentoring. Participating educators completing 75% or more of the program hours will receive an annual stipend of \$[REDACTED] and additional presenter honorariums will be available for those that apply and are selected to present at the annual Summer Institute.

Professional Learning Cohort Structure

Depending on their classroom roles and responsibilities, QUAIL Project participating educators will be divided into three different subgroups: single subject (arts-specific) educators

and specialists; multi-subject (non-arts specific) educators; and community arts educators (teaching artists). Over the course of the project, QUAIL participants will engage in a progressive and cyclical training model, with goals shifting slightly for each subgroup. Utilizing the tenets of improvement science as a guide, the QUAIL Project will allow participating educators to explore their own arts education specific change ideas through PDSA (plan-do-study-act) cycles. Participating educators will also be empowered to grow in their own leadership capacity through peer-to-peer training, coaching, and mentoring opportunities. Over the course of program, educators will also be invited to capture their learning and submit their best practices for dissemination through the QUAIL digital repository.

Single-Subject Arts Educators and Specialists

In the spring of 2022, the QUAIL Project will begin the second semester of year one with a cohort of up to 25 single subject arts educators and specialists. Because these educators are already working primarily in the arts, the group will collaborate and connect around the successes and challenges in their respective arts disciplines. Topics for professional learning sessions will include standards-based lesson and unit planning; advanced skill-building for each arts discipline; current research, learning theories, and pedagogy; assessing artistic literacy; and collaboration across departments and disciplines. In years two through five, the single subject cohort will expand, serving up to 50 educators each year. As they move through the program, educators will explore improvement science by participating in PDSA cycles, investigating root causes, testing change ideas, and applying these principles to their own practice.

Multi-Subject Educators

The first cohort of multiple subject educators will begin in the fall of 2022 during year two of the QUAIL Project. Over the course of the year, this cohort of up to 25 educators will

receive California Arts Standards-aligned foundational training in all five arts disciplines. Topics for professional learning sessions will include standards-based lesson and unit planning; arts-integration and collaboration across arts disciplines and academic content areas; skill-building for each arts discipline; current research, learning theories, and pedagogy.

At the end of their first year, participating educators will have the opportunity to attend the QUAIL Summer Institute and learn from their colleagues in the single subject cohort. In their second year of QUAIL, educators will explore improvement projects, PDSA cycles, and change ideas. New cohorts will begin in year three and year four and they will follow the same training cycle and format as cohort one. Each new cohort will add an additional 25 educators, bringing the potential for up to 75 participants across the three cohorts by years four and five.

Community Arts Educators

The third subgroup is comprised of local teaching artists and arts partners, known in the QUAIL Project as Community Arts Educators (CAE). Professional learning sessions will be designed specifically for working artists who are not credentialed teachers and will focus on providing critical background knowledge and skills for success in a classroom setting. Topics for sessions will include classroom management and discipline; standards-based lesson and unit planning; and current research, learning theories, and pedagogy. During year one, a full CAE training toolkit will be developed and disseminated in the QUAIL digital repository for other agencies wanting to replicate the model.

Although community arts educators are not credentialed, they can work in tandem with certificated classroom teachers to provide high-quality arts instruction. Through QUAIL, the CAEs will be recruited, vetted, and trained to work on a school campus with students. A digital directory of CAEs will be developed, enabling districts to confidently contract with qualified arts

partners. Recruitment for the first cohort of up to 30 CAEs will begin in year one during the spring of 2022, with training occurring in the summer of 2022. Districts will have the opportunity to begin working with these artists during year two in the fall of 2022. The annual open recruitment period for new artists will occur every spring, with training occurring in the summer. QUAIL will train up to 30 CAEs each year and artists will receive a \$[REDACTED] stipend for each year that they participate in program work.

Onsite Coaching, Modeling, and Mentoring

Throughout the course of QUAIL, the Project Director will visit classrooms and observe educators and students during their instructional time. These onsite experiences will provide essential opportunities for coaching, lesson modeling, and mentoring to ensure all participants are experiencing success in the program. As their schedules permit, educators will be encouraged to visit each other's classrooms to observe, both as a coach/mentor and as a learner/mentee.

Empowering Educators Through Diversified Leadership Opportunities

Whether educators are emerging leaders, mid-career practitioners, or experienced classroom veterans, as they move through the program all QUAIL educators will be empowered to develop their own leadership capacity. Guided by an asset-based approach to leadership, QUAIL will honor the strengths of each educator and their lived experiences through multigenerational collaborations and peer-to-peer support. Beginning in the summer of 2022, QUAIL will hold an annual Summer Institute and participants will be encouraged to submit synchronous and asynchronous session proposals for the event. Proposals will be scored on a rubric and those selected will each receive a \$[REDACTED] honorarium.

Digital Repository Contributions - In addition to the coaching and mentoring opportunities, all QUAIL educators will also have the chance to contribute to the program's website and digital

repository. Educators will be invited to submit their user-created videos, resources, lessons, and best practices for consideration. All submissions will be vetted and scored on a rubric to ensure they are high-quality, and standards aligned before they are added to the collection. All Summer Institute sessions will be added to the repository as well.

Section 3 - Project Personnel

Key Project Personnel Qualifications and Experience

Members of the project team have experience in creating and managing professional development programs for teachers and school leaders, developing curriculum materials and resources, building school and community partnerships, managing budgets, and evaluating efficacy of programs. Biographies of identified key project personnel are detailed below and resumes are included in application Part 6 - Other Attachments. The Project Assistant and Improvement Coach will be named at the beginning of the funding period. Individual project roles and responsibilities are detailed in the Management Plan.

QUAIL Project Leadership Team

Project Director – Kate Stover - Proud to be fourth-generation Tulare County born and raised, Kate is driven by deep local roots and a passion for ensuring equitable access to the arts. She believes in the power of the arts to heal, to empower, and to provide an outlet for creative self-expression. She earned a bachelor's degree in theatre arts and a master's degree in humanities. She also holds multiple subject and single subject (English/theatre) teaching credentials and an administrative services credential. For nearly 20 years, Kate has shared her love of learning with students across the state. She taught in Kern and Ventura Counties before returning home to the Tulare County Office of Education in 2009. Over the years, she has served as a middle school teacher, expanded learning coordinator, arts integration specialist, and now a staff development and curriculum specialist for the visual, performing, and media arts.

