

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 # S351A210047

Grants.gov Tracking#: GRANT13346155

OMB No. 1894-0006 , Expiration Date:

Closing Date: Apr 15, 2021

PR/Award # S351A210047

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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:

04/14/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

Kentucky

8. APPLICANT INFORMATION:

* a. Legal Name:

Northern Kentucky Cooperative for Educational Services, Inc.

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

* c. Organizational DUNS:

d. Address:

* Street1:

5516 E ALEXANDRIA PIKE

Street2:

* City:

COLD SPRING

County/Parish:

KY

* State:

KY: Kentucky

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

410763540

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Vicki

Middle Name:

* Last Name:

Dansberry

Suffix:

Title:

Grant Writer

Organizational Affiliation:

NKCES

* Telephone Number:

Fax Number:

* Email:

PR/Award # S351A210047

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.351

CFDA Title:

Arts in Education

* 12. Funding Opportunity Number:

ED-GRANTS-011521-003

* Title:

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

13. Competition Identification Number:

84-351A2021-1

Title:

Assistance for Arts Education (AAE) Program 84.351A

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

Add Attachment

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View Attachment

* 15. Descriptive Title of Applicant's Project:

Access, Opportunity, Support: Arts for in All Northern Kentucky

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.

Add Attachment

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View Attachment

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

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

If "Yes", provide explanation and attach

Add Attachment

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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:

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-GEPA.pdf

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GEPA

NKCES Access, Opportunity, and Support: Arts for All in Northern Kentucky is expressly designed to promote art education for all students, including students who are economically disadvantaged or students who are children with disabilities. In addition to avoiding discrimination based on gender, race, national origin, color, disability, or age, this project is committed to use all available resources to overcome barriers to learning for students and will address any potential barriers for adult participants as well.

For example, with the support of community partners and NKCES special education coaches, the design provides that students who need adaptive equipment to participate effectively in learning about visual arts, theatre, dance, or music receive supports they need (specialized paint brushes, adapted musical instruments, etc.)

We also plan to meet needs for materials in diverse languages or use video/audio interpretation of content as needed to address individual communication needs for English Learners or participants with vision or hearing impairments.

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

Northern Kentucky Cooperative for Educational Services, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

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:
<input type="text"/>	<input type="text" value="Vicki"/>	<input type="text"/>	<input type="text" value="Dansberry"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="5516 E ALEXANDRIA PIKE"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Alexandria"/>
County:	<input type="text"/>
State:	<input type="text" value="KY: Kentucky"/>
Zip Code:	<input type="text" value="41076-3540"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="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:

[Add Attachment](#)

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[View Attachment](#)

The goal of Access, Opportunity, and Support: Arts for All in Northern Kentucky (AOS) is to promote access to arts education in visual art, dance, music, and theatre for all Northern Kentucky students. The AOS project has one overarching Performance Objective: to meet the majority of its outcome indicators. It also has three Program Objectives: 1) 80% of AAE participants will complete 75% or more of the total hours of professional development offered each year. 2) Produce arts instructional support materials and disseminate a minimum of 32 per year. 3) Expand partnerships among 30 schools with community centers for the arts, including national centers for the arts.

Activities include: providing toolkit and training for school teams to create and implement Comprehensive Arts Plans; review the Plans; train arts educators in Universal Design for Learning in summer workshop and Professional Learning Network; train other-content teachers in arts-based strategies in summer workshop and Professional Learning Network; train partnering arts and other-content teachers in arts integration in summer workshop and Professional Learning Network; create accessible instructional videos and resources; create guides for arts partnerships and student instruction and recognition.

These activities are expected to produce eight outcomes: 1) Comprehensive Arts Plans produced by 30 schools; 2) Increased capacity of arts educators to use strategies within the Universal Design for Learning framework; 3) Increased capacity of other-content-area teachers to integrate arts-based strategies in their classrooms; 4) Sixteen instructional videos and accompanying materials addressing elementary theatre and dance standards. 5) Sixteen additional videos and accompanying materials providing extended learning for secondary students in art, music, theatre and dance. 6) 80% of schools meet goals on their Comprehensive Arts Plan (CAP) for disseminating NKIAE videos and accompanying materials; 7) 60% of

schools will meet goals on their Comprehensive Arts Plans (CAP) for partnerships; 8) Addition of two community or national partners per year providing resources to the project.

This proposal does not meet the sole competitive priority as a national nonprofit organization. It does meet the statutory project purpose, to promote arts education for students, including disadvantaged students and students who are children with disabilities, through activities such as (a) professional development for arts educators, teachers, and principals; (b) development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines; and (c) community and national outreach activities that strengthen and expand partnerships among schools, local educational agencies (LEAs), communities, or centers for the arts, including national centers for the arts.

Project partners include leading community arts organizations: The Children's Theatre of Cincinnati; Cincinnati Shakespeare Company; Ensemble Theatre of Cincinnati; Cincinnati Ballet; Pones, Inc; Cincinnati Art Museum; Contemporary Arts Center; Taft Museum of Art; Cincinnati Symphony Orchestra; Cincinnati Conservatory of Music Prep; Northern Kentucky University School of the Arts; The Carnegie; arts integration expert Ms. Lauren Hess; and national partners (Kennedy Center and VSA).

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

Access, Opportunity, and Support: Arts for All in Northern Kentucky

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Abstract

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Project Narrative

(a) Quality of the project design	1
(b) Quality of project services	13
(c) Quality of project personnel	19
(d) Quality of the management plan	20
(e) Quality of the project evaluation	23

Budget Narrative

Attachments

Certification of non-profit status: 501 (c) (3) letter
Resumes and Job Descriptions

Logic Model

Indirect Cost letter

Assurances (SF 424B)

Memorandums of Understanding

Letters of Support

GEPA Statement

Grants.gov forms: SF 424; ED Supplemental information for SF 424;
ED Form 524; SF LLL; Grants.gov Lobbying Form

Since 2018, Northern Kentucky Institute for Arts Education (NKIAE) has elevated support for arts education in Northern Kentucky schools through professional development. This work has revealed barriers to student access and opportunity in the arts, particularly for traditionally underserved and underrepresented populations. Our schools must overcome those barriers and offer *all* students systematic, effective, standards-based instruction in all art forms; appropriate professional development, materials, and resources to meet the needs of all students; and supportive partnerships within schools and with community, state, and national arts organizations. This proposal will address these needs for 41,762 students in preschool to grade 12 through comprehensive arts planning that will improve access to education for all students in art, dance, music, and theatre; increase opportunity for students to reach their full potential in the arts; and develop support for creativity across the curriculum. We are calling the project Access, Opportunity, and Support: Arts for All in Northern Kentucky (AOS). Fiscal agent for the project is Northern Kentucky Cooperative for Educational Services (NKCES), a non-profit applicant. The mission of NKCES is to provide support for schools through professional development, dissemination of instructional materials, and community outreach. The 73 collaborating schools from 12 school districts served by this project are located in the northernmost point of Kentucky, directly across the Ohio River from Cincinnati, Ohio.

(a) Quality of the project design.

(1) Goals, objectives, and outcomes are clearly specified and measurable.

The goal of Northern Kentucky Institute for Arts Education (NKIAE) is to promote access to arts education in visual art, dance, music, and theatre for *all* Northern Kentucky students. The AOS project has one overarching Performance Objective: *to meet the majority of its outcome indicators*. It also has three Program Objectives and eight expected outcomes, all of which are measurable: **Objective 1: 80% of NKIAE participants will complete 75% or more of the**

total hours of professional development offered each year. This objective will be measured using rosters, logs of participation, and lists of professional development opportunities for each participant. This professional development is expected to produce three outcomes: **1)** Comprehensive Arts Plans produced by 30 schools (measured by the number of plans submitted). **2)** Increased capacity of arts educators to use strategies within the Universal Design for Learning framework (measured by pre-/post-test surveys). **3)** Increased capacity of other-content-area teachers to integrate arts-based strategies in their classrooms (measured by pre-/post-test surveys).

Objective 2: Produce arts instructional support materials and disseminate a minimum of 32 per year. This objective will be measured by the number of original videos and accompanying accessible materials posted online by NKIAE each year. Expected outcomes include: **1)** Sixteen instructional videos and accompanying materials addressing elementary theatre and dance standards (measured by NKIAE online posting records). **2)** Sixteen additional videos and accompanying materials providing extended learning for secondary students in art, music, theatre and dance (measured by NKIAE online posting records). **3)** 80% of schools meet goals on their Comprehensive Arts Plan for disseminating NKIAE videos and accompanying materials (measured by Comprehensive Arts Plan checklist review).

Objective 3: Expand partnerships among 30 schools with community centers for the arts, including national centers for the arts. This objective will be measured by the list of partners providing resources to the schools of the project. It is expected to produce two outcomes: **1)** 60% of schools will meet goals on their Comprehensive Arts Plans (CAP) for partnerships (measured by annual review of Comprehensive Art Plan checklist); **2)** Addition of two community or national partners per year providing resources to the project (measured by logs of partners supporting videos, live demonstrations, workshop sessions, steering committee, etc.)

(2) Project design is appropriate to, and will successfully address, the needs.

The project will provide professional development, develop and disseminate instructional materials, and strengthen and expand partnerships to meet each of three overarching needs in the Northern Kentucky region: 1) Guidance for school accountability in the arts; 2) Gaps in arts education for a) underserved student populations and b) underrepresented art forms; and 3) Integration of arts across the curriculum.

1) Need for Guidance for School Accountability in the Arts: Kentucky has adopted standards in art, dance, music, and theatre based on the National Arts Standards. However, for the first time in decades, the state accountability system does not include the arts. Evaluation and planning of arts programming have been left to the discretion of each school, and often to each teacher, with limited guidance. This lack of infrastructure for arts education has indisputably contributed to the disparity of opportunity for students within schools and across the region. Omitting the arts from a formal accountability system has raised concerns about student access and school guidance in the arts, as well as community perception of arts education and its value.

Addressing Guidance for School Accountability in the Arts: Each participating school will assemble a Comprehensive Arts Planning committee to create a vision statement and plan how the school will manage arts education programming to meet the needs of all students. This team will include a member of building leadership, a visual or performing arts teacher, a teacher of another content area, and a special populations teacher (e.g., special education, ELL, gifted/talented, etc.) Each team will appoint an Arts Ambassador as its leader; this person will participate in professional development to guide the team. Together, using a framework, model, and resources developed by NKIAE, the team will design and lead implementation of a Comprehensive Arts Plan for their school. The plan will include: Curriculum; Standards Alignment; Tools and Materials (including online and in-person accessible materials);

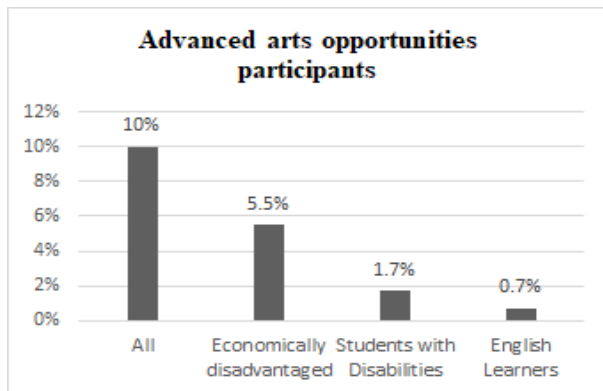
Professional Development; Community Connections; and Funding. The Arts Ambassadors will attend a second, mid-year professional development session to review implementation of the school's plan. They will maintain documentation and communication with project staff.

Annually, they will revisit the plan to update it and promote progress.

As an infrastructure support to these plans, NKIAE will convene a Steering Committee for the project, consisting of project staff, school staff, leading community arts education partners, and the project evaluator. Through its members, the project's schools will be connected to arts and arts education organizations across the Greater Cincinnati/Northern Kentucky region. The Steering Committee will facilitate connections through an online "matchmaker" resource library that will match school needs to offerings from community partners and support the planning and implementation of schools' Comprehensive Arts Plans throughout each school year.

2) Gaps in Arts Education. a) Needs of Underserved Students: Economic need is the most obvious predictor of gaps in student access to arts education. Overall, these 12 school districts have a rate of 90.88% of students qualified for the Federal Free and Reduced Lunch program (Qualifying Data, 2021), and the U.S. Census Bureau's estimates of children living in poverty are as high as 34.19% (SAIPE School District Estimates for 2019, 2020). Within the districts, however, are pockets of economic success that create a clear have/have-not situation that impacts not only opportunities but also attitudes and beliefs about the arts. Some students, whose families are aware of arts opportunities and have sufficient means, find abundant arts resources in the area. But the overwhelming percentage of students whose families do not have information or resources to access the arts face a disadvantage. For these students, when family money for food and other necessities is scarce, money, time, and transportation for arts exploration or lessons are beyond consideration; too often the arts are even scoffed at as an interest for "others."

Diminished access to arts opportunities for disadvantaged students leads only to further



inequities in opportunity. Ten percent of all students in these schools are identified as gifted and talented in the arts, but only 5.5% of economically disadvantaged students, 1.7% of students with disabilities, and .72% of English learners are identified (Data Sets, 2021).

Teachers are aware of the need for support in addressing these disparities. On the 2021 Arts Educators Preparedness Survey, not even one teacher claimed that sufficient arts experiences are provided for students. Despite the nearby availability of major arts organizations and museums, 95% of teachers in visual art; 91% in dance; 77% in theatre; and 73% in music say their students have arts experiences such as a school assembly or field trip less than once a year. An overwhelming 95% of teachers reported they do not have connections with appropriate teaching artists and arts organizations to meet their students' needs.

