

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 # S351A210115

Grants.gov Tracking#: GRANT13347977

OMB No. 1894-0006 , Expiration Date:

Closing Date: Apr 15, 2021

PR/Award # S351A210115

Table of Contents

Form	Page
1. <i>Application for Federal Assistance SF-424</i>	e3
<i>Attachment - 1 (1252-SF 424 ADDITIONAL CONGRESSIONAL DISTRICTS)</i>	e6
2. <i>ED GEPA427 Form</i>	e7
<i>Attachment - 1 (1253-AAE_Center_For_Educational_Innovation_EDGEPA427)</i>	e8
3. <i>Grants.gov Lobbying Form</i>	e10
4. <i>Dept of Education Supplemental Information for SF-424</i>	e11
<i>Attachment - 1 (1234-Non-Exempt Human Subjects Narrative_META_4.13.21)</i>	e12
5. <i>ED Abstract Narrative Form</i>	e15
<i>Attachment - 1 (1254-3 AAE CEI Final Abstract for CEI META_Final)</i>	e16
6. <i>Project Narrative Form</i>	e18
<i>Attachment - 1 (1256-5_AAE DOE Submission from CEI for META 2021)</i>	e19
<i>Attachment - 2 (1257-CEI_META_Bibliography_Project_Narrative)</i>	e51
<i>Attachment - 3 (1258-CEI_META_LOGIC_MODEL)</i>	e52
<i>Attachment - 4 (1259-4 Goals_Objectives_Outcomes_Finale_CEI)</i>	e53
7. <i>Other Narrative Form</i>	e58
<i>Attachment - 1 (1235-501(c) 3 Letter Determination Letter)</i>	e59
<i>Attachment - 2 (1236-SF424B-V1.1_ META_Center for Educational Innovation)</i>	e62
<i>Attachment - 3 (1237-MOU - D75-CEI - 04-06-21- MK)</i>	e63
<i>Attachment - 4 (1238-Puerto Rico MOU)</i>	e65
<i>Attachment - 5 (1239-Charlotte- Mecklenburg School District MOU for Arts Grant)</i>	e67
<i>Attachment - 6 (1240-BPS Letter of Support for USDE AAE w cei_040921 (2))</i>	e69
<i>Attachment - 7 (1241-Baltimore City Letter of Commitment for Arts Grant)</i>	e70
<i>Attachment - 8 (1242-Letter of Support from NYC DOE TEACHER)</i>	e71
<i>Attachment - 9 (1243-WestEd LOS)</i>	e72
<i>Attachment - 10 (1244-Council For Exceptional Children LOS)</i>	e73
<i>Attachment - 11 (1245-WS00673216-GG_LobbyingForm-V1.1 (1) CEI_META)</i>	e74
<i>Attachment - 12 (1246-CEI_META RESUME BINDER AAE)</i>	e75
<i>Attachment - 13 (1247-Metis Letter of Support for META AAE Application)</i>	e115
<i>Attachment - 14 (1248-SPOC List Acknowledgement)</i>	e117
<i>Attachment - 15 (1249-Rep_ Velazquez CEI AAE Letter of Support)</i>	e118
<i>Attachment - 16 (1250-Rep_ GonzalezColon Letter of Support_CEI AAE grant)</i>	e119
<i>Attachment - 17 (1251-SAIPE DATA 2)</i>	e120
8. <i>Budget Narrative Form</i>	e122
<i>Attachment - 1 (1255-META Grant Budget Narrative CEI_AAE_2_pages)</i>	e123
9. <i>Form ED_524_Budget_1_4-V1.4.pdf</i>	e125
10. <i>Form SFLLL_2_0-V2.0.pdf</i>	e128

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:

04/15/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

NA

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Center for Educational Innovation

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

* c. Organizational DUNS:

* Street1:

28 West 44th Street Suite 801

Street2:

* City:

New York

County/Parish:

* State:

NY: New York

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

10036-7428

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Mr.