Kate is deeply committed to bringing awareness to the strengths and struggles in rural communities and her work in this area has garnered state and national attention. She represents Tulare County and the Central San Joaquin Valley as the Region 7 co-lead for the California County Superintendents Educational Services Association (CCSESA) Arts Initiative and the Curriculum and Instruction Steering Committee (CISC). Kate recently authored “Creativity and Collaboration in Rural Communities,” the 21st module in CCSESA’s Creativity at the Core online professional learning series and she is a co-leader of the new statewide CCSESA Rural Arts Network. Kate was the lead writer of the Tulare County Arts Master Plan and is the co-founder of CreateTC, a local collaborative aimed at uniting education, business, and civic leaders in support of arts and creativity. She is honored to serve the educators, students, families, and communities of Tulare County and the Central Valley.

Business & Program Analyst – Olivia Velasquez - Olivia was born in East Los Angeles and grew up in the Los Angeles and Long Beach area. She is a first-born; first-generation American whose initial language was Spanish. She learned English upon beginning kindergarten but was already a fan of reading comic books in Spanish. This was a springboard to becoming an avid reader in English with the capacity to read at a college level by grade six. Because of this, she strongly supports programs that engage students to read for pleasure and to increase their exposure to life beyond their immediate environs. She graduated from UCLA with a degree in English and a concentration in business. She is active in the community and has served as President for the Visalia Kiwanis club, whose primary focus is supporting childhood education and civic engagement. She has been employed at Tulare County Office of Education for over 13 years, happy to support the academic and social advancement of students.

Department Administrator – Dr. Jennifer Francone - As a life-long learner, Jen finds inspiration from students and the community she serves in her quest to be better as an educator, advocate, and leader. She has worked in California’s Central Valley for over 20 years as a classroom teacher, instructional coach, adjunct professor, consultant, curriculum specialist, and administrator. Jen earned her master’s degree in Curriculum & Instruction with an emphasis on teaching mathematics in 2000, which fueled her passion for supporting students to discover a love of learning. In 2012, she was honored to have the opportunity to work for Tulare County Office of Education as a Staff Development and Curriculum Specialist with an emphasis in English Language Arts. Dr. Jen earned her doctorate in 2017 for Curriculum, Instruction, and Assessment and currently serves as the Administrator for Educational Resource Services at Tulare County Office of Education. This role affords her the opportunity to lead a dynamic group of people to provide quality service and support to districts and schools. She strives to bring people together through meaningful collaboration that promotes coherence in systems working to build capacity for continuous improvement.

Section 4 – Management Plan

QUAIL Project Leadership Team (QLT)

Project Director: Manages all aspects of the project, including program design, budget, staffing, implementation, and evaluation. Oversees all professional learning and curriculum development. Ensures that project deliverables, student outcomes and research are disseminated via print and digital publications, conference presentations, and media. Prepares USDOE reports and represents the project at meetings and conferences. **Project Assistant:** Works in close partnership with the Project Director. Coordinates general project operations such as: contracts, invoicing, and purchasing. **Improvement Coach:** Works in close partnership with the Project

Director to ensure improvement science programming is done with fidelity. **Business & Program Analyst:** Works with the Project Director to coordinate budget processes and to ensure reliable and valid data collection. Collaborates on interim and final reports. **Department Administrator:** Works with the leadership team on project development. Contributes to oversight, presentations, meetings, and budgeting.

QUAIL Project School Arts Teams

School Site Administrators: Site administrators at participating schools will work with the QUAIL Project Leadership Team to provide programmatic support. Administrators will designate a Site Liaison to coordinate with QUAIL staff and will meet/communicate with their Site Liaison regularly. **QUAIL Site Liaison:** As designated by site administrators, the Liaisons will be the primary point of contact. They will coordinate school-based activities such as: professional learning sessions, observations, and coaching. **Participating Educators:** Key members of the QUAIL team, educators will participate in professional learning, coaching, and mentoring through the duration of the project. They will also assist with the creation and delivery of best practices including model standards-based lesson plans and units of study.

Arts and Community Partners

Community Arts Educators (CAEs): Participating schools will have access to trained and vetted community arts educators. The CAEs will work in partnership with core academic teachers and certified arts teachers. **Community Partners:** Schools will also have access to community-based services, supports, and opportunities provided by QUAIL partners in CreateTC. Additionally, CreateTC leaders will serve as an advisory council for the QUAIL Project and will provide guidance and support as the project advances.

Project Activities, Responsibilities, and Timeline

The following timeline provides the activities and responsibilities for the major tasks to launch the QUAIL Project based on an estimated start date of October 1, 2021. As the program is implemented, the timeline will be expanded to meet evolving needs.

QUAIL Project Management Timeline – Year One: 2021-2022		
Indicators/Activities	Responsibility	Date/Deadline
Project Director begins grant work; QUAIL Leadership Team convenes to finalize management and implementation plan	QLT	Within 14 days of award
Professional learning calendar for 2021-2022 set; session dates finalized; rooms reserved	Director, Assistant	Within 21 days of award
Virtual program information meeting for district administrators; evaluation plan finalized; baseline surveys and needs assessment created	QLT	Within 45 days of award
Preliminary program plans for years two-five created; initial QUAIL website and digital repository shell created	QLT	Within 60 days of award
Participating districts and educators finalized; contracts signed	Director, Assistant	Within 75 days of award
Orientation meeting with participating School Arts Teams (SAT); baseline surveys and needs assessments administered	Director, SAT	January 2022
Finalize training plan for spring and summer 2022 sessions	Director, QLT	
Hold first professional learning session for single subject cohort	Director, Assistant	February 2022
Begin recruitment for community arts educators	Director	
Onsite classroom observations and coaching	Director, SAT	February-March 2022
Virtual network meetings and check-in calls	Director, SAT	March-April 2022
Begin recruiting new districts for year two cohorts	Director	April 2022
Onsite classroom observations and coaching	Director, SAT	April-May 2022
Year one post-assessments and surveys	QLT, SAT	May 2022
Review year one progress and benchmarks	QLT, AC	
Community arts educator professional learning	Director, Assistant	June 2022
Contracts finalized with year two participating districts	Director, Assistant	July 2022
CAE digital directory created	Director, Assistant	August 2022
Year one annual report filed	Director	Sept. 2022

Feedback and Continuous Improvement

The QUAIL Project is committed to continuous improvement in all aspects of the project design and evaluation. Over the course of the grant, feedback will be continually collected, analyzed, reflected upon, utilized, and revisited by the **QUAIL Project Leadership Team**

(QLT). The QLT will review data weekly, monthly, quarterly, and annually to assess progress toward meeting program goals. In addition, the project **Advisory Council (AC)**, comprised of members of the CreateTC coalition will provide external program feedback and evaluation at quarterly progress meetings. This diverse team of non-traditional sector representatives will provide a fresh perspective on programmatic goals and outcomes. **Needs Assessment -** For the QUAIL Project to succeed, district leadership must be aware of the goals, objectives, and rigor of the program before committing their time and that of their staff. At the start and end of each program year, the Project Director will work closely with participating district superintendents and site administrators to conduct surveys, gather data, and identify site-specific program goals. The needs assessment is a diagnostic tool used to identify a district or school’s strengths and the areas in which improvement is needed. The assessment will measure the current state of arts instruction on the campus and the overall school climate and culture. It will also provide insight into the institution’s system and on their progress toward ensuring equitable access to high-quality standards-based arts education for every student.