Among teachers in project schools, 83% at the elementary level and 94% at the secondary level indicated they do not have sufficient instructional materials provided to allow all students to reach their full potential in the arts; more than half (53%) of respondents said this is a definite need. Nearly all teachers in every art form (93% visual art; 87% music; 100% dance and theatre) reported need for instructional resources to support disadvantaged students interested in pursuing extended learning opportunities, such as all-state ensembles and Kentucky's Governor's School for the Arts. Additionally, teachers overwhelmingly reported (93%) that they need resources to help students understand and prepare for college or careers in the arts. Though Kentucky recognizes and supports career pathways in many fields, the fine arts are not included, and 72% of teachers reported their schools provided no recognition of students completing sequential arts coursework or arts capstone projects. Finally, to provide access for all students, including

students with disabilities, teachers must create inclusive classrooms, yet 100% of teachers reported they lack the adaptive tools necessary to meet all students' needs.

When teachers were asked about professional development to successfully address disparities, needs were also apparent: Across all art forms, 76% of teachers reported they have not had master classes in their areas of specialization; 96% of teachers require training to support students who need accommodations or modifications; 76% report they need training for accessibility; 80% require support for teaching gifted and talented students; 79% require support to ensure lessons are culturally responsive; and 84% need professional development to support students' social-emotional needs (Arts Educators Preparedness Survey, 2021).

Addressing Gaps in Arts Education for Underserved Students: Guided by NKIAE, each participating school will address accessibility to arts materials and experiences on their school's individual Comprehensive Arts Plan. The plan will focus attention on increasing instructional resources, including adaptive tools, and providing student experiences in the arts, including in-school assemblies and field trips. NKIAE will connect schools with appropriate resources and facilitate partnerships with community arts organizations. NKIAE will also provide training for arts partners to ensure education outreach efforts are inclusive and match school needs.

As part of its plan, each participating school will form a professional development team of at least one visual and performing arts teacher and three general and special education teachers. Each of these teachers will participate in at least nine hours of training: six workshop hours during the summer and three hours in an ongoing school-year Professional Learning Network (PLN). The required workshops will be offered twice each summer to maximize scheduling options for participants. Throughout each school year, the PLN will meet outside of school hours four times, allowing teams to sustain and continue their learning. Attending a minimum of two of these sessions will complete the required professional development.

NKIAE will provide professional development focused on Universal Design for Learning (UDL), supporting teachers in designing inclusive classrooms in which all students can access and participate in the arts. UDL promotes choice in engagement, representation, action, and expression. This framework supports all learners, and especially students with learning and thinking differences, including students with disabilities, students identified as gifted/talented, and English Language learners. Professional development for arts educators will include culturally responsive teaching and additional strategies to meet the needs of all students.

NKIAE will produce and disseminate a series of professional videos and accompanying instructional materials to support teachers and students in an “arts pathway.” To increase learning opportunities available to all students, 16 videos will target four grade bands in each arts discipline. Videos are expected to address “Sparkling Interest: Discovering Your Path in the Arts” for grades 6-7; “Establishing Grounding: Beginning to Focus on a Selected Art Form” for grades 8-9; “Developing Craft: In-depth Study and Guidance for Coursework” for grades 10-11; and “Moving Forward: Guidelines for Capstone Projects and Preparation for Next Steps” for seniors. Partners for creating the videos will include community arts partners for all grades; high school arts students for grades 6-7; teaching artists for grades 8-9; and university professors and professional artists for grades 10-12. Each year, additional online and in-person resources will be disseminated to create a robust library of learning opportunities aimed at closing the gap for students from economically disadvantaged families. The project will engage school and NKCES special education experts, English Language Learner teachers, and teachers of gifted/talented students to ensure access for all. For the first time all children will have the opportunity to develop interests in each art form, no matter what participating school they attend, and without barriers of cost or transportation. NKIAE will host an arts showcase each year, with options for adjudication, allowing students to prepare and present their work, including capstone projects.

(b) Needs in Underrepresented Art Forms: Access and opportunity is especially limited in two arts disciplines: dance and theatre. Though both dance and theatre are included in Kentucky's Arts Standards, basic instruction in these content areas is inconsistent and, in many schools, significantly lacking. Only 36% of schools report offering theatre instruction, and only 33% of schools report they offer dance instruction. Of project schools, 79% do not have an identified teacher for dance and 70% do not have an identified teacher for theatre. Elementary schools, in particular, report lack of identified teachers responsible for dance or theatre instruction. In addition, in most elementary schools, although an arts teacher is certified and trained in only one area (e.g., music) he or she is responsible for teaching all art forms. 95% of teachers reported that they need guidance for providing standards-based instruction in dance, and 93% need professional development in theatre. (Arts Educators Preparedness Survey, 2021).

Addressing Gaps in Arts Education for Underrepresented Art Forms: NKIAE will provide professional development in theatre- and dance-based teaching strategies to increase students' classroom opportunities to experience these underrepresented art forms. Strategies such as Tableau will be introduced in a summer workshop and supported throughout the school year during the Professional Learning Network. Led by project staff and community arts partners, this professional development will also serve as an entry point to the arts integration continuum.

In addition, a series of 16 professional videos and accompanying instructional materials will support these underrepresented art forms. The videos will address theatre and dance standards under "Creating," "Performing/ Presenting/ Producing," "Responding," and "Connecting" in each of two grade bands (K-2 and 3-5). These videos will model the theatre- and dance-based strategies introduced during professional development and include both instruction for students and suggestions for teachers. Accompanying materials will include suggestions for: integration with other content; adaptations and modifications; and partnerships with teaching artists. NKIAE

will collaborate with arts partners who will appear in these instructional videos and partner with schools to provide relevant, accessible in-person experiences that extend this learning.

3) Need for Integration of Arts Across the Curriculum: To support a school-wide Comprehensive Arts Plan, including instruction in all art forms for all students, the arts cannot be taught in silos, and instructional time cannot be limited to elementary “specials” or secondary electives. Collaboration and training for both teachers of the arts and teachers of other content areas is needed to support creativity across the curriculum, allowing students to process and demonstrate their learning through the arts. Additionally, research shows arts integration is an effective way to close educational gaps. Arts integration complements Universal Design for Learning by promoting choice and accessibility for all students.

NKIAE’s prior experience providing arts integration professional development highlighted the need to offer access points to arts integration at different levels, based on the entrance point of each teacher. Many teachers need first to build understanding and confidence with arts-based strategies to develop their capacity to work toward true, collaborative arts integration through additional training. Among project arts teachers, 60% are less than confident in arts integration; 67% need help with the creative process (Arts Educators Preparedness Survey, 2021).

Addressing Arts Integration across the Curriculum: In their respective required summer workshops, professional development will begin with arts integration strategies for both arts educators and general and special education teachers, focused on building creativity across the curriculum. An additional 21 hours of professional learning, the Arts Integration Academy, will be offered to teachers ready to move further along the arts integration continuum. Teachers of the arts and other content areas will partner in three days of professional development to design original arts-integrated units. Using resources designed by NKIAE, including a collaborative planning guide and a unit plan template, teachers will follow the Kennedy Center’s definition of

Arts Integration and apply principles of Universal Design for Learning. They will continue their learning at an additional workshop in September, when they will refine their units, ensuring their efficacy to address both arts and other content standards. Teachers will receive additional training and support throughout each school year in the PLN. This professional development series will build on the success of NKIAE's foundation project, attracting new teachers and expanding learning for those with some integration experience. NKIAE's current partnerships with the Kennedy Center's Partners in Education and VSA programs will inform training, and workshop sessions will be led by community partners, building relationships to support ongoing collaboration in schools. Units developed through this project will be disseminated and serve as models for replication.

(3) The proposed project will result in information to guide possible replication

Project staff and the Steering Committee will store all records of activities, templates, and other project documents in shared team drives online for easy access and to inform future project decisions, including replication of project activities or strategies. Lesson and unit plans will be available to all participants in a shared Google drive so they can be replicated within the project. Throughout the project, the Steering Committee will share evaluation about the effectiveness of the project's approach and will identify opportunities to disseminate activities and strategies beyond the bounds of the project. Documentation will include: agendas and meeting notes, guides for video production, presentations and video records, templates and toolkit for the Comprehensive Arts Plan (CAP) model. Teacher-developed arts integrated units, videos, and instructional materials will be used as models as well as evidence of project processes. Eventually, the project expects to aggregate these resources to analyze potential for replication in other nearby schools or across the state. We particularly are interested in the development, implementation, and review of the CAP as a potential model for the state to renew its interest in

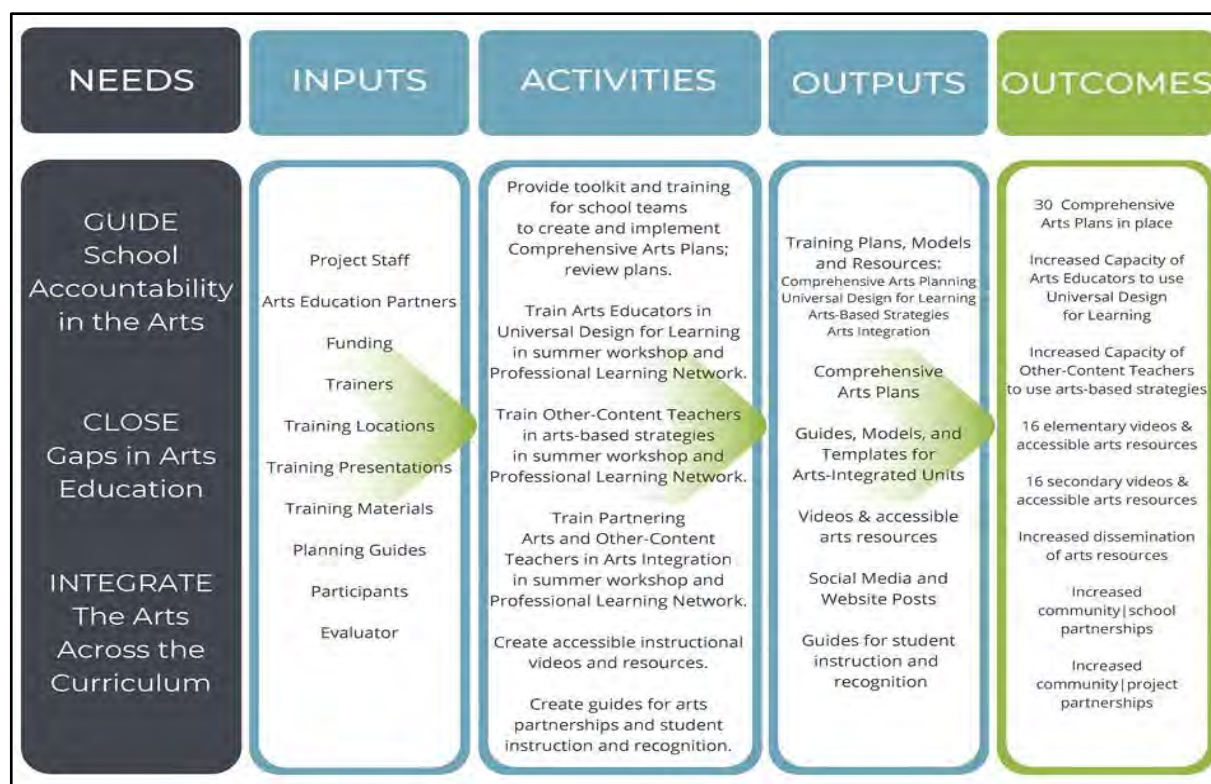
accountability for the arts in Kentucky schools. As warranted, the Project Coordinator and Steering Committee will propose presentations at national and state conferences such as VSA, Kennedy Center Partners in Education, regional or local Ed Camps, or conferences in any arts area (e.g., Kentucky Music Educators Association or Greater Cincinnati Alliance for Arts Education). There is also discussion of organizing project materials into a book that could be used by any educator in the nation to promote the arts for all students. Evaluation materials that demonstrate the effectiveness of project methods will be available to all project partners and the public at Board meetings of NKCES and through the project's website.

(4) The project represents an exceptional approach.

This project will be exceptional as an innovative approach, creating collaboration among 12 school districts and at all grade levels, and synthesizing a wide range of evidence-based strategies and techniques through complementary work. An exceptional feature of this plan is the Comprehensive Arts Plan that will be established in each of the 30 schools of the project. The project will create systemic change for arts education by expanding responsibilities beyond the arts teachers, including administrators and teachers of other disciplines in its planning and implementation. Finally, it may be worth noting that, two years ago, this project design could not have been conceived in this community as it is designed now; the strategies to incorporate extensive online video instruction for classroom and individual student use will build on new skills, knowledge, and confidence acquired by both teachers and students in the last year of virtual learning required by the pandemic restrictions on education.

(5) The extent to which the proposed project demonstrates a rationale.

The logic model (attached and p. 12) for NKIAE rests on evidence from longstanding studies in strong support of **1)** multi-level professional development (Burnaford, 2009) and professional



learning networks (Gulamhussein, 2013; Learning Forward, 2011); **2)** arts integration to improve teaching and learning (Adkins et al., 2001; Corbett et al., 2001; Cote, 2009; Stevenson & Deasy, 2005); **3)** arts partnerships with community organizations (Burnaford, 2009; A Shared Endeavor: Arts Education for America’s Students, 2014) and alignment to state standards (Wilcox et al., 2010); and **4)** Universal Design for Learning to support accessibility for all learners (Cast, 2018). The regional design that allows teachers to develop strong peer relationships and mutual support, in a teaching field that too often is isolated as a “special” subject, has strong support as a driver of success for instruction and also for developing teacher leadership within schools (Burnaford, 2009). Emerging evidence also supports the project’s field trips to arts experiences, suggesting positive outcomes for students’ compassion, school engagement, increased standardized test scores (Bowen & Kisida, 2019) and increased desire to consume art and revisit the experience following a field trip (Kisida, Greene, & Bowen, 2014). Evidence has further shown that students, and particularly economically disadvantaged students, exposed to the arts demonstrate

increased levels of critical thinking, tolerance, content knowledge, and historical empathy (Bowen, Greene, & Kisida, 2014; Greene, Kisida, & Bowen, 2014; Erickson, et al., 2019).