* First Name:

Michael

Middle Name:

* Last Name:

Kohlhagen

Suffix:

Title: Chief Executive Officer

Organizational Affiliation:

Center for Educational Innovation

Fax Number:

PR/Award # S351A210115

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.351

CFDA Title:

Arts in Education

* 12. Funding Opportunity Number:

ED-GRANTS-011521-003

* Title:

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

13. Competition Identification Number:

84-351A2021-1

Title:

Assistance for Arts Education (AAE) Program 84.351A

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Center for Educational Innovation Multisensory Education through Art (META)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

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

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

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

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Inc

* g. TOTAL

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

If "Yes", provide explanation and attach

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

☒ ** I AGREE

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

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: Fax Number:

olo Alberghini

* Date Signed:

16b. Enter all district(s) affected by the program or project.

The following districts will also be affected by the Center for Educational Innovation Multisensory Education through Art (META) Project:

- 1) MD-007
- 2) 00-000
- 3) NC-012

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.

1253-AAE_Center_For_Educational_Innovation

Add Attachment

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General Education Provisions Act (GEPA) Section 427

The Center for Educational Innovation (CEI) ensures equitable access to and participation in its Multisensory Education Through Arts (META) program for students, teachers, and other program beneficiaries with special needs. The following are the steps we have taken to overcome the barriers to equitable access or participation:

CEI, for its META project design, has partnered with strategic districts in underserved neighborhoods including New York City Department of Education District 75, Puerto Rico Public Schools, Baltimore City Public Schools, Bridgeport Public Schools and Charlotte-Mecklenburg in North Carolina for its META program. All teachers served by this program work in districts with high-poverty rates and with limited access to the resources offered by the META program. District 75 is a non-geographical district spanning all five boroughs of New York City and is composed solely of students with moderate to severe disabilities. All participating districts in META serve a large population of students currently living at or below the federal poverty level, with a majority identifying as Black or Latino. In the case of Puerto Rico Public Schools, all students impacted by META are English Language Learners and come from economically disadvantaged backgrounds. The students and teachers participating in META will represent a cross section of District 75 and other district's demographics on gender, race, national origin, color, and disability.

CEI will ensure access and equity in all the programming and project design.

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

Center for Educational Innovation

* 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"/>	Alexandra	<input type="text"/>	Leff	<input type="text"/>

Address:

Street1:	28 West 44th Street Suite 801
Street2:	<input type="text"/>
City:	New York
County:	<input type="text"/>
State:	NY: New York
Zip Code:	10036-7428
Country:	USA: UNITED STATES

Fax Number (give area code)

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.

1234-Non-Exempt Human Subjects Narrative_META_4

Add Attachment

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NON EXEMPT RESEARCH NARRATIVE

(1) Human Subjects Involvement and Characteristics

The participants in this research study will include elementary special education teachers and students from approximately 57 schools in the New York City Department of Education's (NYCDOE) District 75, as well as approximately four schools per year from locations around the country and in Puerto Rico. These sites are yet to be identified. During five grant years (2021-2026), CEI will implement the program with 440 teachers in grades Kindergarten to fifth grade. These teacher leaders will participate in professional learning communities (PLCs) designed to deepen their use of arts-based strategies for teaching ELA, math, and SEL. These PLCs will be led by 16 exemplary teacher leaders from District 75 who have previously participated in CEI's arts-based, USED-funded programming. A total of approximately 420 NYC District 75 elementary teachers and 20 teachers from across the country in four sites in four states will participate in these teacher leader-facilitated PLCs. In total, approximately 3,520 public school special education students in grades K-5 taught by these 440 arts educators (420 NYC special educators and 20 national special educators) will be involved in the project through their teachers' participation. It is expected that the students participating will reflect the diversity of the NYC and national public school systems.

(2) Sources of Materials

Data for the proposed research study will be obtained from both existing sources, as well as sources developed specifically for the purpose of measuring the program's objectives. Data that will be gathered from existing sources will consist of teacher and student demographic characteristics; student statewide ELA and math tests; and the Student Annual Needs Determination Inventory (SANDI). Data that will be obtained specifically for this project include professional development feedback forms; a locally-developed pre/post Teacher Survey; a locally developed Teacher Leader survey; a locally-developed PLC Participant Survey; a locally-developed Post-Conference Learning Survey; a locally-developed Website Survey for website visitors; teacher-completed student arts learning rubrics; unit-embedded assessments in ELA and math; focus group protocols; and observation protocols.