Section 5 – Project Evaluation

QUAIL Project Goals, Objectives, and Performance Measures

High-Quality Professional Learning in the Arts		
Goal 1: Build educator capacity to design and implement standards-based arts lessons and programming through sustained and intensive high-quality professional learning in the arts.		
Project Objective 1: Provide ongoing professional learning of sufficient rigor and duration to prepare educators to design and implement high-quality, standards-based, arts instruction.		
Performance Measure	Quantitative Data	Qualitative Data
1.a: By June of each project year, participating educators will complete 75% or more of the total hours of professional learning offered, as evidenced by rosters and sign-in sheets. (GPRA Measure 2)	<ul style="list-style-type: none"> ● Rosters ● Sign-In Sheets 	

1.b: Participating educators will demonstrate a minimum 80% increase in arts content knowledge and in their understanding of the California Arts standards as measured by an annual pre/post-assessment, classroom observations, surveys, and reflections.	<ul style="list-style-type: none"> ● Pre/Post Assessment 	<ul style="list-style-type: none"> ● Classroom Observations ● Educator Surveys ● Educator Reflections
1.c: At least 85% of participating educators will indicate that the professional learning prepared them to design and deliver high-quality, standards-based arts instruction, as measured by classroom observations, surveys, and reflections.		<ul style="list-style-type: none"> ● Classroom Observations ● Educator Surveys ● Educator Reflections

Student Artistic Literacy, Social-Emotional Competency, and Academic Performance

Goal 2: Improve student artistic literacy, social-emotional competency, and academic performance through high-quality, standards-based arts education.

Project Objective 2: Scaffold and support measurable improvements in student artistic, academic, social, emotional, and behavioral capacities through arts education.

Performance Measure	Quantitative Data	Qualitative Data
2.a: Students will demonstrate a minimum 70% increase in arts content knowledge, artistic literacy, creativity, and critical thinking as measured by an annual pre/post-assessment, classroom observations, and student reflections and surveys administered annually.	<ul style="list-style-type: none"> ● Annual Pre/Post Assessment 	<ul style="list-style-type: none"> ● Classroom Observations ● Student Reflections ● Student Surveys
2.b: Students will demonstrate a minimum 70% increase in the CASEL SEL competencies (self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) as measured by an annual pre/post-assessment, classroom observations, and student reflections and surveys administered annually.	<ul style="list-style-type: none"> ● Annual Pre/Post Assessment 	<ul style="list-style-type: none"> ● Classroom Observations ● Student Reflections ● Student Surveys
2.c: Students will demonstrate a minimum 70% increase in their academic achievement in English Language Arts and Mathematics as measured by classroom formative and summative assessments, district benchmarks, and state assessments administered annually.	<ul style="list-style-type: none"> ● Classroom Formative and Summative Assessments ● District Benchmarks 	

	● State Assessments	
2.d: Students will demonstrate increased school attendance, classroom engagement and active participation as measured by attendance data, classroom observations, and educator reflections.	● Attendance Data	● Classroom Observations ● Educator Reflections

Development and Dissemination of Accessible Instructional Materials

Goal 3: Develop and disseminate accessible arts-based and standards-aligned instructional materials and educational programming, including online resources, in each of the arts disciplines.

Project Objective 3: Ensure that all project resources and instructional materials are accessible and freely disseminated to the public through multiple methods including: a digital repository and website for the QUAIL Project, conference presentations, and electronic communications.

Performance Measure	Quantitative Data	Qualitative Data
3.a: By June of each project year, at least 30 accessible arts-based lessons, activities, and resources will be developed and disseminated via the digital QUAIL Project repository and website. (GPRA Measure 3)	● Number of accessible resources developed annually	
3.b: At least 70% of participating educators will contribute high-quality, standards-based lessons and resources to the repository annually, as measured by the number of approved submissions, rubrics, and feedback.	● Quantity of approved (per rubric) submissions	● Feedback and comments from submission rubrics
3.c: The QUAIL Project website will average at least 300 monthly visitors as measured by site analytics.	● Website analytics	

Community Outreach and Partnerships

Goal 4: Forge strong school and community partnerships to ensure equitable access to the arts.

Project Objective 4: Increase equitable access to high-quality arts learning opportunities for all students by strengthening and expanding cross-sector partnerships in CreateTC, the Tulare County Arts Coalition.

Performance Measure	Quantitative Data	Qualitative Data
4.a: CreateTC active partner organizations will increase by 20% annually, as evidenced by meeting sign-in sheets, minutes, and partner commitments.	● Sign-In Sheets ● Meeting Minutes	

	<ul style="list-style-type: none"> ● Partner Commitments 	
4.b: Annually, 85% of CreateTC partner organizations will provide arts-based school and community outreach activities, as evidenced by flyers and promotional material.	<ul style="list-style-type: none"> ● Event Flyers ● Promotional Material 	

Frequency of Data Collection

The QUAIL Project Leadership Team will collect data daily, weekly, monthly, quarterly, and annually. Quantitative data such as student and educator attendance and assessment scores will be collected as it becomes available. Qualitative data will be gathered through empathy interviews, surveys, classroom observations, and at meetings. At the beginning and end of each program year, the Project Director will survey participating educators and administrators to evaluate program outcomes and efficacy.