(b) Quality of project services.

Strategies for ensuring equal access and treatment for both teachers and students are key elements of the NKIAE plan. Throughout the project, consideration of issues of equity will be primary for scheduling, choosing locations, and using and producing materials that can be accessed by any teacher or student. Sessions of professional development will be scheduled at times that do not conflict with the school day, and content of workshops will directly focus on improving accessibility for all students. Materials will be produced in languages appropriate for each audience, and we will access experts in meeting needs of various individuals and groups. Through our connection with VSA, an international leader for equity in arts education, and through the staff of NKCES, the fiscal agent for the project, NKIAE will have access to practiced professional development providers in support of teachers of students with disabilities, ELL students, and students impacted by trauma. Through partners such as Northern Kentucky University and Northern Kentucky Association for Gifted Education, the project will also support teachers in improving skills to work with students identified as gifted/talented.

(1) Project services are of sufficient quality, intensity, and duration.

Key elements of the project to provide high quality, intensive, and sustained professional development services that lead to improvements in practices among recipients of professional development include: ⇒ ***Intensive*** summer workshop opportunities tailored to the needs of specific groups of teachers ⇒ ***Intentional*** focus on accessibility and serving all students, with sessions focused on meeting the needs of traditionally underserved and underrepresented groups ⇒ ***Opportunities*** for teachers to move along the arts integration continuum toward full arts

integration ⇒ **Time** outside the school year to design units ⇒ **Sustained** professional development over the school year for all participants to continue learning and reflect on applying what they have learned ⇒ **Ongoing** support through school-based CAP committees and plans ⇒ **Professional Learning Network** support at a cross-district level ⇒ **Leadership** opportunities for teachers serving as Arts Ambassadors on the CAP committees.

Summer Workshop: Arts Educator Curriculum will begin with six hours of professional development each year. Morning sessions will include keynote speakers and masterclasses in each arts discipline led by university and professional artists and arts organizations. Afternoon breakout sessions will cover ⇒ **Accessibility in the Arts** ⇒ **Gifted/ Talented in the Arts** ⇒ **Culturally Responsive Teaching in the Arts** ⇒ **Social Emotional Learning through the Arts** ⇒ **Arts Integration Strategies** (required for those continuing to the Arts Integration Academy).

Summer Workshop: Arts Integration Curriculum will support educators from other content areas in improving their own creative confidence, increasing opportunities for creative learning across the curriculum. Six initial hours of professional development each year will begin by introducing the **creative process** and the **arts integration continuum** and continue to introduce and model one arts-based strategy, with suggestions for curriculum connections and adaptations for various student needs. Afternoon sessions will introduce and model a second arts-based strategy, with suggestions for curriculum connections and adaptations, and will lead teachers in curriculum mapping to integrate the arts-based strategies with their own content area standards. Teachers of both groups will sustain their learning throughout the year in quarterly PLN meetings. At these meetings, arts educators will follow up on topics from breakout sessions, and other-content-area teachers will reflect on and refine the two strategies introduced at the summer workshop. To fulfill project requirements, all teachers will participate in at least two of the four

90-minute meetings of the year, an additional three hours per teacher.

Teams of an arts educator and at least one teacher of another discipline will have the opportunity to continue their work together and move toward full arts integration in the Arts Integration Academy through an additional 21 hours of training. The summer session will provide 18 hours and include: Day One: Collaboration ⇒ Arts Integration Continuum ⇒ Model Unit 1 ⇒ Unit Pre-Planning. Day Two: Model Unit 2 / Share units created by previous participants ⇒ Unit Pre-Planning ⇒ Unit Planning. Day Three: Unit Planning & Sharing. A three-hour follow-up session in September will allow participants to complete and revise their unit plans before they bring them to their classrooms for implementation.

During these sessions, participants will be introduced to teaching artists from community arts partners that can continue to support their learning. All participants will have ongoing access to the NKIAE online platform, www.nkartsed.org, where they will be able to access shared lessons and units along with project video trainings and other professional development supports.

Quality: Training through NKIAE will meet all Kentucky Department of Education Professional Learning quality standards (*Professional Learning Standards*, 2021) and be aligned with Kentucky Academic Standards. Sessions will focus on content and integration pedagogy, giving educators shared responsibility for mutual growth and student growth. They also will focus on individual improvement, school improvement, and program implementation, and will be job-embedded and continuous. All training will be provided by experts in professional development for arts integration and arts education. Sessions will focus on individual growth as well as contributions to school improvement and program improvement; and they will be ongoing through the funded period and beyond. This project also will incorporate all key standards of Learning Forward, the professional learning association: NKIAE will build learning

communities; coordinate, prioritize, and monitor resources for learning; integrate learning designs built on research and successful learning models; align outcomes with standards; provide effective leaders and train teachers to increase their own leadership capacity; use data to plan, assess, and evaluate the professional learning; and have implementation of the professional learning as a central feature (*Standards*, 2021).

Intensity: Teachers will receive targeted professional development including: a minimum of nine hours of high-quality professional development each year focused on arts education/integration. Six hours will be in a full-day workshop, and a minimum of three hours will take place during the school year outside of school hours at Professional Learning Network meetings that involve their peers from across all participating districts. In addition, they will be supported by their school CAP teams and by the CAP plan itself continuously reinforcing their learning. They will have the option of deepening their learning experience through the intensive Arts Integration Academy preparing them for full arts integration implementation in their classrooms through 18 additional workshop hours in the summer and three hours during the school year, a total of 21 hours. Teachers will receive continuing support throughout the year through online and in-person coaching and assistance from an experienced arts integration coach and project coordinator.

Duration: Professional development will take place throughout the five-year program, beginning in summer with the workshops and continuing throughout at least one year for each teacher. After each teacher's foundation year, professional learning will continue through the spectrum of support described above, as schools' Comprehensive Arts Plans, teachers' membership in professional learning networks, community partnerships, professional organizations, and access to the online platform will continue throughout the program and beyond. Even after grant funding ends provisions will be in place for professional learning to continue through the regional professional learning network. The regional design of the program ensures that, even if

a teacher leaves a particular school and goes to another school, impact will continue at the original school through the CAP committee and the arts team, and impact will expand to the new school through that teacher. Through this comprehensive design for targeted and ongoing support, NKIAE teachers will receive professional development of sufficient quality, intensity and duration to ensure improvements in practice among the recipients of those services.

(2) Project services will lead to improvements in student achievement of standards.

Access, Opportunity, and Support will directly address Kentucky Arts Standards in four art forms through professional development and through Comprehensive Arts Plans and related instruction at each school. Teachers who never have had rigorous (or, in some cases, any) training in some areas of the standards they are teaching, and who have had insufficient support to address standards for students with special needs, will have received training and instructional materials to support them in meeting those standards and meeting the needs of all students. The CAP will align instruction with standards in each school for the first time since at least 2018. Instructional videos will be directly aligned with anchor standards and teachers will be able to partner with community arts education providers to help students meet standards in art, dance, music, and theatre. NKIAE's arts integration models and unit plan templates explicitly include arts standards and, through arts integration, teaching arts standards will be a shared responsibility in project schools. Taken together, this project's activities will lead directly to improved student achievement of arts standards.

(3) Impact of project services on the intended recipients of those services.

Recipients to be impacted are the teachers, schools, and students of 12 school districts. Impact will flow directly from intentional design of Comprehensive Arts Plans, evidence-based professional development trainings, instructional materials, and support from community and national partnerships. Teachers will gain improved skills and knowledge about how to manage

instruction to meet Kentucky Arts Standards; schools will institute and benefit from sustained systemic change related to Comprehensive Arts Plans; and all students will benefit from impacts of increased accessibility, improved arts instruction from teachers of arts as well as teachers of other content areas, and support for extending their learning in the arts. The project design's eight outcome measures, three program objectives, and overarching performance goal will measure project impact, and the plan includes processes to make adjustments based on data to ensure continuous improvement and maximum impact on all intended recipients.

(4) Services involve the collaboration of appropriate partners.

Key partners will support the project on the Steering Committee, in professional development sessions, and by providing services to schools during implementation. In addition to project staff and the Evaluator, the Steering Committee includes: ⇒ Lauren Hess, the director of Cincinnati Youth Choir and a local and national authority on arts integration, who will provide 100 hours of coaching throughout the project in addition to her service on the Steering Committee ⇒ Kim Thomson, Professional Development Specialist at Boone County Schools (the largest project school district) ⇒ Alissa Paasch, Education Director of The Carnegie (Northern Kentucky's primary multidisciplinary arts venue), who will provide teaching artists and a field trip site in addition to her service on the Steering Committee ⇒ and Merissa Wadley, a special education coach and Universal Design for Learning specialist from NKCES. Identified community partners include: ⇒ Cincinnati Shakespeare Company ⇒ Ensemble Theatre of Cincinnati ⇒ Cincinnati Ballet ⇒ Pones, Inc., providing dance opportunities for all students, including disadvantaged students and students with disabilities ⇒ The Children's Theatre of Cincinnati ⇒ Cincinnati Art Museum ⇒ Contemporary Arts Center ⇒ Taft Museum of Art ⇒ Cincinnati Symphony

Orchestra ⇒ Cincinnati Conservatory of Music Prep ⇒ Northern Kentucky University School of the Arts. In addition, Northern Kentucky Association for Gifted Education will provide Dreamfest, a convening of gifted and talented arts students from across Northern Kentucky for advanced enrichment; and Kentucky's Governor's School for the Arts will provide educational resources and scholarships for students with demonstrated potential in the arts. The design of Access, Opportunity, and Support relies on these partners; we plan to expand the list each year to meet the unique needs of the schools as they develop through their Comprehensive Arts Plans.

(c) Quality of project personnel.

NKCES actively solicits applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Job openings are advertised online on its own and the Kentucky Department of Education public websites, through announcements and emails to member districts and community partners, on social media sites, and by recruiting from within school districts or community partners to identify appropriate candidates.

Project Director (.10 FTE) will be responsible for project oversight, ensuring project progress toward goals and objectives and effective communication with funder and partners. Ms. Vicki Dansberry, who has coordinated the NKCES Grants Consortium since 2010, will fill this role. Ms. Dansberry holds a Bachelors degree in English and Speech/Theatre and has more than 20 years experience in grant project implementation and management for Northern Kentucky schools; she is currently project director for a Professional Development for Arts Educators grant and two Innovative Approaches to Literacy grants from the US Dept. of Education; two Strategic Prevention Framework grants from the US Dept. of Health and Human Services; and a STOP School Violence grant of the US Dept. of Justice. She consults regularly with the 12 districts of

this project to support development and implementation of their own grant-funded projects.

Mr. Joe Bertucci (1.0 FTE) will manage day-to-day project implementation as Project Coordinator. Mr. Bertucci founded NKIAE in 2018. He holds a Masters of Arts degree in Education and certificate for instructional leadership as a principal. Prior to his current position, Mr. Bertucci served as Chair of the Fine Arts Department at Campbell County High School and as a teacher and theatre director for 18 years in that district. He has served on numerous committees and service boards. He has significant connections to local and national arts partners. He has been the artistic director for Kincaid Regional Theater and taught classes for Cincinnati Playhouse in the Park. He brought NKIAE into partnership with the Kennedy Center through the Partnership in Education program and is currently implementing a contract from VSA, the international organization on arts and disability.

Ms. Diane Hatfield, Professional Learning Coordinator of NKCES, is expected to support this project .06 FTE to ensure professional development meets state standards and integrate it with the spectrum of professional learning offered through NKCES. Ms. Hatfield holds a Masters degree in Education and a certification in Instructional Supervision. She has experience managing and implementing Federally and State funded projects, and she also has served as teacher, administrator, School Board member and chair for one of the project districts.

The project will be evaluated by Dr. Joan Ferrante, Sociology professor at Northern Kentucky University. Dr. Ferrante currently evaluates NKIAE's efforts, along with two US Dept. of Education Innovative Approaches to Literacy projects and a Project Prevent grant. Dr. Ferrante has an extensive record of evaluating projects of this size and scope.

(d) Quality of the management plan.

(1) The adequacy of the management plan. The following objectives, activities, responsibilities, and timelines will support achievement: **Objective 1: 80% of AAE participants**

will complete 75% or more of the total hours of professional development offered each year.

Activity: Provide toolkit and training for school teams' Comprehensive Arts

Plans. **Responsibility:** Project Coordinator; Steering Committee. **Timeline:** July 2022 and

annually. **Milestones:** 30 Comprehensive Arts Plans designed. || **Activity:** Train arts educators

and teachers of other content areas in Arts Educator and Arts Integration tracks. **Responsibility:**

Project Coordinator; Steering Committee; Arts Partners. **Timeline:** July 2022 and annually.

Milestones: 30 teams trained; increased capacity of teachers. || **Activity:** Train teams of visual and performing arts teachers with teachers of other content areas to create arts integrated units.