(3) Recruitment and Informed Consent

Recruitment for the evaluation will consist of asking all special education teachers participating in the program to participate in the data collection. The participating teachers will be selected based on district recommendation and school interest and willingness to participate in the program. All special education teachers teaching at the grade levels served at that school will be invited to participate in the project and the evaluation. If special educators leave (retire, quit, transfer out of the NYC or other local public school system, or desire to drop out of the program) over the course of the year they are participating, their data will be considered incomplete and missing. NYC and national teachers will be recruited in each year beginning in Year 1 by the program. They will be replaced annually.

Dr. Susanne Harnett, the Principal Investigator from Metis Associates, will present the evaluation design and instruments to the Metis IRB for internal review and to the NYCDOE IRB, as well as other IRBs as needed. Consent will be sought from participating special education teachers, school administrators, and students' parent/guardian. The IRB will determine whether active or passive consent will be necessary for students' parent/guardians, and Metis will adhere to their decisions. As needed, appropriate consent and assent forms will be developed, distributed to, and collected from the parents of participating students. All consent forms will include a description of the project as well as an explanation of the respondents' involvement. Results from the study will be made available to educators, school administrators, family members, and the general public on an annual basis.

(4) Potential Risks

Minimal risks are anticipated for this project. Survey data and student achievement data will be kept confidential and stored securely (as described below). All participants will be made aware that their participation is completely voluntary and that they may skip any question on surveys or in focus groups that they choose and may end their participation in the study at any time without penalty and without affecting their participation in the project. All data will be reported in aggregate, and no individual names or school names will be used in any reports. While there is a slight risk that their individual responses may be exposed, the questions are not anticipated to be sensitive, thus posing minimal risk to participants.

(5) Protection Against Risk

All reports will present aggregated data and will ensure that individual respondents are not identifiable. Identifying information such as teacher and school names, student identification numbers and/or names will be used only when necessary to maintain teacher- and student-level data, and will be kept strictly confidential at all times. Metis has a duly-constituted Institutional Review Board (IRB) that is registered with the U.S. Department of Health and Human Services (IRB #00003465) and ensures compliance with Federalwide Assurance (FWA) requirements for the Protection of Human Subjects (#FWA00004755). In addition, Metis Associates' personnel procedures manual outlines procedures required for maintaining the confidentiality of data. It includes the provision that no identifiable individual data will be reported, released, or otherwise made public by any employee or consultant, except where the affected individuals and agencies give their express consent to the release or reporting of such information. Furthermore, every reasonable precaution will be taken by all personnel and consultants to assure that no aggregate statistical data are reported or released in a form that enables the identification of individual information. For example, statistical reports with small numbers of observations will be reviewed and, if necessary, edited to prevent the implicit identification of individuals. Metis maintains established procedures for protecting data that are processed in a microcomputer environment. To the extent possible, fields of data that identify individuals (such as names, addresses, telephone numbers, social security numbers, agency-assigned ID numbers) will be separated from the data to be analyzed (such as test scores). All electronic data (e.g., individual survey responses) are maintained on a central SQL server with security rights to confidential data elements provided only to key senior personnel and database administrators. Paper surveys and writing assessments will be stored in a locked cabinet. All backup data files when not in use are

maintained in a locked facility. At the end of project life, the Microsoft SQL database will be backed up and stored with all other data backups for a period of three years (or a period designated in the agreement with originating agency), after which the data will either be offered back to the originating agency or destroyed in compliance with the policies of the originating agency. Finally, unless consent is specified by the originating agency, raw unit-record data are never released to clients, nor are any data that would contain information that could possibly link analysis results to individuals.

(6) Importance of the Knowledge to be Gained

The study will contribute to the evidence of the impact that PLCs can have on special educators' use of arts-based learning in ELA, math, and SEL. In turn, the study also will contribute information about the impact that these instructional changes have on student arts learning in visual arts, music, and academics. Given the diversity of teacher and student populations served by the proposed project, and the attention that will be given to developing and customizing activities and resources to ensure applicability, there is strong reason to believe that the findings will be generalizable to elementary special education classrooms around the country. Moreover, the risks are expected to be very low to participants, given that survey and focus questions will not be sensitive and participation in all aspects of the study will be optional.