Reporting of Results

Outcomes and results from The QUAIL Project will be gathered and disseminated at several points through the duration of the funding cycle. Quarterly updates on QUAIL activities and successes will be disseminated through the program webpage, newsletters, and listservs. At the conclusion of each program year, an annual progress report will be disseminated through the channels listed above. All updates and reports will include both quantitative and qualitative data about the QUAIL Project. In addition to the quarterly and annual reports, the leadership team will also circulate program outcomes to the field through conference presentations and published articles. Following the culmination of the funding period, a final project report will be developed and disseminated. The final report will address the QUAIL Project's success in meeting the priorities of the AAE grant.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

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KATE C. STOVER

EDUCATION

California State University, Dominguez Hills

August 2012

- Master of Arts, Humanities

California Polytechnic State University, San Luis Obispo

June 2002

- Bachelor of Arts, Theatre Arts

EXPERIENCE

Tulare County Office of Education – Visalia, CA

November 2009–Present

Staff Development and Curriculum Specialist – Visual, Performing, and Media Arts (July 2016-Present)

- Lead writer for the Tulare County Arts Master Plan (AMP)
- Provide standards-based visual and performing arts professional learning and curriculum support to area teachers, schools, and districts
- Collaborate with state and local arts organizations, educational service providers, and community stakeholders, for the purpose of developing professional partnerships through the CreateTC Coalition
- Serve as Region 7 and Tulare County Lead on the California County Superintendents Educational Services Association (CCSESA) Arts Initiative and Curriculum Instruction and Steering (CISC) committees
- Oversee management of state and local grant programs developed to further arts education in Tulare County and the Central Valley

Visual and Performing Arts Special Projects Coordinator (July 2015-June 2016)

- Develop California Common Core State Standards correlated Visual and Performing Arts curriculum units for implementation in local after school programs
- Coordinate annual county-wide student arts events including: Young People's Concerts, Student Art Exhibitions, and Poetry Out Loud
- Serve as Tulare County lead representative on the California County Superintendents Educational Services Association (CCSESA) Arts Initiative and Curriculum Instruction and Steering (CISC) committees

Production Assistant – TCOE Theatre Company (May 2014-June 2015)

- Design standards-based programming and lesson plans for Theatre Company productions
- Create marketing materials to promote Theatre Company productions and Tulare County Visual and Performing Arts programs
- Coordinate annual arts-related student events

Area Coordinator – CHOICES After School Program (November 2009-May 2014)

- Support school districts with implementation of quality out of school time programming
- Provide academic and instructional support to 34 program sites and 150 staff across Tulare County
- Directly oversee program operations and staff at ten sites in the south and east areas
- Develop standards-based programming, lesson plans, and professional development
- Ensure program compliance with state grant requirements
- Collect data and compile reports on student attendance and program efficacy
- Collaborate with school districts, communities, and local agencies to promote student success

Oak Park Unified School District – Oak Park, CA

August 2008–June 2009

Teacher – Medea Creek Middle School

- 6th Grade Humanities
- 7th/8th Grade Technology

Standard School District – Bakersfield, CA

August 2005–June 2007

Teacher – Standard Middle School

- 6th Grade (self-contained)

CREDENTIALS

- California Professional Clear Administrative Services Credential - March 2014
- California Professional Clear Single Subject Teaching Credential (English/Theatre) - May 2007
- California Professional Clear Multiple Subject Teaching Credential, CLAD Authorization - May 2005

CERTIFICATIONS

- Mental Health First Aid (MHFA) and Youth Mental Health First Aid (YMHA)
- NIMS/SEMS/ICS – Office of Emergency Management
- FEMA Special Event Contingency Planning

PROFESSIONAL DEVELOPMENT/SPECIALIZED TRAINING

- Presencing Institute – Theory U
- Fierce Conversations
- Kagan Cooperative Learning
- Buck Institute – Project-Based Learning
- 21st Century Fluency Project
- Positive Behavior Intervention Supports (PBIS)

PROFESSIONAL AFFILIATIONS

- Co-Founder – CreateTC – Tulare County Arts Coalition
- Co-Founder – TuCAN – Tulare County Arts Network
- Co-Founder – CCSESA Rural Arts Network
- Member - National Organization for Arts in Healthcare (NOAH)
- Member – Americans for the Arts
- Member - Californians for the Arts
- Member - National Art Education Association (NAEA)
- Member - Arts Consortium (Tulare County Arts Council)
- Lifetime Member - Cal Poly San Luis Obispo Alumni Association

ADDITIONAL PERTINENT EXPERIENCE

- Marketing management for a 501(c)(3) nonprofit
- Large scale event planning and coordination
- Inside, outside, and direct sales
- Public and media relations
- Graphic design, advertising, and promotions
- Accounts receivable and payable
- Budget development and monitoring
- Job recruitment and employee staffing

JENNIFER A. FRANCONI

OBJECTIVE

To be a highly effective leader in the educational field, across disciplines, improving student achievement by empowering educators to provide effective, engaging and relevant learning opportunities for all students based upon current research and standards.

EDUCATION

Walden University Online – Minneapolis, MN 2017

- Doctor of Education – Curriculum, Instruction & Assessment
- Dissertation: Systems of Support for Elementary Principals: A Case Study

California State University Fresno - Fresno, CA 2000-2003

- Administrative Services Credential, May 2003
- Master of Arts – Curriculum & Instruction, May 2000

California State University Fresno - Fresno, CA 1995

- Bachelor of Arts in Liberal Arts, May 1995

EXPERIENCE

Tulare County Office of Education – Visalia, CA 2012-Present

Administrator, Educational Resource Services (2017-present)

English Language Arts Staff Development and Curriculum Specialist (2012-2017)

- Develop and facilitate grade-level specific, standards based, pedagogical professional learning to teachers, coaches, and leaders.
- Provide classroom coaching for grades K-12.
- Plan for continuous improvement with grade level teams and school teams.
- Facilitate ongoing professional learning for local leaders to collaborate, problem solve, and learn together.
- Facilitate professional learning in literacy standards, instructional strategies, and state and local assessment systems.

Fresno Pacific University 2011-2013

Adjunct Faculty

Visalia Unified School District – Visalia, CA 1996-2012

Teacher, Third and Fourth Grades at Manuel Hernandez Elementary School (2009-2012)

Assistant Principal (2008-2009)

District Curriculum Coach (2005-2008)

- Developed and facilitated professional learning opportunities to instructional coaches and teachers in all content areas.
- Provided classroom coaching for educators in grades K-6.
- Facilitated AB 466/SB 472 training for Scott Foresman Mathematics

Curriculum Coach at Ivanhoe Elementary School (2003-2005)

STEPSS Mathematics Coach (2002-2003)

- Strategies for Teacher Excellence Promoting Student Success (STEPSS)
 - National Science Foundation (NSF) Grant provided professional growth opportunities to educators in grades K-6 to promote teaching students conceptual mathematics skills.
- Teacher, First – Third Grades at Mineral King Elementary School (1996-2002)*

Chapman/Brandman University

2007-2009

Adjunct Faculty

CREDENTIALS

Professional Clear Administrative Services Credential (May 2003)