Responsibility: Project Coordinator; Steering Committee; Arts Partners. **Timeline:** July 2022 and

annually. **Milestones:** 30 teams trained; increased capacity of teachers. || **Activity:** Review

Comprehensive Arts Plans. **Responsibility:** Project Coordinator; Arts Ambassadors. **Timeline:**

August 2022 and annually. **Milestones:** Plans modified as needed for success. // **Objective 2:**

Produce arts instructional support materials and disseminate a minimum of 32 per year. Activity:

Produce video series for elementary and secondary schools. **Responsibility:** Project Coordinator;

Arts Partners. **Timeline:** October 2021 - July 2022 and annually. **Milestones:** 16 videos and

accompanying materials for elementary theatre and dance; 16 videos and accompanying

materials for secondary students and teachers in theatre, dance, visual arts, and music each year.

|| **Activity:** Provide arts experiences through arts partners. **Responsibility:** Project Coordinator;

Arts Partners. **Timeline:** August 2022 - May 2023 and annually. **Milestones:** Each participating

school provides students with arts experience in each of four art forms each year. || **Activity:**

Provide guidelines for coursework and capstone projects. **Responsibility:** Project Coordinator;

Schools. **Timeline:** July 2022 and annually. **Milestones:** Increased participation in advanced arts

education opportunities for all students. || **Activity:** Hold a regional arts showcase.

Responsibility: Project Coordinator; Arts Partners; School Teams. **Timeline:** June 2023 and

annually. **Milestones:** Students register and attend the event. Increased participation in advanced arts education opportunities. || **Objective 3:** Expand partnerships among 30 schools with community centers for the arts, including national centers for the arts. **Activity:** Steering Committee meetings and outreach. **Responsibility:** Project Coordinator. **Timeline:** October 2021 - September 2022 and annually. **Milestones:** Six bimonthly meetings held; continuous outreach and improvement planned and implemented. || **Activity:** Arts Partner/School “Matchmaker” site. **Responsibility:** Project Coordinator; Arts Partners. **Timeline:** July 2022 and updated annually. **Milestones:** Addition of two community partners a year. Information available to schools about arts education resources. || **Activity:** Teaching artist training. **Responsibility:** Project Coordinator, Arts Partners. **Timeline:** October 2021 - July 2022 and annually. **Milestones:** Community partners provide effective trainings. || **Activity:** National, state, and local conferences. **Responsibility:** Project Director; Project Coordinator; Steering Committee **Timeline:** As scheduled. **Milestones:** Staff and partners demonstrate updated knowledge and skills.

(2) Procedures for ensuring feedback and continuous improvement. The Project Coordinator will collect data as activities occur and submit it to the Project Evaluator for analysis and reporting. In addition to outcome measures, data will include process feedback forms and dedicated feedback discussions at each PLN meeting. This data will inform the Steering Committee as they guide implementation, manage feedback, and support decision-making for continuous improvement of the project at bimonthly meetings. This ongoing data capture and analysis will make it possible for the project to gauge progress, identify areas of opportunity and need, and make timely decisions to address challenges or recognize successes.

(3) Mechanisms for ensuring high-quality products and services from the proposed project. High-quality project staff, the schools, and community partners have deep understanding of what it takes to meet quality expectations of the state and schools. The Superintendent of each

participating district has signed a memorandum of understanding committing to project processes and activities, which will further ensure both buy-in and high quality. The project itself is rooted in evidence, as cited above, and designed for ongoing management of quality. Finally, community partners are of the highest quality and represent local, state, and national collaborations with strong commitment, knowledge, and resources to produce the highest quality.

(4) A diversity of perspectives. Members of the Steering Committee represent a diversity of perspectives as they include representatives of schools, project staff, and community members of the various art forms that are integrally linked to non-profit organizations and businesses in our community. In addition, each school that will have input into the project is guided by a school-based decision-making council that includes parents, members of the business community, and others committed to ensuring high-quality education for all students.

(e) Quality of the project evaluation.

(1) Methods of evaluation are thorough, feasible, and appropriate.

The project has one overarching Performance Objective, which is to meet the majority of its expected outcomes, each of which is integrally tied to a measurement tool as outlined in section (a)(1). The evaluation plan is *thorough*; it is the result of careful planning with input from key stakeholders tied to a logic model (see attachment), which encapsulates a coherent plan that the project will use to ensure continuous progress and improvement. Each key project component will include measures to ensure thorough investigation of success or need for improvement.

This evaluation is *feasible*; it relies largely on data routinely collected to manage teacher participation (e.g., sign-in sheets) or data with existing systems or protocol in place to collect and manage them (e.g., units submitted), and staff will have direct access to these data. Pre- and post-test measures will use surveys already in use and designed by project staff and the Evaluator, who have extensive experience creating meaningful questions and assessing their reliability.

Structures for analysis and reporting are built into Steering Committee meetings, which will use the data to modify activities as needed to ensure continuous improvement.

Finally, each expected outcome and objective includes a data gathering tool, strategy, or source from which data *appropriate* to that target will be obtained, and measures are directly aligned to the target they will measure (e.g., number of comprehensive art plans submitted, increased arts integration capacity as measured by pre-and post-tests).

(2) Performance measures relate to outcomes, produce quantitative and qualitative data

Project performance measures and outcomes are objective, clearly delineated, related, and measurable. They are objective, not based on feelings, opinion, or impression; they will transcend bias, emotions, and prejudices. They will be based on evidence that any person or outside party can verify and replicate. For example, participant rosters and lists of activities each participant signed on to and completed will objectively document whether 80% of AAE participants complete 75% or more of the total professional development hours offered each year. The number of plans submitted will document whether 30 schools produce Comprehensive Arts Plans. Pre-and post-test surveys will determine whether arts educators increase their capacity to apply strategies within the UDL framework and whether other-content-area teachers increase their capacity to integrate arts-based strategies in their classrooms.

Qualitative data will be derived from those data, for example, by analyzing which teachers completed the program and which did not, and by examining progress toward completed lesson units. It also will be provided during face-to-face meetings built into the program and process with Arts Ambassadors at a mid-year review session; participating teachers at the Summer Workshop; and participating teachers at PLN meetings. These meetings will provide time to gather qualitative data on project processes and experiences and to pose questions that yield qualitative insights about red flags found in quantitative data collected.

(3) Valid and reliable performance data on relevant outcomes (*performance measure 1*).

Although this requirement only applies to performance measure 1, it is clear that an effective evaluation must determine which outcome indicators were met. Therefore, all outcome measures in this project were designed for reliability and validity.

Reliability within this project means that data gathered or accessed are complete and accurate. It means that, regardless of who is collecting, entering, or calculating the data, that data will be the same. To ensure rigor in data collection and analysis throughout the project, the staff responsible for data collection will meet with the Evaluator early in the project so they will be aware of the importance of and understand methods for reliability, and the Evaluator will remain an integral part of the project as a member of the Steering Committee. In this project, collecting data will never be viewed as a chore that we must do. It will be done with care and purpose. Instruments and collection protocols of the project have checks and balances to ensure reliability.

Each expected outcome is directly associated with appropriate data, methods to secure it, and targets that indicate when it has been met (or not). This data is designed to have *validity*: it will capture behaviors that show whether a key project component has occurred (knowledge gained, units created and implemented). An example is the pre- and post-test survey. Its questions will have content validity (the answer to the question allows us to know if the desired occurrence was achieved) and be administered in a standardized protocol: the same survey will be given in the same manner to all participants, with a documented scoring system in place.

Project evaluation for NKIAE is a serious matter. The evaluation will answer the critical question, “So What?” What difference did this grant and the resources it provided make in the lives of teachers, students, and community partners? And which of the efforts made that difference? Answering these questions will put us in a position to move toward sustainability and improving arts education in *all* art forms for *all* students of our region.

Other Attachment File(s)

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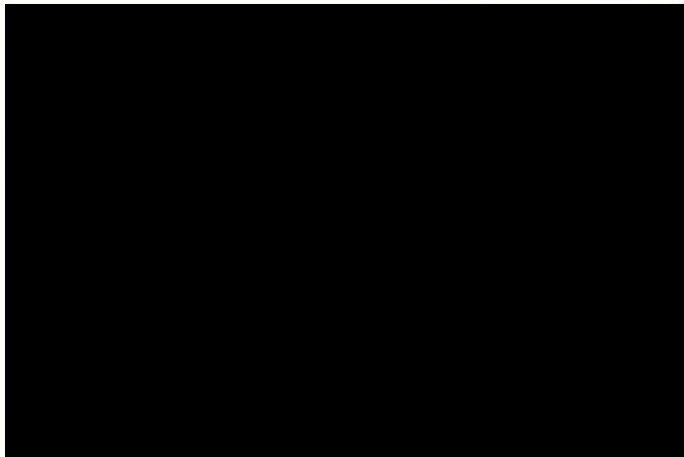
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DEPARTMENT OF THE TREASURY

Date: **FEB 19 1984**

NORTHERN KENTUCKY COOPERATIVE FOR
EDUCATIONAL SERVICES INC
NORTHERN KENTUCKY UNIVERSITY
C/O KURT MEIER
33 NORTH FT THOMAS AVE
FT THOMAS, KY 41075



NO

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 509(a)(3).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(3) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that

Letter 947 (DO/CG)

NORTHERN KENTUCKY COOPERATIVE FOR

you would no longer be classified as a section 509(a)(3) organization.

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

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Letter 947 (DO/CG)

NORTHERN KENTUCKY COOPERATIVE FOR

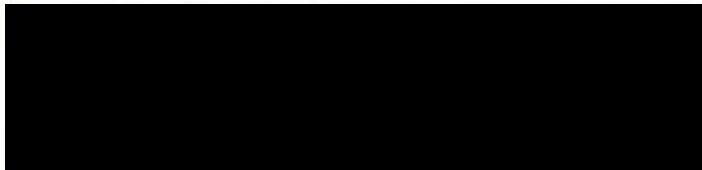
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.



District Director

Letter 947 (DO/CG)

Joseph S. Bertucci

PROFESSIONAL EXPERIENCE

Northern Kentucky Cooperative for Educational Services | 2018 - present

Arts Integration Manager, Northern Kentucky Institute for Arts Education

- Lead regional program providing 40 hours of professional learning in arts integration
 - Collaborate with Professional Learning Coordinator, regional steering committee, community arts organizations, and district staff to design, develop, and implement intensive and ongoing professional development
- Partner with The Kennedy Center's Partners in Education and VSA programs to design, develop, and implement regional professional development opportunities
- Manage \$1.5 million federal Professional Development for Arts Educators grant

Campbell County High School | Alexandria, KY | 2000 - 2018

Theatre Arts Teacher | Director

- Develop, plan, and teach courses in theatre; visual and performing arts
- Direct three student productions each season; collaborate with design and technical staff
- Manage theatre budget, facility, marketing and communication

Chair, Fine Arts Department

- Lead Professional Learning Community
- Collaborate with administration in planning curriculum; assessment; state program review

Member, School-Based Decision Making Council (2009 - 2013)

- Analyze student data and create policies for school improvement

CERTIFICATION

Commonwealth of Kentucky Provisional Certificate

Statement of Eligibility: Provisional Certificate for Instructional Leadership; Principal, All Grades

EDUCATION

Northern Kentucky University, Highland Heights, KY

Master of Arts in Education; Instructional Leadership Program

Xavier University, Cincinnati, OH

Bachelor of Arts in English; Cum Laude

Minor in Performance Studies: Theatre

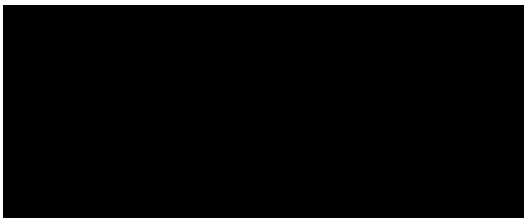
Minor in Secondary Education

OTHER

Artistic Director

Stage Right Musical Theatre Company | 2018

Kincaid Regional Theatre | 2012 - 2017



Summary

- More than twenty years experience in project direction, managing, planning, writing, evaluating, and reviewing federal, state and foundation grants for education.
- Project Director for multiple grant projects from US Department of Education and US Department of Health and Human Services/SAMHSA and others
- Extensive experience leading and training youth and adults and collaboration building for success.
- Founding member of three substance abuse prevention coalitions and a regional council of leaders of nine coalitions.

Professional Experience

Grants Consortium Director

Northern Kentucky Cooperative for Educational Services September 2010 to present

- Manage and direct projects funded by state, local, and Federal resources
- Research, write, edit, review, and manage federal, state, and local government and foundation grants.
- Coordinate evaluation and reporting for grants.
- Write and deliver local, regional, state, national and international grant presentations.
- Train teachers and school staff on grant writing and other topics.
- Represent cooperative at events and conferences.
- Build collaboration among representatives of multiple school districts, postsecondary institutions and community members.
- Facilitate program development and strategic planning for 13 school districts.