(7) Collaborating Site(s)

In Years 1-5, the study will be conducted in approximately 57 public schools in NYC, the large majority of which are Title I. The schools serve students in grades K to five. Additionally, the project will be implemented in four low-income yet-to-be-identified public schools per year in other sites in Years 2 – 5. These schools will also serve students across grades K-5.

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:

PROJECT TITLE: Multisensory Education Through Art (META)

DESCRIPTION: META provides **20,448** hrs of professional learning to **504** teachers (and **72** turn-key teachers) of low-income students with special needs in K-5 self-contained classrooms, enhancing the academic skills of **4,608** students with disabilities (SWD), nationally, creating a library of **672** proven lessons in **16** projects, with **96** curriculum maps and **96** slide presentations.

OBJECTIVES AND ACTIVITIES: **1.1/1.2** In each of Yrs 2-5, 96 K-2 teachers across 24 NYC D75 school sites, provided w/32 hrs of professional learning (PLs) & 3 hrs of modeling on differentiated, arts-based strategies for teaching ELA/Math/SEL with TAs to support implementation in classrooms (total teachers 384, given CTLE credit). **2.1a/2.2** 120 teachers of SWD in K-5 (Yrs 1-5), nationally, given 32 hrs of PLs & 3 hrs of modeling on differentiated, arts-based strategies for teaching ELA/Math/SEL with TAs to support implementation in classrooms **3.1** Throughout the grant, 4,608 SWD in classrooms across the nation will engage in a minimum of 2 visual art and 2 music projects in ELA/math that include arts therapy-informed practices and support SEL skill development. **4.1** Years 1-5, 72 exemplary teachers selected to serve as teacher leaders (TLs) to engage in further arts-based PLs and will facilitate 16 PLCs, each, annually with participating classroom teachers. **4.2** TLs will participate in at least 1 session to train them in PLC leadership. **5.1** Yrs 1-5, hosting annual national conferences for special needs educators, will share materials, tools, resources, lessons learned and best practices emanating from the project. **5.2** Website will be launched, including digital resources, downloadable tools, lessons, materials, and videos. **5.3** In Yrs 2-5, project leaders send monthly e-blasts to 5,000+ educators nationwide and will present process and outcomes for the project at 2 professional conferences, e.g. AERA. **5.4** Engage the Council for Exceptional Children (CEC) and WestEd in providing advisement and assistance as our dissemination partners in the project.

PRIORITIES: Priority 2 – National nonprofit organization Invitational – Art Therapy

PROJECT OUTCOMES: **1.1/2.1** at least 80% of participating classroom teachers will report increased knowledge of: How to utilize arts-based instruction in visual art and music to teach ELA and math, and How the arts can engage students and strengthen SEL skills. **1.2/2.2** at least 80% of participating classroom teachers will report increased confidence in, greater understanding of the value of, and increased plans to: utilize arts-based strategies for teaching ELA and math. **3.1** participating special needs students will demonstrate statistically significant improvements in their: Academic performance in ELA and math; Visual art and music skills, such as concepts, techniques, and medium; and SEL skills, such as self-regulation, self-awareness, self-expression, and self-confidence. **4.1** at least 90% of TLs will indicate that they: Feel confident in facilitating PLCs; Have increased their understanding of arts-based instruction; and assume greater leadership with their peers. **4.2** at least 85% of the participating teachers will report that: Their TLs are skilled PLC facilitators; and They feel supported by their TLs. **5.1** at least 85% of conference attendees will indicate that the conference information was relevant to their work and that they intend to implement practices learned in their own contexts. **5.2** at least 75% of the individuals who visit the website will report that the information was relevant to them and increased their awareness/understanding of arts-based instruction. **5.3** following conference presentations, CEI will receive at least 100 inquiries for further information about the project. **5.4** Yrs 2-5, at least 25% of website survey respondents and others who inquire about the project will indicate that they heard about the project through our dissemination partners CEC or WestEd.