Professional Clear Multiple Subject (May 1996)

PROFESSIONAL DEVELOPMENT

Writing Units of Study Institute with Lucy Calkins

Instructional Rounds with Richard Elmore and Elizabeth City

Cognitive Coaching

Cognitively Guided Instruction in Mathematics

Conference Attendance – Regional Literacy Conference, Regional Common Core Conference, California Mathematics Council, National Council of Teachers of Mathematics, Association for Supervision and Curriculum Development

PROFESSIONAL CONFERENCE PRESENTATIONS

National Council for Teachers of Mathematics (NCTM)

- Strategies for Teacher Excellence Promoting Student Success - Chicago Conference 2000

California Mathematics Council (CMC)

- Teaching Conceptual Mathematics – Palm Springs Conference 2003

West Ed, Schools Moving Up Webinar Presentation

- Creating Critical Thinkers in the Common Core Classroom

Association for Supervision and Curriculum Development (ASCD) – Los Angeles 2014

- Common Core - What Does it Really Mean for School Systems?

International Reading Association (IRA) – New Orleans Conference 2014

- Whodunnit? – Turning Student Writer's Into Detectives (AKA: Argument Writing Using Evidence-Based Claims)

Local Area Presentations

- Tulare County Small Schools Conference
- Fresno Area Council of English Teachers (FACET)
- Secondary Literacy Summit – San Diego
- California Reading Association

OLIVIA VELASQUEZ

EDUCATION

University of California, Los Angeles

- Bachelor of Arts, English

EXPERIENCE

Tulare County Office of Education, Visalia, California

September 2007–Present

Business and Program Analyst

Provide guidance and support for accounts payable, accounts receivable, vendor contracts and payments, personnel activity reports, in-kind calculations, budget transfers, and journal entries; develop budgets and financial projections. The Business & Program Analyst monitors budgets and assists Instructional Consultants with changes, prepares financial reports for various agencies, and creates new accounting forms as needed. Provide guidance, coordination and training to staff, and performs a variety of special projects with fiscal impact. Monitors state and federal program regulations pertinent to relevant budgets. Provides support for writing grant applications and monitoring grants for subsequent compliance with grant guidelines.

Ventura Coastal, Visalia California

May 2006 – September 2007

Human Resources and Office Manager

Served as the office and human resources manager for the Visalia site supervising clerical, security and maintenance staff. Processed accounts payable, assisted in review of department and project budgets.

Community Services & Employment Training, Visalia, California

September 2004 – April 2006

Assistant Program Coordinator for Poder Popular, Business Relations Specialist

Coordinated Agricultural Worker Health Initiative for Woodlake site and other community based programs. Recruited farm workers to participate in Concilios de Salud or other community involvement activities. Met with community organizations, churches and government agencies for collaboration with CSET programs. Recruited employers and matched job seekers. Assessed disadvantaged and dislocated job seekers' barriers to employment for referrals to assistance opportunities.

Preferred Personnel, Los Alamitos, California

October 1993 – May 2003

Vice President, Director of Administration and Safety Director

Functioned as Human Resources Manager for branch and corporate office staff. Directed branch managers in disciplinary action and termination for branch employees or temporary employees. Investigated misconduct complaints and consulted with corporate counsel as necessary. Researched and selected employee benefits providers. Developed procedure manuals, forms, marketing materials and updated website. Oversaw purchasing for branch offices. Prepared sales analysis reports analyzing profits by client and branch. Established pricing mark-up rates by industry code to ensure profitability. Responded to requests for proposals for municipalities to establish contract rates and terms. Wrote and updated Injury and Illness Prevention Program. Conducted safety training for employees. Provided technical assistance to employers on safety compliance. Monitored Cal OSHA regulations for compliance. Responded to Cal OSHA accident investigations and citations.

Tulare County

2019 Poverty Estimates for Tulare County School Districts

Source: U.S. Census Bureau, Small Area Income and Poverty Program (SAIPE)

Release date: December 2020

	State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	Percentage in Poverty
1	CA	06	01980	Allensworth Elementary School District	502	96	31	32%
2	CA	06	02010	Alpaugh Unified School District	1,416	373	117	31%
3	CA	06	02220	Alta Vista Elementary School District	3,252	531	232	44%
4	CA	06	06420	Buena Vista Elementary School District	454	72	22	31%
5	CA	06	06570	Burton Elementary School District	17,647	2,916	618	21%
6	CA	06	09510	Columbine Elementary School District	276	44	10	23%
7	CA	06	10350	Cutler-Orosi Joint Unified School District	19,731	4,585	1,473	32%
8	CA	06	00065	Dinuba Unified School District	30,510	6,624	1,752	26%
9	CA	06	11550	Ducor Union Elementary School District	1,341	196	69	35%
10	CA	06	11760	Earlimart Elementary School District	11,178	2,143	710	33%
11	CA	06	01423	Exeter Unified School District	17,181	3,252	936	29%
12	CA	06	00035	Farmersville Unified School District	11,805	2,978	889	30%
13	CA	06	17520	Hope Elementary School District	818	102	23	23%
14	CA	06	17640	Hot Springs Elementary School District	332	23	4	17%
15	CA	06	19740	Kings River Union Elementary School District	3,401	536	189	35%
16	CA	06	21570	Liberty Elementary School District	2,132	181	58	32%
17	CA	06	21870	Lindsay Unified School District	17,147	4,356	1,595	37%
18	CA	06	25350	Monson-Sultana Joint Union Elementary School District	2,557	419	119	28%
19	CA	06	27900	Oak Valley Union Elementary School District	1,464	225	52	23%
20	CA	06	29160	Outside Creek Elementary School District	712	103	23	22%
21	CA	06	29670	Palo Verde Union Elementary School District	2,846	516	102	20%
22	CA	06	30630	Pixley Union Elementary School District	5,484	1,036	328	32%
23	CA	06	31050	Pleasant View Elementary School District	2,645	487	140	29%
24	CA	06	00064	Porterville Unified School District	102,435	15,571	4,616	30%
25	CA	06	32430	Richgrove Elementary School District	3,425	675	268	40%