Development Writer

Covington Independent Public Schools August 1999 to 2010

- Write, edit, and review grants.
- Write and edit website content, newsletters, brochures and direct mail pieces, parent communications, etc.
- Coordinate evaluation and reporting for all grants.
- Write and deliver local and national presentations.
- Train teachers and school staff on marketing, grant writing and other topics.
- Collaborate with coalition of 60 and staff of six elementary schools, a middle school, a high school, a preschool and an alternative school.
- Mentor Drug Free Support Program coalitions, guiding them to plan and implement drug prevention activities and funding

- Teach evidence-based curricula including Life Skills Training, Second Step, Parents as Partners and others

Education

B.A., Morehead State University, Cum Laude, English and Speech/Theatre majors
Continuing Education: a minimum of 24 hours each year since 1999

Professional Affiliations

National Grants Management Association, Member

Grants Professionals Association National, Member

Grants Professionals Association, Greater Cincinnati Chapter, Program committee member, 2013 – 2015; chair, 2013-2014

Grants Professionals Association, Kentucky Chapter

Kenton County Alliance for Substance Abuse Prevention Co-founder, 2005. Chair, 2012 – 2015; Co-chair, alcohol prevention committee 2010 – 2014; Secretary 2015-2018

Kentucky Agency for Substance Abuse Prevention – Northern Kentucky Board –strategic planning committee member; prevention committee member 2004-2018

Covington Partners Charter member, Secretary and multiple committees' Chair, 1999 – 2010

Grants Received

Funder	Amount	Year(s)	Grant Name
US Office of National Drug Control Policy/SAMHSA	\$450,000 \$500,000	2000 – 2005^ 2005 – 2010^	Drug Free Communities (Covington Partners)
Coalition for a Drug Free Greater Cincinnati	\$3,000	2000 – 2001^	Too Smart to Start
Kentucky Tobacco Prevention Enhancement Site	\$4,500	2000 – 2001	Tobacco Prevention Mini-Grant
US Departments of Education, Health and Human Services and Justice	\$5,700,000	2001 – 2004^	Safe Schools/ Healthy Students Initiative
US Office of National Drug Control Policy/SAMHSA	\$150,000	2005 – 2007^	Drug Free Communities Mentoring
US Department of Education	\$3,700,000	2005 – 2007	Early Reading First
Women's Fund, Greater Cincinnati Foundation	\$20,000	2005^	Girls Relating with Outstanding Women
US Department of Education	\$194,000	2005 – 2007	Covington Mentoring Project
US Office of National Drug Control Policy/SAMHSA	\$1,200,000	2005 – 2007	Kenton County Adolescent Drug Court
Kentucky Department of Education	\$10,000	2009 – 2009	Fruits and Veggies
US Office of National Drug Control Policy/SAMHSA	\$970,000	2008 – 2011^	Grants to Reduce Alcohol Abuse
Kentucky Department of Education	\$1,692,500 \$1,000,000 \$3,000,000 \$2,515,000	2005 – 2010 2015 – 2020 2016 – 2021 2017 – 2022	21 st Century Community Learning Centers (multiple grants)

Citi	\$20,000	2009	Fiscally Fit Teens: Financial Education for Middle and High School
KY ASAP	\$5,000	2009	Picture This! Photography Workshop/Attitudes and Behavior Survey
United Way of Greater Cincinnati	\$378,000 \$390,000	2007 – 2010 2010 – 2013	Family Engagement
Kentucky Department of Education	\$67,500	2009 – 2011	Elementary Education Technology
Kentucky Department of Education	\$330,000 \$312,000 \$216,000 \$225,000 \$186,000	2009 – 2012 2012 – 2015 2015 – 2018 2015 – 2018 2015 – 2018	Services to Homeless Families
US Office of National Drug Control Policy/SAMHSA	\$500,000	2011– 2016^	Drug Free Communities - Mental Health America (Regional)
	\$625,000	2014-2019	NKY Health Dept (Boone County)
	\$625,000	2015-2020	NKCES (Campbell County)
US Department of Education	\$1,539,519 \$1,665,656 \$1,729,473 \$2,175,000	2004 – 2007^ 2010 – 2013^ 2011 – 2014 ^ 2013 – 2016*^	Carol M. White Physical Education Program
US Department of Education	\$299,999	2010 – 2012	Readiness and Emergency Management
What Works Clearinghouse	\$36,505	2010^	Doing What Works Math Grant
US Department of Education	\$662,094 \$1,173,783 \$1,200,000 \$1,184,700 \$2,100,000	2006-2009^ 2012-2015^ 2013-2016*^ 2014-2017 ^ (Erlanger-Elsmere)* 2014-2017 (Campbell County)	Elementary and Secondary School Counseling
Health Foundation of Greater Cincinnati	\$2,000	2012	Planning school policy and procedures for Northern Kentucky drug prevention
US Office of National Drug Control Policy/SAMHSA	\$500,000 \$625,000	2002-2012^ 2013-2018^	Drug Free Communities (Erlanger/Elsmere Schools – Kenton County Alliance)
Kentucky Society for Technology Education	\$20,000	2015-2016	Pendleton County Schools KySTE Project
US Department of Health and Human Services	\$100,000	2015-2017*	Project AWARE (NKCES) (Boone County Schools)
	\$350,000	2015-2018	
US Department of Labor	\$1,097,653 PR/Award # S351A210047	2014-2017	Youthbuild (Northern Kentucky Community Action Commission)

Kentucky Department of Education	\$60,000	2015-2016	School Academic Liaison
US Department of Education	\$1,500,000	2017-2021*^	Professional Development for Arts Educators
Kentucky Department of Education	\$1,200,000	2017-2018	Preschool Partnership (13 awards)
Kentucky Department of Education	\$159,250	2017-2018	Fresh Fruits and Vegetables (2 awards)
Durr Foundation	\$25,000	2017-2018	Rural Technology Grant
Kentucky Department of Education	\$1,320,000	2017-2019	Striving Readers (3 awards)
Kentucky Department of Education	\$725,000	2017-2020	McKinney Vento grants (3 awards)
Duke Energy Foundation	\$25,000	2017-2018	Career Connector
Kentucky Department of Education	\$150,000	2017-2018	New Skills for Kentucky
US Department of Health and Human Services -- SAMHSA	\$150,000	2017-2020^	Community Based Coalition Enhancement Grants to Address Local Drug Crises
US Department of Education	\$1,500,000	2017-2021*^	Professional Development for Arts Educators
US Department of Education	\$2,973,458 \$2,250,000	2018-2021*^	Innovative Approaches to Literacy (2 awards)
US Department of Health and Human Services -- SAMHSA	\$150,000	2018-2021^	Comprehensive Addiction and Recovery Act
US Department of Education	\$5,000,000	2019-2024^	Project Prevent
US Department of Health and Human Services -- SAMHSA	\$1,500,000	2019-2024*^	Strategic Prevention Framework: Partnerships for Success (Erlanger Elsmere)
US Department of Health and Human Services -- SAMHSA	\$200,000	2020-2024*^	Sober Truth on Preventing Underage Drinking Act
US Department of Health and Human Services -- SAMHSA	\$1,500,000	2020-2025*^	Strategic Prevention Framework: Partnerships for Success (NKCES)
PNC Charitable Trust	\$5,000	2019	Arts in Mind
NKY ASAP	\$7,000	2019	Arts in Mind
ArtsWave	\$5000	2019	Arts in Mind
Bureau of Justice Assistance	\$750,000	2020-2025*	Positive Action: STOP School Violence
* Also served as Project Director ^Also served on evaluation team			

DIANE BARTLETT HATFIELD

HIGHLIGHTS OF QUALIFICATIONS

- Proven ability to design, implement and manage professional learning
- Extensive experience in administering and leading district curriculum
- Proven ability to effectively communicate and collaborate with stakeholders
- Experience leading initiatives focusing on meeting the needs of diverse learners
- Skilled at the facilitation of adult learning
- Proven ability to successfully implement federal grants
- Successful grant writer in diverse areas of school reform

EDUCATION

Instructional Supervision (K-12) Level 2 Certification / Rank I

Xavier University	Cincinnati, Ohio	July 2003
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Masters of Arts Degree in Education

Northern Kentucky University	Highland Heights, KY	August 1986
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PROFESSIONAL EXPERIENCE

Northern Kentucky Cooperative for Educational Services

November 2017 – Present	Northern Kentucky Cooperative	Cold Spring, KY
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Professional Learning Coordinator

- Coordinate professional learning opportunities for the NKCES region serving 16 school districts
- Coordinate all NKCES Professional Learning Networks
- Lead the Federal Programs Professional Learning Network
- Lead the NKCES Professional Learning Consortium
- Oversee the English Learners Program

Southgate Board of Education

2002 – Present	Southgate Board of Education	Southgate, KY
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Newport Independent Schools	Welcome Center	Newport, KY
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August 2008 to July 2017

- Professional Learning Coordinator
- Federal Programs Director
 - Title I, Title II, Title III, Title I Part D, Perkins, 21st Century, Carol White, Literacy
- Grants Coordinator
- Gifted and Talented Coordinator
- Liaison for Adult Education Program
- SBDM District Coordinator
- KTIP Coordinator
- Arts Coordinator

- ILP/AILP Coordinator
- Literacy Coordinator

Literacy and Strategies Consultant

Aug. 2004 to 2008 Northern Kentucky Cooperative Cold Spring, KY

- Designed and delivered job-embedded professional development in the areas of literacy, instructional strategies, differentiation, collaboration, curriculum alignment for Northern Kentucky schools
- Participated in statewide workgroups on literacy, collaboration and differentiated instruction
- Facilitated professional development offerings for local school districts

Curriculum Resource Teacher / English Department Chair/Writing Cluster Leader

2003-2004 Holmes Junior Senior High Covington, KY

2000-2003 Holmes Junior High Covington, KY

- Designed and delivered job-embedded professional development in the areas of open response, reading in the content areas and *Framework for Understanding Poverty*
- Mentored new teachers and assisted in lesson plan development
- Facilitated the implementation of the *Comprehensive School Reform Grant* through classroom observations, peer coaching, and study groups
- Authored *Comprehensive School Reform* grant and *Professional Growth and Implementation Reading Grant*

Success for All Reading Facilitator

1999-2000 First District Elementary Covington, KY

- Facilitated the delivery of effective instructional strategies through classroom observations, peer coaching, and study groups
- Worked collaboratively with administrators to evaluate the instructional practices of reading teachers and tutors
- Evaluated student reading progress every eight weeks to match student needs to instruction

Title I / Accelerated Learning Consultant

1996-1999 Region 4 Service Center Covington, KY

- Worked collaboratively with schools and districts to support the development and implementation of innovative research-based instructional programs
- Designed and delivered professional development in the areas of curriculum development, instructional strategies, unit development, open response, collaboration, assessment, cultural audits, parent involvement, and best practices in mathematics, science and language arts
- Attended Distinguished Educator training and served as an advocate to identified schools

Primary Teacher

1985-1996 Cold Spring Elementary Cold Spring, KY

- Implemented a student centered, multi-age primary curriculum
- Selected to participate in the national *PBS Mathline Professional Development* video series
- Authored grants in the areas of reading, math, science, and parent involvement

PROFESSIONAL MEMBERSHIPS

- Kentucky Association of Supervision and Curriculum Development
 - Association of Supervision and Curriculum Development
 - Kentucky School Board Association
-



Northern Kentucky Cooperative for Educational Services JOB DESCRIPTION

POSITION TITLE: PROJECT COORDINATOR

Qualifications/Certification(s):

- Any combination equivalent to bachelor's degree and professional experience in area of assignment.
- Such additional qualifications as the Executive Director and NKCES Board of Directors may find appropriate and acceptable

REPORTS TO: Executive Director or Designee

JOB GOAL: To plan, organize, implement and coordinate day-to-day activities of a project, program or activity having limited overall impact on Northern Kentucky schools and districts, requiring limited variety of standard practices and procedures; requires routine supervision.

DUTIES:

- Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned involved in activities having limited overall impact on Northern Kentucky schools.
- Develop, establish or administer project, program or activity.
- Serve as liaison with other units, departments or outside agencies as required.
- Make recommendations regarding implementation of project, program or activity and evaluate effectiveness as assigned.
- Maintain communication and work closely with regional and district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
- Prepare and assist in preparation of reports, records and other documentation as required.
- Accumulate and research data, documents and other pertinent information as required.
- Assure compliance with federal, State and District policy, administrative procedures and negotiated agreements as applicable to assignment.
- Prepare, deliver or assist with training opportunities as appropriate.
- Perform related duties as assigned.

KNOWLEDGE OF:

- Subject matter in area of assignment.
- Short and long-range planning techniques applicable to area of specialty.
- In-service materials, subject matter and methods in area of specialty.
- Record-keeping techniques.
- Oral and written communication skills.
- Public speaking techniques.
- Research methods and report writing techniques.
- Laws, rules and regulations related to assigned activities.
- Policies and objectives of assigned programs and activities.
- Interpersonal skills using tact, patience and courtesy.
- Principles of training and providing work direction.
- Technical aspects of field of specialty.

ABILITY TO:

- Provide leadership to an activity having limited overall impact on schools requiring limited variety of standard practices and procedures requiring routine supervision.
- Provide technical assistance to schools in area of proper specialty.
- Oversee the work of committees and task forces.
- Communicate effectively both orally and in writing.
- Prepare and deliver oral presentations.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and prepare reports.
- Compile and verify data and prepare reports.
- Travel as required and assist with assignment as required and travel.

- Prioritize and schedule work.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Maintain current knowledge of technological advances in the field.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Plan and organize work.