PROJECT PARTNERS: NYC School District 75, Charlotte-Mecklenburg School District in NC, Baltimore City Public Schools in MD, Bridgeport Public Schools in CT, and Puerto Rico Public Schools San Juan Educational Region, Council for Exceptional Children, and WestEd.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1256-5_AAE DOE Submission from CEI for META 2021.pdf

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

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CENTER FOR EDUCATIONAL INNOVATION (CEI)

MULTISENSORY EDUCATION THROUGH ART (META) PROGRAM

TABLE OF CONTENTS

SECTION A. QUALITY OF PROJECT DESIGN	Page 1
SECTION B. QUALITY OF PROJECT SERVICES	Page 11
SECTION C. QUALITY OF PROJECT PERSONNEL	Page 16
SECTION D. QUALITY OF THE MANAGEMENT PLAN	Page 19
SECTION E. QUALITY OF PROJECT EVALUATION	Page 27

SECTION A. QUALITY OF PROJECT DESIGN

A1. Goals, objectives and outcomes to be achieved by the project are clearly specified and measurable; and A2. Design of the project is appropriate to, and will successfully address, the needs of the target population or other identified needs. – We know from research and practice that rich arts experiences in pre-K through 12th grade education, for all students, whether integrated in the core curriculum or taught as separate subject areas, can lead to increased academic, social and functional skill development and knowledge.”ⁱ Arts integration can strongly impact meaningful learning in students with disabilities (SWD)ⁱⁱ (this project’s target population). Focus groups with teachers, for example, have found that they believe arts integration affects SWD by allowing students to express themselves; by allowing students to choose how to express their learning; and providing deeper access to content material than typical instruction.ⁱⁱⁱ”^{iv} In the NYC DOE, District 75 (D75) is a specialized district devoted to providing educational, vocational, and behavioral support programs for 25,758 students with moderate to severe disabilities. D75 provides services to students in a variety of supported environments, including multi-site special education schools, home and hospital instruction, institutional facilities and inclusive settings in community schools and community-based vocational training sites.^v D75 is not a geographical district, but is instead an organizational structure, with sites, across the entire city that encompasses students who require the special services available through the district.^{vi} Of D75’s 25,758 students, 89% have disabilities, over 65% are economically disadvantaged, 88% are from minority populations, 24% are English Language Learners (ELL), and 65% are assessed based on alternate academic achievement standards. Students’ disabilities include severe learning disabilities, emotional disturbance, cognitive disabilities, autism spectrum disorders (ASD), and multiple physical disabilities. The

specialized educational programs that D75 offers are designed to ensure that all students are supported to reach their potential.^{vii} NY State serves the largest share of SWD in the country, at 19.2% of public school enrollment.^{viii} D75 represents those students in NYC. For over a decade, D75 has been striving to make a lasting difference in the lives of disadvantaged students and SWD by integrating arts education into the curriculum of schools in NYC.

Building on the success of previous programs, Center for Educational Innovation (CEI) – a non-profit education organization and leader in advancing meaningful reforms in public education – under the auspices of USED, began the Education Through Art (ETA) program in 2018. ETA was developed and implemented in close partnership with D75. It is a robust program that utilizes arts-based strategies in visual art/music to teach ELA/math for grades 3-5 with professional learning workshops, coaching, and modeling through direct student instruction. The program produced a body of work for teachers, of lesson plans (6 versions based on learner abilities), curriculum maps, slide presentations and embedded schedules that will ultimately be shared with teachers throughout D75, with workshops facilitated by Teacher Leaders who have participated in ETA. The results of this 4 year program (ending in 2022) will be 12 projects and 504 lesson plans, 72 curriculum maps and 72 classroom slide presentations organized by grade, learner (initial, distal-proximal, target, stand 3, stand 4, stand 5), the unit of the ELA/math curricula and visual art/music, for use by teachers online. To date ETA has been highly successful, showing statistically significant outcomes for students/teachers, per external evaluators. Building on ETA, CEI's new Multisensory Education Through Art (META) will achieve 5 clearly specified and measurable goals to successfully address the needs of elementary age SWD in D75 and in national cohorts. META's goals, objectives and outcomes are as follows and are detailed in *Attachment: Goals Objectives Outcomes Chart*.