Tulare County

26	CA	06	33270	Rockford Elementary School District	1,361	232	39	17%
27	CA	06	36000	Sausalito Elementary School District	10,945	582	85	15%
28	CA	06	36360	Sequoia Union Elementary School District	2,277	290	52	18%
29	CA	06	37770	Springville Union Elementary School District	4,029	315	134	43%
30	CA	06	38040	Stone Corral Elementary School District	754	111	31	28%
31	CA	06	38130	Strathmore Union Elementary School District	5,894	933	360	39%
32	CA	06	38340	Sundale Union Elementary School District	2,469	420	72	17%
33	CA	06	38430	Sunnyside Union Elementary School District	2,393	431	151	35%
34	CA	06	39060	Terra Bella Union Elementary School District	6,103	1,000	314	31%
35	CA	06	39210	Three Rivers Union Elementary School District	2,403	195	44	23%
36	CA	06	39300	Tipton Elementary School District	3,422	647	181	28%
37	CA	06	39600	Traver Joint Elementary School District	1,270	201	60	30%
38	CA	06	39870	Tulare City Elementary School District	63,518	10,245	2,297	22%
39	CA	06	39930	Tulare Joint Union High School District	82,823	6,011	1,123	19%
40	CA	06	41160	Visalia Unified School District	150,307	31,525	6,215	20%
41	CA	06	41820	Waukena Joint Union Elementary School District	1,035	183	46	25%
42	CA	06	01418	Woodlake Unified School District	13,301	2,559	771	30%
43	CA	06	43170	Woodville Elementary School District	2,827	524	176	34%

Source: <https://www.census.gov/data/datasets/2019/demo/saipc/2019-school-districts.html>



**TULARE COUNTY
HEALTH & HUMAN SERVICES AGENCY**

Timothy W. Lutz, MBA
Agency Director

March 3, 2021

Tim A. Hire
County Superintendent of Schools
6200 S. Mooney Blvd
Visalia, CA 93277

Dear Mr. Hire:

I write on behalf of the Health and Human Services Agency of Tulare County in support of the Tulare County Office of Education's application for the Assistance for Arts Education Program. We strongly support this grant application and the focus on improving equitable access to high-quality arts learning in Tulare County.

As an organization, we recognize that the lasting effects of a high-quality arts education reach well beyond the school walls into all aspects of civic life. Every community sector is touched by the arts. We believe the arts and creativity are integral to improving health, wellness, inclusion, and acceptance. Artistic expression honors and celebrates culture, diversity, history, and traditions. Through the arts disciplines, students can understand the world and their unique place within it.

We are honored to reinforce our longstanding organizational commitment to combining the arts, education, and health. In 2018, we were proud to join your office as partners in the creation of the Tulare County Arts Master Plan. Through this work we ensured that social and emotional well-being was a central component of the plan and a key to increasing student achievement and success.

We are also proud to be founding members of CreateTC, Tulare County's Arts Coalition. Through CreateTC, we are dedicated to working with you and the rest of our partner organizations to advance access to the arts in our local schools and communities. We will continue developing youth-centered, arts-based community outreach and education campaigns to support mental health, public health, and healthy active living.

We acknowledge our ongoing support and commitment to the vision of the Tulare County Arts Master Plan, to the work of CreateTC, and to your application for the Assistance for Arts Education Program.

[Redacted Signature]
Timothy W. Lutz
Agency Director

February 11, 2021

To: Tim A. Hire, Tulare County Superintendent of Schools

Dear Mr. Hire:

TCAG is proud to support the Tulare County Office of Education's application for the Assistance for Arts Education Program. We strongly support this grant application and the focus on improving equitable access to high-quality arts learning in Tulare County.

We recognize the impact of the arts on all aspects of community life, especially here in Tulare County. The arts provide a platform for civic engagement and advocacy. They are a gateway to community pride and can promote environmental awareness. The arts also mean business and the economic impact of the arts cannot be understated. In California, one out of every ten jobs is in the creative economy. The state averages over \$600 billion in economic output from the creative industries which includes the visual, performing, and media arts. The skills students learn in their arts classes enable them to compete and to become successful in the global community.

We are proud to be founding members of CreateTC, Tulare County's Arts Coalition. Through this coalition, we will continue working with you and the rest of our partner organizations to continue advancing access to the arts in our local schools and communities.

Through this letter, we acknowledge our ongoing support and commitment to the vision of the Tulare County Arts Master Plan and to the work of CreateTC. We will continue expanding our partnership with your office on school and community-based projects utilizing the arts as a vehicle to promote civic engagement, community pride, and environmental awareness.

We look forward to a continued partnership.

Sincerely,

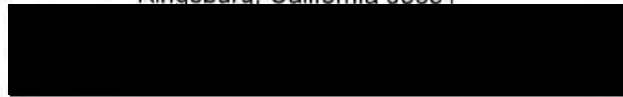


Theodore Smalley
TCAG Executive Director



Kings River Union Elementary School District

3961 Avenue 400
Kingsburg, California 93631



Sherry Martin
Superintendent

Jessica Wilkins
Vice Principal

Board of Trustees

Dan Waldner
President

Bethsabe Marquez-Rodriguez
Clerk

Liz Avila
Board Member

Rogelio Fernandez
Board Member

Jeff Jost
Board Member

February 12, 2021

To: Tim A. Hire, Tulare County Superintendent of Schools

Dear Mr. Hire:

Kings River Union Elementary is honored to support the Tulare County Office of Education's application for the Assistance for Arts Education Program. We strongly support this grant application and the focus on improving equitable access to high-quality arts learning in Tulare County.

Kings River Union students and families are often exposed to the Arts for the first time through our school programs; band, choir, ballet, and art. These are not nearly enough and it is through the support of the County Office of Education, county wide events, and the exceptional county staff that are we able to expand our offerings and opportunities even more for our students.

We recognize the impact of the arts on ensuring academic, social, and emotional success for every student. In 2018, we were proud to join your office as partners in the creation of the Tulare County Arts Master Plan. We strongly support the vision of the Arts Master Plan, that every student in pre-kindergarten through grade twelve has equitable access to high-quality arts learning as part of a well-rounded education.

At Kings River Union, we believe that arts learning is an essential part of a comprehensive education, providing the necessary skills for college, career, and civic life. Participation in the arts boosts student attendance, academic achievement, and graduation rates. The arts also improve school climates by promoting inclusive environments and positive self-esteem. We know that for many students, the arts provide a much-needed creative outlet for the pressures and stressors of life.

Through this letter, we acknowledge our ongoing support and commitment to the vision of the Tulare County Arts Master Plan and to the work of CreateTC, the Tulare County Arts Coalition. We are also committed to ensuring that our students receive high-quality, standards-based arts instruction. We look forward to continued opportunities to partner with your office for arts-based professional learning, curriculum development, coaching, student events, and community programming. Together we can ensure equitable access to high-quality arts education for all students.