Evaluation: Annually, by the Executive Director or Designee

Terms of Employment: Salary, number of days, work hours, classified or certified status, employee benefits, and other related issues are to be set by contract

Evaluation: Job performance for this position will be evaluated in accordance with the Policies and Procedures as approved by the NKCES Board



Northern Kentucky Cooperative for Educational Services JOB DESCRIPTION

POSITION TITLE: PROJECT DIRECTOR

Qualifications/Certification(s):

- Bachelor's degree or higher
- Experience in Federal grants management
- Recognition among schools and organizations involved as a leader in collaborative grant funded programming
- History of successful grants management
- History of successful partnerships with school districts and community organizations
- Such additional qualifications as the Executive Director and NKCES Board of Directors may find appropriate and acceptable

REPORTS TO: Executive Director or Designee

JOB GOAL: To provide project oversight, including maintaining communication with the funder, ensuring activities of the project are completed on time and within budget, and submitting reports timely as required

DUTIES:

- Provide overall project oversight, including hiring of Project Coordinator
- Ensure high quality implementation of grants plans and management of funds for the stated purpose
- Maintain ongoing communication with all project participants and partners to ensure successful project progress
- Ensure lines of supervision and project processes are clear to all participants
- Submit reports about the project to the funder accurately and in a timely manner
- Maintain communication between project staff and the funder
- Appoint staff to attend national meetings as required by funder
- Perform related duties as assigned

KNOWLEDGE OF:

- High-quality professional development and school operations
- Methods of leading staff to build and maintain collaborative groups: experience building teams, building programs and building networks
- Record-keeping techniques
- Oral and written communication skills
- Public speaking techniques
- Research methods and report writing techniques
- Laws, rules and regulations related to assigned activities
- Policies and objectives of assigned programs and activities
- Interpersonal skills using tact, patience and courtesy
- Principles of training and providing work direction
- Technical aspects of field of specialty

ABILITY TO:

- Ability to conduct successful program communications among funder, staff, and partners
- Ability to maintain oversight of management of funding ethically, accurately, and with understanding of OMB requirements
- Provide leadership to an activity
- Provide technical assistance to schools in area of specialty
- Communicate effectively both orally and in writing
- Prepare and deliver oral presentations
- Establish and maintain cooperative and effective working relationships with others
- Compile and verify data and prepare and submit reports
- Prioritize and schedule work
- Maintain current knowledge of program rules, regulations, requirements and restrictions
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and time lines

- Travel as required and assign travel to relevant staff and/or partners
- Plan and organize work

Evaluation: Annually, by the Executive Director or Designee

Terms of Employment: Salary, number of days, classified or certified status, work hours, employee benefits, and other related issues are to be set by contract

Evaluation: Job performance for this position will be evaluated in accordance with the Policies and Procedures as approved by the NKCES Board

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

Organization:

Northern Kentucky Cooperative for Educational Services
5516 E Alexandria Pike
Cold Springs, KY 41076

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
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Predetermined Predetermined					
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* In accordance with 2 CFR 200.414(g), Northern Kentucky Cooperative for Educational Services requested an extension of its current rates for fiscal year 2019 and they are extended in accordance with this regulation.

Distribution Base:

MTDC	Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).
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Applicable To:

Unrestricted	Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.
Restricted	Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to salaries and wages are treated appropriately as direct or indirect costs. Vacation, holiday, sick leave and other paid absences are included in salaries claimed on awards. Separate claims for paid absences are not made.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$1,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to expiration dates of the rates in this agreement.**

Section IV – Approvals

For the Organization:

Northern Kentucky Cooperative for
Educational Services
5516 E Alexandria Pike
Cold Springs, KY 41076

Signature

Name

Title

Date

For the Federal Government:

U.S. Department of Education
OFO / OAGA / ICD
400 Maryland Avenue, SW

Andre Hylton

Name

Director, Indirect Cost Division

Title

February 25, 2021

Date

Negotiator: Catherine Hull

Telephone Number: [REDACTED]

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

OFFICIAL

TITLE

Executive Director

DATE SUBMITTED

ional Services

4/2/2021

Memorandum of Understanding
between
Bellevue Independent School District
and
Northern Kentucky Cooperative for Educational Services ("NKCES")
fiscal agent for
Northern Kentucky Institute for Arts Education "NKIAE"

Bellevue Independent School District fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Bellevue Independent School District will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; and other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.

- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.

Dr. Robb Smith
Superintendent, Bellevue Independent Schools

Mrs. Amy Razor
Executive Director, NKCES

03/10/2021

Date

4-2-21

Date

Memorandum of Understanding

between

Boone County Schools

and

Northern Kentucky Cooperative for Educational Services ("NKCES")

fiscal agent for

Northern Kentucky Institute for Arts Education "NKIAE"

Boone County Schools fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Boone County Schools will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.


We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.

- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.

Mr. 
 Superintendent, Boone County Schools

Executive Director, NKCES

MARCH 17 2021
 Date

4-2-21
 Date

Memorandum of Understanding

between

Bracken County Schools

and

Northern Kentucky Cooperative for Educational Services ("NKCES")

fiscal agent for

Northern Kentucky Institute for Arts Education "NKIAE"

Bracken County Schools fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Bracken County Schools will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.

- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.

 Superintendent, Bracken County Schools

 Executive Director, NKCES

3-11-21
 Date

4-2-21
 Date

Memorandum of Understanding
between
Covington Independent Public Schools
and
Northern Kentucky Cooperative for Educational Services ("NKCES")
fiscal agent for
Northern Kentucky Institute for Arts Education "NKIAE"

Covington Independent Public Schools fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Covington Independent Public Schools will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.
- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.


 Alvin L. Garrison
 Superintendent, Covington Independent Public
 Schools

Mrs. Amy Razor
 Executive Director, NKCES

3-16-2021
 Date

4-2-21
 Date

DAYTON INDEPENDENT SCHOOLS

Memorandum of Understanding
Dayton Independent School District
And
Northern Kentucky Cooperative for Educational Services ("NKCES")
Fiscal agent for
Northern Kentucky Institute for Arts Education "NKIAE"

Dayton Independent School District fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Dayton Independent School District will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.



INSPIRE



ENGAGE



GROW

200 Clay Street

Dayton, Kentucky

41074

PR/Award # S351A210047

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DAYTON INDEPENDENT SCHOOLS

We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.
- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.

Mr. Jay B.
Superintendent
District

3/12/21

Date

4-2-21

Date



INSPIRE



ENGAGE



GROW

200 Clay Street

Dayton, Kentucky

41074

PR/Award # S351A210047

Page e69

Memorandum of Understanding

between

Erlanger-Elsmere Independent School District

and

Northern Kentucky Cooperative for Educational Services ("NKCES")

fiscal agent for

Northern Kentucky Institute for Arts Education "NKIAE"

Erlanger-Elsmere Independent School District fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. **Erlanger-Elsmere Independent School District** will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

We understand NKIAE and NKCES will provide participating teachers and schools with:

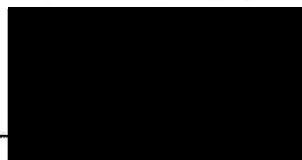
- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.
- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.



Chad D. Molley
Superintendent, Erlanger-Elsmere
Independent School District



Executive Director, NKCES

03/11/2021

Date

4-2-21

Date

Memorandum of Understanding

between

Fort Thomas Independent Schools

and

Northern Kentucky Cooperative for Educational Services ("NKCES")

fiscal agent for

Northern Kentucky Institute for Arts Education "NKIAE"

Fort Thomas Independent Schools fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Fort Thomas Independent Schools will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.

- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.

[Redacted Signature]

Schools

03/10/2021

Date

4-2-21

Date

Memorandum of Understanding
between
Ludlow Independent Schools
and
Northern Kentucky Cooperative for Educational Services ("NKCES")
fiscal agent for
Northern Kentucky Institute for Arts Education "NKIAE"

The Ludlow Independent School District fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Ludlow Independent Schools will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.
- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.

Superintendent, Ludlow Independent Schools

Executive Director, NKCES

Date

3/10/2021

Date

4-2-21

Memorandum of Understanding
between
Newport Independent School District
and
Northern Kentucky Cooperative for Educational Services ("NKCES")
fiscal agent for
Northern Kentucky Institute for Arts Education "NKIAE"

Newport Independent Schools' fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Newport Independent Schools will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.

- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.

 Superintendent, Newport Independent School District

 Executive Director, NKCES

March 15, 2021

Date

 Date

4-2-21

Memorandum of Understanding

between

Pendleton County Schools

and

Northern Kentucky Cooperative for Educational Services ("NKCES")

fiscal agent for

Northern Kentucky Institute for Arts Education "NKIAE"

Pendleton County Schools fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Pendleton County Schools will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

We understand NKIAE and NKCES will provide participating teachers and schools with:


- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.

- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by


Joe Buckley
Superintendent, Pendleton County Schools


Mrs. Amy Razor
Executive Director, NKCES

3-11-2021
Date

4-2-21
Date

Memorandum of Understanding

between

Southgate Independent Schools

and

Northern Kentucky Cooperative for Educational Services ("NKCES")

fiscal agent for

Northern Kentucky Institute for Arts Education "NKIAE"

Southgate Independent Schools fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Southgate Independent Schools will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.

- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by funding ending.

 Superintendent, Southgate Independent Schools Executive Director, NKCES

3/11/21
 Date

4-2-21
 Date

Memorandum of Understanding

between

Williamstown Independent Schools

and

Northern Kentucky Cooperative for Educational Services ("NKCES")

fiscal agent for

Northern Kentucky Institute for Arts Education "NKIAE"

Williamstown Independent Schools fully supports the NKCES proposal to the U.S. Department of Education for the Assistance for Art Education Program in support of arts education, improving access, opportunity, and creativity across the curriculum in Northern Kentucky. Williamstown Independent Schools will promote our schools' participation in this project by:

- Assembling a committee in each participating school to create a Comprehensive Arts Plan outlining how the school will: coordinate with arts partners; disseminate resources to teachers and students; and participate in professional learning. The committee will include, at a minimum: building leadership; a visual / performing arts teacher; an other-content-area teacher; and a special populations teacher. Each team will appoint one of its members to attend CAP Committee training and lead the school's team.
- Providing teachers to participate in Professional Learning.
 - At least one Visual / Performing Arts Teacher from each participating school will participate in nine hours of professional learning to build connections within their discipline and meet the needs of all students in the arts. Six hours will take place during a summer workshop, and three hours will take place in the NKCES Arts Professional Learning Network during the school year.
 - At least three General / Special Educators from each participating school will participate in nine hours of professional learning to build creativity across the curriculum through arts integration. Six hours will take place during a summer workshop, and three hours will take place during the school year.
- Offering participants opportunities to participate in the project's additional 21 hours of Professional Learning sessions to produce and refine arts integrated units that explore creativity across the curriculum.
- Supporting participating educators in implementing the project's instructional resources, making community connections that support arts education, and integrating knowledge and skills learned in Professional Development sessions into their school's systems of education.

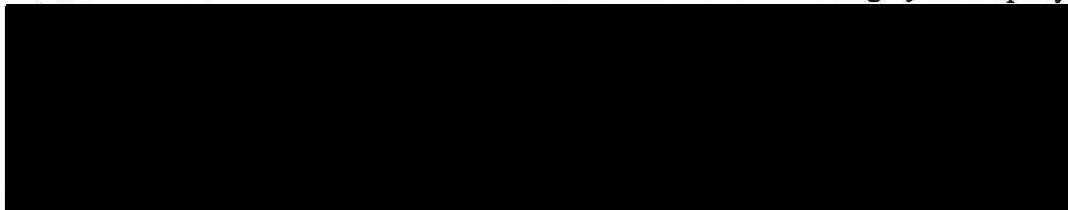
We understand NKIAE and NKCES will provide participating teachers and schools with:

- Instructional materials to support arts learning for underserved groups including disadvantaged students, students with disabilities, gifted and talented students, and English Learners.

- Assistance with building community connections and outreach to arts partners through teaching artists, assemblies, and field trips to ensure all students have access to experiences in the arts.
- Guidance and support from online resources and ongoing Professional Development.
- Access to community and project instructional resources that include:
 - Standards-based instructional videos for theatre and dance in two grade bands for grades K – 5 with accompanying materials and suggestions for arts partners and integration
 - Online learning opportunities for students preparing for GSA, college, and careers in the arts featuring artists and educators from universities and professional organizations.
- Recognition for students pursuing the arts including guidelines for coursework, capstone projects, and gifted/talented services and an annual regional arts showcase.
- Professional Learning for Visual & Performing Arts Teachers focused on meeting the needs of all students and for General & Special Education Teachers focused on arts integration and creativity across the curriculum.

We are proud to be part of this project that will increase access to education in art, dance, music, and theatre; improve opportunity for all students to reach their full potential through the arts; and support creativity across the curriculum. This project will elevate arts instruction across Northern Kentucky and increase access to the benefits of rich arts education programming for all students.

This agreement will take effect on funding, expected to be October 1, 2021, and end on September 30, 2026 unless otherwise altered or withdrawn in writing by either party or by



Schools

Date 3/11/21

Date 4-2-21



March 9, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

Thank you for your work to support and integrate the arts in our schools. We look forward to partnering in this new project, a welcomed expansion of our current collaboration with the *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

Since 2018 we have partnered with the *Northern Kentucky Institute for Arts Education* to make connections with teachers across the curriculum and provide professional learning in arts education and arts integration. In 2019, we solidified our partnership through the Kennedy Center's Partners in Education program.

The Carnegie is committed to continuing this partnership, serving on NKIAE's steering committee to guide planning and implementation of the project, collaborating in professional learning for arts educators and teachers of other content areas, and working with NKIAE to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about and experience the arts. We are also a willing partner in NKIAE's goal to create accessible, instructional videos addressing theatre and dance standards for students in grades K-5 and extended learning for secondary students interested in pursuing the arts.

Thank you for your commitment to building relationships between schools and arts organizations in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,

Alissa Paasch
Education Director at The Carnegie

THE CARNEGIE | 1028 SCOTT STREET | COVINGTON | KY | 41011

PR/Award # S351A210047

Page e84

March 8, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

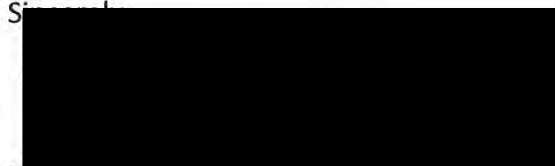
Thank you so much for your work to support and integrate the arts in our schools. We look forward to partnering for this new project, a welcomed expansion of our current collaboration with the *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

Since 2018, we have partnered with the *Northern Kentucky Institute for Arts Education* to make connections and support teachers across the curriculum by provide professional learning experiences in arts education and arts integration.

Pones is committed to continuing this partnership, collaborating in professional learning for arts educators and teachers of other content areas, and working with NKIAE to share and develop opportunities for all students, including historically marginalized students and students with disabilities, to learn about and experience the arts.