- Goal 1: Provide high quality, sustained, and intensive professional learning workshops (PLWs) to NYC D75 grade K-2 classroom teachers in utilizing differentiated visual art- and music-based strategies that are informed by art and music therapy to teach ELA and math and strengthen Social and Emotional Learning (SEL) skills of students with special needs. The objectives of this goal are for **384 grade K-2 teachers** in self-contained classrooms across **96 NYC D75 school sites** to each be provided with **32 hours of PLWs (10x2hrs) and PLC sessions (16x.75hrs), and 3 hours of video modeling**. This goal will be achieved in Years 2-5 of the project. These teachers will receive CTLE credit for their participation in the PLWs. The outcomes will be that at least 80% of participating NYC D75 classroom teachers will report: increased knowledge of how to utilize arts-based instruction in visual art/music to teach ELA/math; and increased knowledge of how the arts can engage students and strengthen SEL skills; increased confidence in, greater understanding of, and increased plans to utilize arts-based strategies for teaching ELA/math.
- Goal 2: Replicate program with national cohorts of teachers of grades K-5 students with special needs in order to more broadly strengthen teacher and student outcomes and ensure that the resources are applicable in different national contexts and settings. The objectives of this goal are for 40 grade 3-5 teachers, 60 grade K-2 teachers, and 20 mixed grade K-5 teachers – totaling **120 national teachers over 5 years** – in self-contained classrooms to each be provided with **32 hours of PLWs (10x2hrs) and PLC sessions (16x.75hrs), and 3 hours of video modeling**. Those in the national cohorts will come from NC, MD, CT, PR, and a national mixed-state cohort. This goal will be achieved in Years 1-2 (for gr 3-5) and Years 3-5 (for gr K-2) of the 4 national cohorts from specific states. And in Year 5 for the 1 national cohort from mixed states. The outcomes will be that at least 80% of participating classroom

teachers will report: increased knowledge of how to utilize arts-based instruction in visual art/music to teach ELA/math; and increased knowledge of how the arts can engage students and strengthen SEL skills; increased confidence in, greater understanding of, and increased plans to utilize arts-based strategies for teaching ELA/math. In all cohorts, teachers will implement arts-based strategies throughout the school year with their students and teacher outcomes will be measured.

- Goal 3: Improve the academic performance and social-emotional skills of special needs students through the integration of arts-based instruction in visual art and music, informed by arts therapy) into ELA and math curricula. The objective of this goal is that throughout the 5-year grant period, a total of approximately **4,608 participating students with special needs** in self-contained classrooms in NYC and across the nation **will engage in a minimum of 2 visual arts-based and 2 music-based projects in ELA and math that include arts therapy-informed practices and support SEL skill development.** There will be 6 versions of every project to address the various levels and abilities of students. In each of the Years 2-5, participating students with special needs **will demonstrate significant improvements in their academic performance in ELA/math in visual art and music skills (such as concepts, techniques and medium), and in SEL skills (such as self-regulation, self-awareness, self-expression, and self-confidence).**
- Goal 4: To develop a cohort of teacher leaders (TLs) in order to further their training in arts-based instruction, supporting them in taking on a leadership role with their peers within and outside of their school communities while building school capacity and promoting project sustainability. The objectives of this goal are that in Years 1-5, **72 exemplary teachers from NYC's D75**, who previously participated in the ETA for Years 1 and 2 and in META program

for Years 3, 4 and 5, **will be selected to serve as TLs** to engage in further arts-based professional learning and facilitate the 16 PLCs annually with small groups of participating teachers (8 teachers in each PLC in D75, and 5 teachers in the national cohorts) and that during each **Summer Institute the TLs for that year will participate in at least one session to train them in PLC leadership**. The session will include background on PLCs, facilitation best practices, goals, objectives and guidelines. In total these TLs will receive 39 hours each of participation (4 hrs TL training + 32 hrs of PLCs/PLWs + 3 hrs video modeling). In each of Years 1-5, at least 85% of the participating teachers will report that their TLs are skilled PLC facilitators, and they feel supported by TLs.