Since



Sherry A. Martin
Superintendent/Principal



Sunnyside Union School District

21644 Avenue 196
Strathmore, California 93267

Website: [REDACTED]
Email: [REDACTED]

February 16, 2021

To: Tim A. Hire, Tulare County Superintendent of Schools

Dear Mr. Hire:

Sunnyside Union School District is honored to support the Tulare County Office of Education's application for the Assistance for Arts Education Program. We strongly support this grant application and the focus on improving equitable access to high-quality arts learning in Tulare County.

Our rural single school district has always shown an interest in the Arts and is continuously looking for way for our students to demonstrate their skills, which might not be ever discovered. The District has included various aspects of the Arts in its Local Control Accountability Plan and valued by all stakeholders in the District.

We believe in the power of the arts to impact all aspects of student learning and achievement. We strongly support the vision of the Tulare County Arts Master Plan, that every student in pre-kindergarten through grade twelve has equitable access to high-quality arts learning as part of a well-rounded education.

As research has continually demonstrated, the arts can improve student social, emotional, and character development. The arts enable students to develop the essential knowledge and skills needed to succeed in a culturally diverse world. Through the arts, students have the opportunity to experience the world beyond their own backyards and neighborhoods.

At Sunnyside Elementary we acknowledge our ongoing support for the vision of the Tulare County Arts Master Plan and to the work of CreateTC, the Tulare County Arts Coalition. We are committed to ensuring that our educators deepen their ability to provide high-quality, standards-based arts instruction across all grade levels. We look forward to continuing work with your office on school and community-based programs to ensure equitable access to the arts.

Sincerely,

[REDACTED]
Steve Tsuboi
Superintendent – Principal
Sunnyside Union School District

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Rudy Ruiz | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Tulare County Office of Education
Quality Arts Instruction and Learning (QUAIL) Project
 Budget Narrative - 2021-2026

Category	Explanation of Expenditure	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total
Personnel	<p>████ FTE - Project Director: Kate Stover will manage all aspects of the project, including program design, budget, data collection, staffing, implementation, and evaluation. She will oversee all professional learning and curriculum development and will serve as the liaison between the county office, districts, educators, and community partners. She will ensure that project deliverables, student outcomes, and research are disseminated via print and digital publications, conference presentations, and media. She will also prepare USDOE reports and represents the project at meetings and conferences.</p>	\$					
Personnel	<p>████ FTE - Project Assistant: Provides clerical support for the Project Director and Leadership Team. Provides support with: contracts, invoicing, purchasing, data collection, and general clerical duties. (To be named at the beginning of the grant period.)</p>	\$					
Personnel	<p>████ FTE - Improvement Coach: Works in close cooperation with the Project Director to ensure that the QUAIL Project's improvement science principles are implemented with fidelity. (To be named at the beginning of the grant period.)</p>	\$					
Personnel	<p>████ FTE - Business & Program Analyst: Olivia Velasquez will work with the Project Director to coordinate budget processes and to ensure reliable and valid data collection. She will collaborate on interim and final reports.</p>	\$					
Personnel	<p>████ FTE - Department Administrator: Dr. Jennifer Francone will work with the leadership team on project development. She will contribute to program oversight, meetings, and budgeting.</p>	\$					

Personnel **Stipends for Participating Educators** - \$████ per year/per educator = Year 1: 50 educators; Year 2: 100 educators; Year 3: 125 educators; Year 4: 150 educators; Year 5: 150 educators

Personnel **Stipends for Community Arts Educator Training** - \$████ per artist/per year - up to 30 per year

Personnel **Honorarium for Summer Institute Trainers** - \$████ per educator/per year - up to 20 per year