Thank you for your commitment to building relationships between schools and arts organizations in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,



Kim Popa, Executive Director, Pones



MUSEUM OF ART

March 11, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

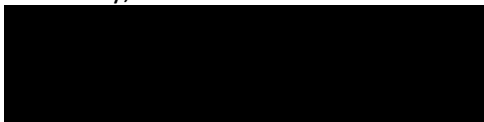
Thank you for your work to support and integrate the arts in our region's schools. We look forward to partnering in this new project, a welcomed expansion of our current collaboration with the *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

We have previously partnered with the *Northern Kentucky Institute for Arts Education* to make connections with teachers across the curriculum and provide professional learning experiences in arts education and arts integration. During the summer of 2020, this partnership resulted in a professional development session sharing works from our collection and art making techniques with science teachers in Northern Kentucky. This opportunity helped us form new connections and extend our resources to classrooms beyond downtown Cincinnati into Northern Kentucky.

The Taft Museum of Art is committed to continuing this partnership, collaborating in professional learning for art educators and teachers of other content areas, and working with NKIAE to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about and experience the arts. During this past year, inequities in learning particularly for economically disadvantaged and disabled students were heightened and this proposal will ensure enriching art experiences for all.

Thank you for your commitment to building relationships between schools and arts organizations in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,



Ellen Stedtefeld

Senior Manager of School and Docent Programs
Taft Museum of Art



March 13, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

Thank you for your work to support and integrate the arts in our schools. We look forward to partnering in this new project, an expansion of the current *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

Since 2018, the *Northern Kentucky Institute for Arts Education* has helped teachers make connections with arts organizations; these connections help ensure opportunities for all students, across content areas, to make and express meaning through the arts.

Cincinnati Ballet is a willing partner in NKIAE's goal to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about and experience the arts.

Thank you for your commitment to building relationships between schools and arts organizations in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,

[Redacted Signature]

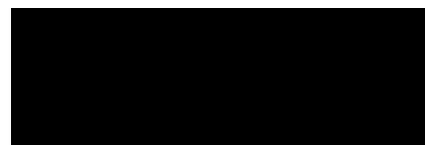
CAROLYN GUIDO CLIFFORD

Director of Education + Community Engagement

[Redacted Address Line 1]
[Redacted Address Line 2]



College-Conservatory of Music
Preparatory and Community Engagement
University of Cincinnati
Po Box 210236
Cincinnati, OH 45221-0236



March 18, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

Thank you for your work to support and integrate the arts in our schools. We look forward to supporting this new project, an expansion of the *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in Northern Kentucky have access to education and experiences in the arts. This also resonates with who and what we serve through CCM Preparatory & Community Engagement.

CCM Preparatory supports NKIAE's goal to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about, experience, and pursue excellence in the arts. We welcome the opportunity to work with classroom teachers, arts specialists and students in Northern Kentucky. We have a strong, 10+ year relationship with the Ft. Thomas schools where we serve gifted students in the performing arts in the elementary and middle school QUEST program. It has been gratifying and fulfilling for all involved.

Thank you for your commitment to the future of the arts in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,



Am
Director of Education and Associate Director
CCM Preparatory & Community Engagement



March 8, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

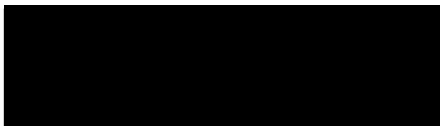
Thank you for your work to support and integrate the arts in our schools. We look forward to partnering in this new project, a welcomed expansion of our current collaboration with the *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

Since 2018 we have partnered with the *Northern Kentucky Institute for Arts Education* to make connections with teachers across the curriculum and provide professional learning experiences in arts education and arts integration.

The **Contemporary Arts Center** is committed to continuing this partnership, collaborating in professional learning for art educators and teachers of other content areas, and working with NKIAE to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about and experience the arts.

Thank you for your commitment to building relationships between schools and arts organizations in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,



Shawnee M. Turner
Interpretive Learning Director

Contemporary Arts Center
Lois & Richard Rosenthal Center for Contemporary Art
44 E 6th Street, Cincinnati, OH 45202 // cincycac.org



ENSEMBLE THEATRE CINCINNATI

March 8, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

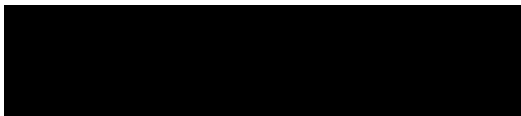
Thank you for your work to support and integrate the arts in our schools. We look forward to partnering in this new project, an expansion of the current *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

Since 2018, the *Northern Kentucky Institute for Arts Education* has helped teachers make connections with arts organizations; these connections help ensure opportunities for all students, across content areas, to make and express meaning through the arts.

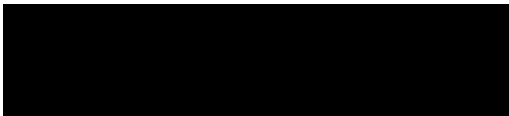
Ensemble Theatre Cincinnati is a willing partner in NKIAE's goal to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about and experience the arts.

Thank you for your commitment to building relationships between schools and arts organizations in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,



Lauren Carr
Director of Education, Engagement & Inclusion
Ensemble Theatre Cincinnati





March 8, 2021

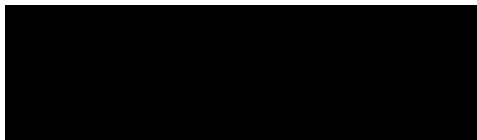
Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

Thank you for your work to support and integrate the arts in our schools. We look forward to supporting this new project, an expansion of the *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in Northern Kentucky have access to education and experiences in the arts.

Kentucky's Governor's School for the Arts supports NKIAE's goal to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about, experience, and pursue excellence in the arts.

Thank you for your commitment to the future of the arts in Kentucky. We are proud to be part of your mission to connect, grow, and serve.



Nick Covault
Director, Governor's School for the Arts



March 11, 2021

Mrs. Amy Razor
Executive Director, NKCES
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

Access, Opportunity, Support is exactly the project needed to improve arts education for students in Northern Kentucky, and we are in full support of it!

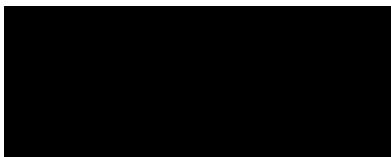
The Northern Kentucky Association for Gifted Education, working in collaboration with the schools of the project, will help to build systems to inspire students' interest in all the art forms of dance, theatre, music, and visual art.

We also will support schools and teachers as they identify students who have special gifts in the arts, and particularly for students who are economically disadvantaged and those with disabilities.

Through Dreamfest, our annual event in support of students who are identified as gifted and show high potential in the arts, we will provide a keynote presenter for each of the four arts areas with support from the AOS project. We also will contribute guidance for students developing portfolios or auditions for advanced education in their pursuit of artistic excellence, and we look forward to the possibility of participating in the arts showcase and videos the project will develop.

I wish you the best on your proposal. Thanks for this opportunity to increase the Northern Kentucky students' opportunities in arts education!

Sincerely,



Professor and Director
Institute for Talent Development and Gifted Studies
Northern Kentucky University
<http://gifted.nku.edu>



March 9, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

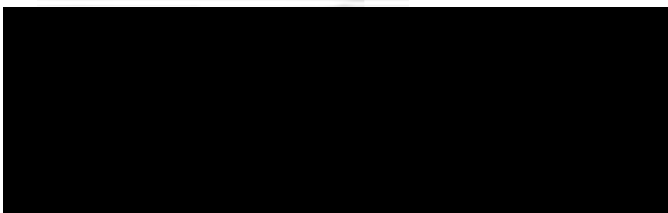
Thank you for your work to support and integrate the arts in our schools. We look forward to partnering in this new project, a welcomed expansion of our current collaboration with the *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

Since 2018 we have partnered with the *Northern Kentucky Institute for Arts Education* to make connections with teachers across the curriculum and provide professional learning experiences in arts education and arts integration.

The Cincinnati Art Museum is committed to continuing this partnership, collaborating in professional learning for art educators and teachers of other content areas, and working with NKIAE to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about and experience the arts.

Thank you for your commitment to building relationships between schools and arts organizations in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,



Director of Learning & Interpretation


953 Eden Park Drive | Cincinnati, OH 45202



Northern Kentucky University
253 Fine Arts Center
Nunn Drive
Highland Heights, Kentucky 41099
[REDACTED]
nku.edu

March 30, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

As we emerge from a post-pandemic society, the work to support and integrate the arts in our schools is more important than ever before. The innovation and expansive programming provided by the *Northern Kentucky Institute for Arts Education* is an important step toward ensuring all students in Northern Kentucky have access to education and experiences in the arts.

As a faculty member at *NKU School of the Arts*, I support NKIAE's goal to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about, experience, and pursue excellence in the arts. We look forward to being a willing partner who can provide guidance and support for this project from the university perspective and for the benefit of the region.

Thank you for your commitment to the future of the arts in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,

[REDACTED]

Tracey Bonner
BFA Dance Coordinator/Associate Professor of Dance

[REDACTED]

March 8, 2021

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

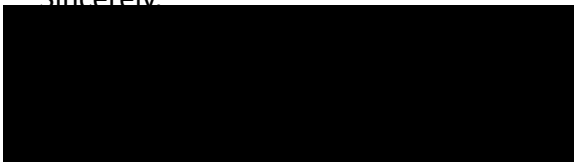
Thank you for your work to support and integrate the arts in our schools. We look forward to partnering in this new project, an expansion of the current *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

Since 2018, the *Northern Kentucky Institute for Arts Education* has helped teachers make connections with arts organizations; these connections help ensure opportunities for all students, across content areas, to make and express meaning through the arts.

The ***Cincinnati Shakespeare Company*** is a willing partner in NKIAE's goal to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about and experience the arts.

Thank you for your commitment to building relationships between schools and arts organizations in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,



Jeremy Dubin, Director of Creative Education



Cincinnati Shakespeare Company
The Otto M. Budig Theater
1195 Elm Street, Cincinnati, OH 45202
www.cincyshakes.com

March 8, 2021



Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

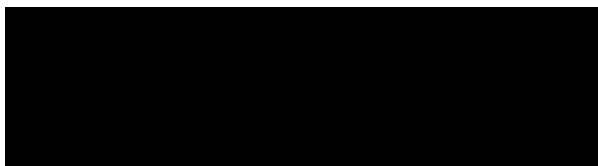
Thank you for your work to support and integrate the arts in our schools. We look forward to partnering in this new project, a welcomed expansion of our current collaboration with the *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

Since 2018 we have partnered with the *Northern Kentucky Institute for Arts Education* to make connections with teachers across the curriculum and provide professional learning experiences in arts education and arts integration.

The *Cincinnati Symphony Orchestra* is committed to continuing this partnership, collaborating in professional learning for music educators and teachers of other content areas, and working with NKIAE to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about and experience the arts.

Thank you for your commitment to building relationships between schools and arts organizations in our region. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,



Becky Spiewak
Education Programs Manager | Cincinnati Symphony Orchestra





Cincinnati Youth Choir

BUILDING TOMORROW'S LEADERS, ONE VOICE AT A TIME

Ensemble-in-Residence of the University of Cincinnati College-Conservatory of Music
Preparatory and Community Engagement

March 8, 2021

Robyn Lana
Managing Artistic Director

Lauren Hess
Executive Director

Sandra Thornton
Assistant Artistic Director

Rachel Breeden
Director of Programs

Daniel Parsley
Associate Director

Heather Vest
Associate Director

Sandra Thornton
Cincinnati Choral Academy Director

Caitlyn Lana
Assistant Director

Gregory Miller
Richard W. Wesp Assistant Director

Megan Battles
Principal Accompanist

Pamela Taylor
Development Associate

Board of Directors

Marc Katz, *President*

Michael Spresser, *Vice President*

Timothy Lana, *Treasurer*

Lauren Morris, *Vice Treasurer*

Rebekah Mahalot, *Secretary*

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Cheryl McElroy, *Parent Liaison*

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Director of Choral Studies
University of Cincinnati

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Founding Director
Indianapolis Children's Choir

Dr. Isidore Rudnick
CPS Fine Arts Curriculum Manager

Jack Lee
Ta Fong Children's Choir
Taipei-Hsien, Taiwan, R. O. C.

Lori Lobsiger
Consultant

Mrs. Amy Razor, Executive Director
Northern Kentucky Cooperative for Educational Services
5516 East Alexandria Pike
Cold Spring, KY 41076

Dear Mrs. Razor,

Thank you for your work to support and integrate the arts in our schools. We look forward to partnering in this new project, an expansion of the current *Northern Kentucky Institute for Arts Education*, and an important step toward ensuring all students in our region have access to education and experiences in the arts.

Through the *Northern Kentucky Institute for Arts Education*, we have made connections with Northern Kentucky teachers learning to integrate the arts. These connections help ensure opportunities for all students, across content areas, to make and express meaning through music.

The ***Cincinnati Youth Choir*** is committed to continued partnership with the *Northern Kentucky Institute for Arts Education*, collaborating in professional learning experiences and working with NKIAE to share and develop opportunities for all students, including disadvantaged students and students with disabilities, to learn about and experience the arts. We have been impressed with the high quality of the program over these past few years.

Thank you for your commitment to building relationships between schools and arts organizations in our region. Developing these relationships is very helpful to our region. Connecting with teachers and students in Northern Kentucky is important to our desire to expand our reach across the tri-state area. We are proud to be part of your mission to connect, grow, and serve.

Sincerely,

Lauren Hess
Executive Director

NEEDS

GUIDE
School
Accountability
in the Arts

CLOSE
Gaps in Arts
Education

INTEGRATE
The Arts
Across the
Curriculum

INPUTS

Project Staff
Arts Education Partners
Funding
Trainers
Training Locations
Training Presentations
Training Materials
Planning Guides
Participants
Evaluator

ACTIVITIES

Provide toolkit and training for school teams to create and implement Comprehensive Arts Plans; review plans.