- Goal 5: Disseminate materials, tools, and resources for implementing art therapy-informed, arts-based instruction in ELA and math to self-contained, special needs teachers nationally. The objectives of this goal include: **hosting at least one national conference for special needs educators from across the country annually**, to share results as well as materials, tools, and resources and project implementation training workshops; by the end of Year 1, **a comprehensive website** for the project will be launched, including digital resources and downloadable tools, lessons, materials, and videos; in Years 2-5 project leaders will **send monthly e-blasts to over 5,000 educators nationwide** and **will present student and teacher outcomes for the project at 2 professional conferences** (such as AERA, the Council for Exceptional Children (CEC), NAEA, or NAFME); and in each implementation year, engaging with **national dissemination partners the CEC and WestEd in providing assistance in disseminating the findings and materials** to their national membership and/or linked to their website. Outcomes to include at least 85% of conference attendees indicating that the conference information was relevant to their work and they intend to implement practices learned; at

least 75% of individuals who visit the website (by end of Year 5) will report that the information is relevant to them and increased their awareness/ understanding of arts-based instructional practices; following conference presentations (by end of Year 5), **CEI will receive at least 100 inquiries** for further information about META; and in each implementation year at least 25% of website survey respondents and others who inquire about the META project will indicate that they heard about the project through the CEC or WestEd. CEI will contract with Metis Associates, a national consulting firm with extensive experience and expertise in the domain of arts education evaluation, to serve as the external evaluator for the META program. With the support of Metis, CEI will ensure the evaluation of the META program is measurable and meets the needs of our target population, students and teachers in self-contained K-5 special education classrooms in NYC and across the country. (See Sections C, D and E, and our Goals, Objectives and Outcomes for more information.)

A3. Design for implementing and evaluating the project will result in information to guide possible replication of project activities or strategies, including info about the effectiveness of the approach or strategies employed by the project. – The META program is designed specifically for national replication and dissemination. Building on the success of the ETA program, CEI will not only expand our lesson plan curriculum to include ELA/math lessons in visual art/music for children with special needs grades K-2 – making all K-5 lesson plan materials available on the internet through the META Resource library, but will also invite 4 national cohorts (of 5 teachers from each state, per year) to participate annually in our program creating dissemination pilots for MD, NC, CT, and PR during Years 1-5. For these 4 cohorts, lesson plans/instruction for grades 3-5 will be shared with Year 1-2 participating teachers, and grades K-2 lesson plans/instruction will be shared with Year 3-5 participating teachers. Additionally, in Year 5, we will invite a

national cohort of 20 K-5 teachers from across the country who have attended the annual META conferences to participate in the full META program. These offerings will allow CEI to support teacher training nationally, with curricula from both the ETA (grades 3-5 materials) and META (K-2 materials) programs, covering ELA/math lesson plans using visual art/music for K-5 SWD. Through the external evaluator's assessment, as well as internal measures, including consultations with partners and teacher feedback forms, the program will be constantly assessed and modified over the 5 year period to guarantee an effective program and materials for teachers in other states, smaller LEAs, and diverse communities in order to ensure that the program is effective for students nationwide. *In an effort to ensure inclusion and meet the needs of students and teachers in the Puerto Rico Public Schools San Juan Educational Region cohort, we will translate materials into Spanish to ensure bi-lingual usage when necessary.* Over 5 years, 384 teachers from NYC, 100 teachers from 4 specific participating communities (MDx25, NCx25, CTx25, and PRx25) and an additional 20 teachers from across the nation will have received approximately 32 hours of PLW/PLCs each – totaling 504 teachers from across the country, and their 72 Teacher Leaders, receiving approximately 20,448 hours of PL (11,520 hrs), PLC (6,912 hrs), PLC TL training (288) and video modeling (1,728) support. CEI will work with national dissemination partners, CEC and WestEd, to promote the work and resources, and conduct outreach activities to bring teachers from around the nation to annual conferences, which will educate teachers about META's arts integration model, thus creating an opportunity to take the model back to their home states/districts to turn-key instruction and increase student success. The grades 3-5 materials and resources produced in ETA's TRAIL (Teacher Resource of Arts-Integrated Lessons) resource will be added to the META web-based library of lessons/projects.