Personnel Subtotals

Fringe Benefits Medical/Dental/Vision Benefits for Project Staff

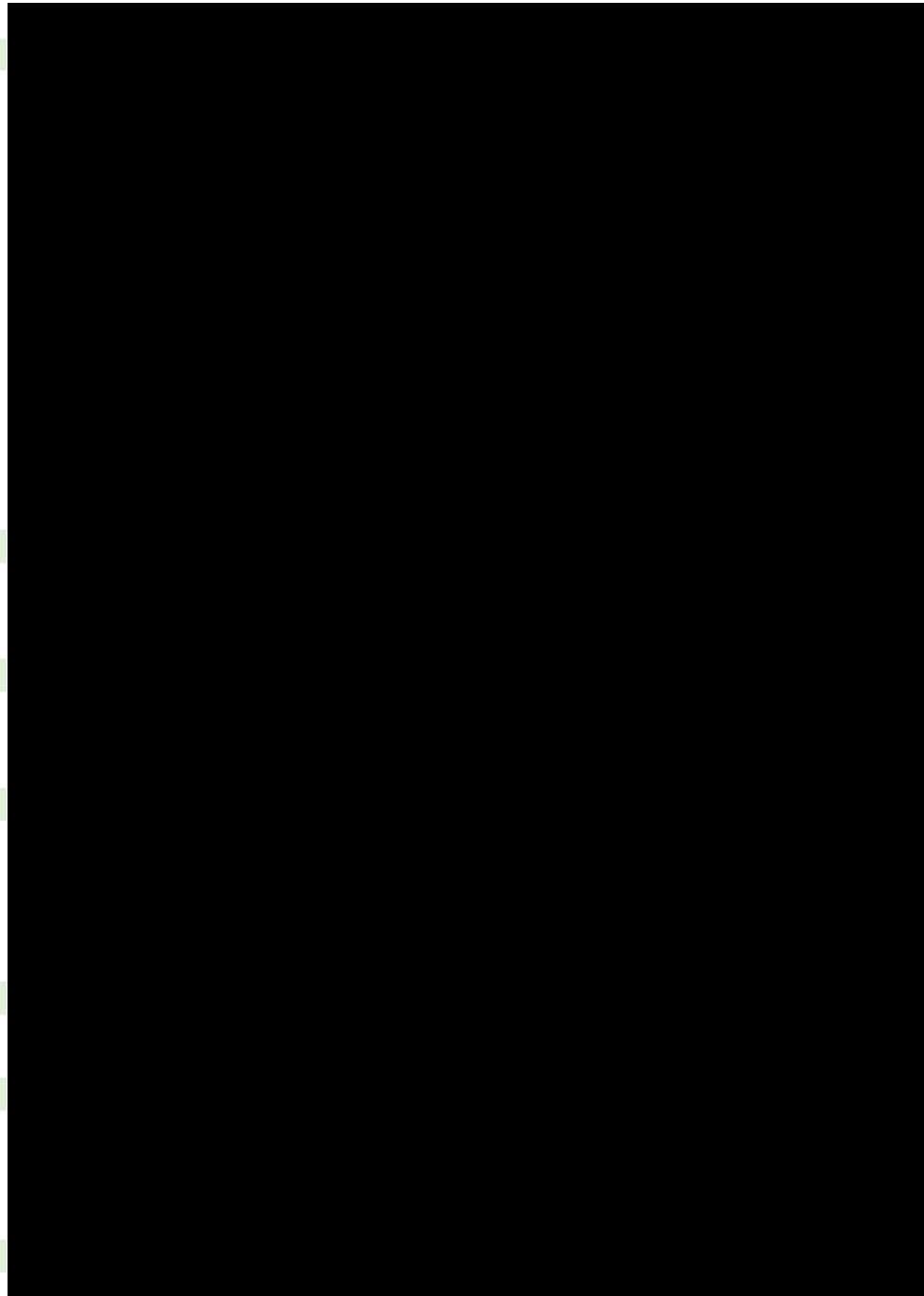
Fringe Benefits Subtotals

Travel Travel costs include Project Director's in-county travel to and from school sites for coaching support, as well as attendance at conferences to disseminate project resources. Conferences and meetings include: CCSESA Arts Initiative, Create CA, National Arts Educators. Budget also includes funds for the Project Director to attend the annual Project Director's meeting in Washington DC. Because travel during year one will likely still be restricted due to COVID-19 protocols, the year one budget is lower than the following years.

Travel Subtotals

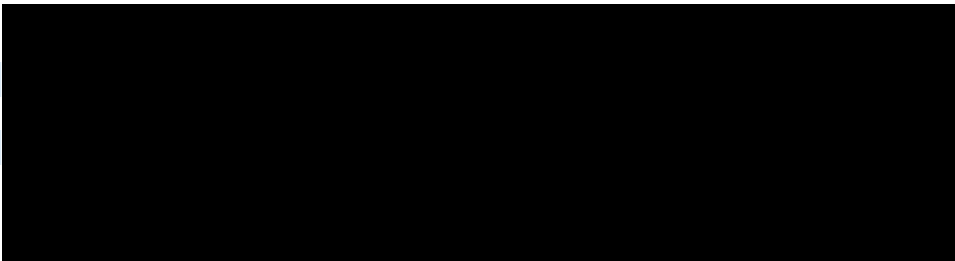
Equipment No funding will be spent on equipment.

Equipment Subtotals	
Supplies	General Office Supplies - These costs include consumable clerical and workshops supplies such as: paper, staples, pens, pencils, nametags, post-it notes, printer ink, and photocopier toner.
Supplies	Arts Materials and Supplies - These are specific arts-related materials and supplies needed to facilitate professional learning sessions, such as: classroom instruments and consumable art supplies.
Supplies	California Arts Standards Booklets - This budget category includes costs for printing of bound California Arts Standards booklets for participating educators.
Supplies Subtotals	
Contractual	No funding will be spent on contracts
Contractual Subtotals	
Construction	No funding will be spent on construction
Construction Subtotals	
Other	Translation - Funds will be used to support translation of all project materials and resources before they are disseminated publicly.
Other Subtotals	
Total Direct Costs	
Indirect Costs	Tulare County Office of Education's Indirect Cost Rate for 2021-2022 is [REDACTED]
Total Indirect Costs	



Total Annual Budget

Total Grant Funding Requested





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:

Tulare County Office of Education

1. Project Objective:

Project Objective 1: Provide ongoing professional learning of sufficient rigor and duration to prepare educators to design and implement high-quality, standards-based, arts instruction.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By June of each project year, participating educators will complete 75% or more of the total hours of professional learning offered, as evidenced by rosters and sign-in sheets. (GPRA Measure 2)	GPRA		75 /	100	75.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Participating educators will demonstrate a minimum 80% increase in arts content knowledge and in their understanding of the California Arts standards as measured by an annual pre/post-assessment, classroom observations, surveys, and reflections.	PROJECT		80 /	100	80.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
At least 85% of participating educators will indicate that the professional learning prepared them to design and deliver high-quality, standards-based arts instruction, as measured by classroom observations, surveys, and reflections.	PROJECT		85 /	100	85.00

2. Project Objective:

Project Objective 2: Scaffold and support measurable improvements in student artistic, academic, social, emotional, and behavioral capacities through arts education.

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

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Students will demonstrate a minimum 70% increase in arts content knowledge, artistic literacy, creativity, and critical thinking as measured by an annual pre/post-assessment, classroom observations, and student reflections and surveys administered annually.	PROJECT		70	/	100
					70.00

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Students will demonstrate a minimum 70% increase in the CASEL SEL competencies (self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) as measured by an annual pre/post-assessment, classroom observations, and student reflections and surveys administered annually.	PROJECT		70	/	100
					70.00

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Students will demonstrate a minimum 70% increase in their academic achievement in English Language Arts and Mathematics as measured by classroom formative and summative assessments, district benchmarks, and state assessments administered annually.	PROJECT		70	/	100
					70.00

2.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Students will demonstrate increased school attendance, classroom engagement and active participation as measured by attendance data, classroom observations, and educator reflections.	PROJECT			/	

3. Project Objective:

Project Objective 3: Ensure that all project resources and instructional materials are accessible and freely disseminated to the public through multiple methods including: a digital repository and website for the QUAIL Project, conference presentations, and electronic communications.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By June of each project year, at least 30 accessible arts-based lessons, activities, and resources will be developed and disseminated via the digital QUAIL Project repository and website. (GPRA Measure 3)	GPRA	30		/	

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

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
At least 70% of participating educators will contribute high-quality, standards-based lessons and resources to the repository annually, as measured by the number of approved submissions, rubrics, and feedback.	PROJECT		70	/	100
					70.00

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The QUAIL Project website will average at least 300 monthly visitors as measured by site analytics.	PROJECT	300		/	

4. Project Objective:

Project Objective 4: Increase equitable access to high-quality arts learning opportunities for all students by strengthening and expanding cross-sector partnerships in CreateTC, the Tulare County Arts Coalition.

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
CreateTC active partner organizations will increase by 20% annually, as evidenced by meeting sign-in sheets, minutes, and partner commitments.	PROJECT		20	/	100
					20.00

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Annually, 85% of CreateTC partner organizations will provide arts-based school and community outreach activities, as evidenced by event flyers and promotional material.	PROJECT		85	/	100
					85.00

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

Tulare County Office of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	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)								

***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 based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S351A210025

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))?

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.	
Tulare County Office of Education		

**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)

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Name of Institution/Organization Tulare County Office of Education	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.
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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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ED 524