Train Arts Educators in Universal Design for Learning in summer workshop and Professional Learning Network.

Train Other-Content Teachers in arts-based strategies in summer workshop and Professional Learning Network.

Train Partnering Arts and Other-Content Teachers in Arts Integration in summer workshop and Professional Learning Network.

Create accessible instructional videos and resources.

Create guides for arts partnerships and student instruction and recognition.

OUTPUTS

Training Plans, Models and Resources:
Comprehensive Arts Planning
Universal Design for Learning
Arts-Based Strategies
Arts Integration

Comprehensive Arts Plans

Guides, Models, and Templates for Arts-Integrated Units

Videos & accessible arts resources

Social Media and Website Posts

Guides for student instruction and recognition

OUTCOMES

30 Comprehensive Arts Plans in place

Increased Capacity of Arts Educators to use Universal Design for Learning

Increased Capacity of Other-Content Teachers to use arts-based strategies

16 elementary videos & accessible arts resources

16 secondary videos & accessible arts resources




Increased dissemination of arts resources

Increased community | school partnerships

Increased community | project partnerships

NKIAE Access. Opportunity, Support 2021

Action Plan

ASSISTANCE	NEEDS			
	1	2		3
	Guide School Accountability In The Arts	Close Gaps In Arts Education		Integrate The Arts Across The Curriculum
		Underserved Student Populations	Underrepresented Art Forms	
PD  Professional Development	Comprehensive Arts Planning for School-Based Team Leaders	Universal Design for Learning for Teachers & Teaching Artists	Theatre & Dance Teaching Strategies + Masterclasses in all Art Forms	Arts Integration Along the Continuum
D&D  Development & Dissemination	Comprehensive Arts Plan: Framework; Toolkit; Model	Accessible Materials Extended Learning Videos & Experiences for secondary students in Art, Dance, Music, Theatre Guides for Coursework, Capstone Projects, and Student Recognition	Instructional Videos & Resources for elementary standards in Theatre & Dance	Unit Planning Guide; Unit Planning Template; Model Units
O&P  Outreach & Partnerships	12 School Districts: Regional Professional Learning Network	Arts Partners: Lead PD sessions; Appear in videos; Collaborate in schools	Arts Partners: Lead PD sessions; Appear in videos; Collaborate in schools	Arts Partners: Lead PD sessions; Collaborate in schools

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

BUDGET NARRATIVE

FEDERAL REQUEST

A. Personnel:

Title, Name, FTE	Base Salary	Year One	Year Two	Year Three	Year Four	Year Five	TOTAL
Project Director, Vicki Dansberry, .075 FTE							
PD Director, Diane Hatfield, .06 FTE							
Project Coordinator, Joe Bertucci, 1.0 FTE							
PD Participants 120 X \$1,000							
CAP Committee, 120 X \$250							
Arts Ambassadors, 30 X \$250							
PLN Leads, 2 X \$500							
TOTAL							

JUSTIFICATION:

The project director is needed to maintain project oversight and communications between the project and the funder, ensuring the project remains within budget and achieves its goals and outcomes. The professional development coordinator is needed to ensure that project professional development results in improvements in instruction and meets Kentucky Arts Standards. The project coordinator is required to manage day-to-day project implementation, lead the Steering Committee and all grant activities, ensuring the project meets objectives timely and within budget. Stipends are required for staff of 30 schools who will participate in the project: Each of the 30 schools participating will appoint a team of four teachers or administrators to participate in professional development for up to 30 hours for a total of \$ [REDACTED] for each of 120 participants. School staff and administrators (4 staff members X 30 schools = 120 people) will each receive \$ [REDACTED] for needed participation in the Comprehensive Arts Planning Committee. One Arts Ambassador at each school will be needed to lead the CAP Committee and participate in additional professional development, receiving an

additional \$ [redacted] stipend (30 people X \$ [redacted] Two Professional Learning Network Leads (one teacher of visual arts, one teacher of music X \$ [redacted] will be needed to head the quarterly meetings where continuing professional development will be provided. Salaries are computed using the fiscal agent's published salary schedule and stipends for school staff are estimated using the usual rates for teachers in this area for similar work. Salaries are expected to increase by [redacted] per year as is usual and customary for these positions.

FEDERAL REQUEST: \$ [redacted]

B. Fringe Benefits:

		Calc.	Year One	Year Two	Year Three	Year Four	Year Five	TOTAL
Salary Basis								
Med								
Unempl								
Workers comp								
KTRS								
Health								
Life ins								
Admin.								
PD Participants								
CAP Committee								
Arts Ambassador								
PLN Lead								
TOTAL FRINGE								

JUSTIFICATION:

Fringe benefits are required to hire and retain qualified staff. Rates are calculated at state, Federal, or local required rates and include: FICA, 6.20%; Medicare, 1.45%; Retirement (KTRS, 16.105%; CERS, 26.95%); and insurance at the rate of \$1,314.66/month per person. Salary-based fringe benefits are expected to increase 2% per year as is usual and customary for these positions. Rates for stipends include retirement and Medicare.

FEDERAL REQUEST: \$321,435

C. Travel:

<u>Required Travel</u>		Year One	Year Two	Year Three	Year Four	Year Five	TOTAL
Airfare	\$500 X 5 people X 2 meetings						
Hotel	\$200 X 4 nights X 5 people X 2 meetings						
PerDiem	\$36 X 4 nights X 5 people X 2 meetings						
Ground Travel and Expenses	\$100 X 5 people X 2 meetings						
Registration	\$700 X 5 people X 2 meetings						
Buses for education experiences	\$500 X 30schools X 6 buses						
Local Travel	\$.50 X 200 miles X 12months						
TOTAL							

JUSTIFICATION:

Project staff (Project Director, Project Coordinator, Professional Development Coordinator) and two partners will need to travel from Cincinnati, Ohio to scheduled destinations of conferences

each year to update skills and knowledge from national leaders and potentially to present in future years about project activities and results. National meetings may be required in Washington DC by the funder and if they are not, project staff will travel to one general education arts meeting and one arts meeting targeted to special needs populations. Airfare, hotel, ground travel, and registration costs are based on past experienced and published rates. Per diem is based on the fiscal agent's policy. School buses will be needed to provide transportation to arts experiences for all students, including those who are disadvantaged and with disabilities; charges are estimated based on average cost per bus in these schools. Local travel is estimated based on recent rates paid for mileage.

FEDERAL REQUEST: [REDACTED]

D. Equipment:

FEDERAL REQUEST: [REDACTED]

E. Supplies:

	\$	Year One	Year Two	Year Three	Year Four	Year Five	TOTAL
Computer setups							
Phone							
Internet							
Technology maintenance							
Office Supplies							
Toolkit							
Books							
Arts supplies for trainings							

Adaptive tools for arts classes	
Adaptive tools for performing arts classes	
Visual arts supplies	
Music supplies	
Dance supplies	
Theatre Supplies: MTI Showkit	
Video/ Online Instructional Materials	
TOTAL	

JUSTIFICATION: Project supplies are needed to manage orderly communication and activities of the project. They include: Computer setup for the Project Coordinator. He currently is using a four-year-old computer and is expected to need a new one in Year Three. This will include a laptop, monitor, printer and related accessories. Telephone, Internet hookup, Technology maintenance are needed to manage project communications. Office supplies (paper, pens, folders, etc.) will be needed to maintain project records and communications, calculated at \$█ per month X 12 months. All costs are based on the fiscal agent's recent experience with similar projects. **School/Trainee supplies** will include: a Comprehensive Arts Plan toolkit, including a binder with information and supplies needed to complete the plan for each of the 30 schools participating (30 X \$█ Books will be needed to provide for professional development sessions to planning team 4 participants from each of the 30 schools (4 X 30 X \$█ Arts supplies for trainings will include materials specific to each art form (for example, sculpting materials, musical instruments, theatrical scripts, music subscriptions or dance mats) and are estimated at \$█ per participant. These costs are based on recent experience with similar activities. **Student supplies** will be needed to make it possible for teachers to implement in the classrooms what they have learned at trainings and to improve student progress toward Kentucky

Arts Standards. Supplies will be provided for adaptive tools for visual arts and for performing arts (music, theatre, dance) to ensure all students, including students with disabilities, students who are economically disadvantaged, and students with other special needs can benefit. Costs are estimated at \$ [REDACTED] per set of adaptive tools for arts and \$ [REDACTED] per set of adaptive tools for performing arts. The project will provide three sets to each of the 30 schools. These costs are based on published costs for typical adaptive items. Supplies will also be needed for implementing each school's Comprehensive Arts Plan with all students. These will include Visual arts supplies (model magic sculpting materials, etc.) at \$ [REDACTED] X 25 classes X 30 schools; Music supplies (for example, ukuleles class sets) at \$ [REDACTED] per set X 3 sets X 30 schools; Dance supplies (such as dance mats) at \$ [REDACTED] X 3 sets X 30 schools; Theatre supplies (e.g., MTI Showkits) at \$ [REDACTED] X 30 schools. These costs for implementation supplies are based on published costs and experience with past activities. Video and online instructional materials in all art forms will be needed to provide on-demand instruction to improve equitable access for all students. Costs are based on a vendor's estimate and include 16 videos for elementary students and related instructional materials and 16 videos and related materials for secondary students each year. Costs vary each year of the estimate based on anticipated pricing increases of vendors. All items will be procured using the procurement policies of the fiscal agent. Unless otherwise stated, all supplies costs are based on recent experience with similar projects or on published estimates.

FEDERAL REQUEST: \$ [REDACTED]

F. Contract:

		Year One	Year Two	Year Three	Year Four	Year Five	TOTAL
Arts Integration Coach	[REDACTED]	[REDACTED]					
Evaluator							
Meeting locations							
Keynotes and presenters for trainings							
Presenters/ Dreamfest showcase							
Arts partner school presenters (various contracts)							

Arts partner video presenters	
TOTAL	

JUSTIFICATION:

The arts integration coach, Mrs. Lauren Hess, is needed as a vital link to arts organizations in the Greater Cincinnati/Northern Kentucky area as well as to national arts organizations. She also will be required to provide leadership and coaching through her work on the Steering Committee and in direct support of teachers. Her usual and customary rate is \$[REDACTED]/hour and she is providing 125 hours at a discount rate of \$[REDACTED]/hour to the project. Dr. Joan Ferrante, the evaluator, is needed to gather, analyze, and report data that will be vital to measuring success of the project. Her extensive experience will ensure continuous improvement and progress toward goals, objectives, and outcomes. Her customary rate is \$[REDACTED]/hour and she is expected to devote 200 hours to the project. Meeting locations will be needed for summer workshop and school year professional development sessions. Location costs are calculated at recent costs for events of this type and include room rental and audio visual supports needed to accomplish project goals. Presenters will be needed for professional development sessions in each of the four art forms addressed by the project and a keynote speaker will also be needed. These sessions will be provided twice each summer; costs include travel, lodging and expenses for speakers coming from other locations. Presenters will also be needed for an event to provide extended learning for students identified as gifted and talented in the arts to develop their interests. Arts partner organizations will need to provide presenters for school arts education sessions. Their average rate is \$[REDACTED]/classroom and we estimate they will need 15 visits in each of the 30 schools. Arts partners also will participate in developing the 32 videos for the project each year at an average rate of \$[REDACTED] per video. Unless otherwise noted, costs are based on recent experience with similar projects. Contracts will be conducted using NKCES procurement policy, which meets requirements under 2 CFR 200.317-200.326.

FEDERAL REQUEST \$ [REDACTED]

G. Construction:

FEDERAL REQUEST: \$0

H. Other:

		Year One	Year Two	Year Three	Year Four	Year Five	TOTAL
Admission to arts experiences							

	X 30 schools						
TOTAL							

JUSTIFICATION:

Students will need to attend performances or other arts venues to introduce them to arts experiences they otherwise likely would never have. The average published ticket price for a student performance at the Cincinnati Symphony Orchestra, Children's Theatre of Cincinnati, or Cincinnati's Playhouse in the Park is \$ [REDACTED] and we are planning for 250 students from each of 30 schools to have one experience per year. This cost is based on published costs for such performances and past experience.

FEDERAL REQUEST: \$ [REDACTED]

Indirect Cost Rate:

	Year One	Year Two	Year Three	Year Four	Year Five	TOTAL
TOTAL DIRECT COSTS						
Indirect @ [REDACTED]						

JUSTIFICATION:

The Federally negotiated restricted indirect cost rate of NKCES is [REDACTED]. We are requesting [REDACTED] to cover costs needed for the project that are not direct costs.

FEDERAL REQUEST: \$ [REDACTED]

=====

BUDGET SUMMARY, FEDERAL REQUEST

	Year One	Year Two	Year Three	Year Four	Year Five	Total
Personnel						
Fringes						

Travel	
Equipment	
Supplies	
Contract	
Construction	
Other	
TOTAL	
INDIRECT@	
TOTAL REQUEST	

FEDERAL REQUEST: \$



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

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

Name of Institution/Organization

Northern Kentucky Cooperative for Educational Services, Inc.

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

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

Budget Categories	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. [REDACTED]								
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

(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: 07/01/2019 To: 06/30/2023 (mm/dd/yyyy)

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

The Indirect Cost Rate is [REDACTED] %.

(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 13.00 %.

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

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

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.
Northern Kentucky Cooperative for Educational Services, Inc.	

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="NA"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Education"/>	7. * Federal Program Name/Description: <input type="text" value="Arts in Education"/> CFDA Number, if applicable: <input type="text" value="84.351"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Vicki Dansberry"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Amy"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Razor"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="04/14/2021"/>		
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PR/Award # S351A210047

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