Metis's analyses from the first year of the ETA program demonstrated the effectiveness of the ETA/META approach. Metis found positive outcomes for participating SWD; participating students **increased visual art and music skills both at statistically significant levels**, and students also saw an **increase in their social-emotional learning (SEL) skills at a statistically significant level**. The results show promising evidence that an Arts Integration model may have a strong impact on arts skills and SEL skill development in SWD. The META/ETA programs offer arts-based ELA and math materials to students of varying abilities in multiple grade levels, academic units of study, and meet the SEL needs of students to ensure increased academic outcomes. META will make our lesson plans available to all K-5 classroom teachers of SWD, and is particularly well suited for future replication with the lesson plan digital library and the breadth of the evaluation metric. The differentiated implementation design addresses the specific needs of students, for example, a project to create a geometric mobile has 6 versions from an alternately assessed early learner to a standardized learner – making materials easy to implement in any classroom. Also, in the event that a future national project chose to institute a similar PL, modeling/coaching and evaluation method, that project could create its own lesson plans - linking to our library or could replicate our model and create their own digital library.

The META program's design allows for it to be replicated in different locations and the evaluation component can be effectively replicated as well. Metis will take into account the differences in assessments being used in different locations and the varying contexts and populations. Data gathered from the evaluation will allow for further replication in locations across the country. Because the META evaluation formats include administering surveys to assess the effectiveness of the PLWs, modeling and coaching, and to assess the extent to which teachers increase their confidence in using the arts-integration method, replicating districts can tailor their

own locally-developed surveys to obtain data on outcomes they choose to add to their own programs. Similarly, the focus group element of the evaluation could be tailored to a replicating district's needs. As a national non-profit, CEI would be able to work in the future with any district across the country that wanted to replicate the META program.

A4. Project represents an exceptional approach for meeting statutory purposes and requirements.

– Per the NIA: “The AAE program promotes arts education for students, including disadvantaged students and SWD, through activities such as (a) PD 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.” CEI’s META program will offer ELA/math lessons in the form of visual art/music for children with disabilities grades K-5. CEI will do this by building on its previous AAE grant for the ETA program. META marks an expansion of the ETA program and will enable CEI to disseminate the ETA grades 3-5 work and expand program and materials to grades K-2. Per the statutory purpose and requirements listed in the AAE NIA, we will a) offer 20,448 hours of professional learning (aka PDs), professional learning workshops, TL trainings, and video modeling to 504 teachers from NY, MD, NC, CT, PR and across the country and their 72 TLs; b) we will develop 672 K-2 lesson plans (16 projects), 96 curriculum maps, and 96 classroom slide presentations to be added to the original 504 lesson plans (12 projects) created for grades 3-5 in the ETA project. These lessons will be stored in the META Resource library online. It will be promoted and utilized by our 504 teachers in the META program, the 72 turn-key Teacher Leaders, our national dissemination partners CEC and WestEd (including their

members), and by any and all attendees of our 5 annual conferences; and c) community and national outreach will be amplified through our national dissemination partners and the teachers in each of our 5 national cohorts. The successes of our ETA program have been documented by Metis and have been shared, demonstrating the validity of the ELA/math through visual art/music methodology for grades 3-5. With Metis also evaluating our META program we intend to continue measuring outcomes and sharing these findings as a way to continue expanding interest in the lesson plans, that are free and available to all on the META Resource library site. We believe this is an exceptional approach to creating turn-key teachers who can share their successes with their counterparts across the country. Our 72 TLs for the META program will be exemplary teachers, selected from ETA for participation in Year 1 and 2 and from META for Years 3, 4 and 5, and will continue their arts education training and lead the PLC sessions, which will build capacity.

A5. Project demonstrates a rationale (as defined in 34 CFR 77.1(c)). – By integrating the arts into education to teach core curriculum through art forms such as music, dance, and visual art, teachers can differentiate instruction to reach students who respond to a range of learning styles and to develop their skills and understanding across disciplines. Using this rationale, and by integrating standards-based arts education into ELA/ math, META will strengthen students' ELA and math learning and increase their knowledge and skills in music and visual art, while also having the effect of improving their SEL skills. Howard Gardner states that arts education can be usefully viewed as the imparting of literacy skills in the area of artistic symbolization.^x Music integrated into math instruction has the potential of improving students' attitudes toward learning mathematics and of increasing students' mathematics achievement.^x

Regarding the nonacademic benefits of integrating arts into instruction, Khan and Ali argue that the “findings reported in *Champions of Change: The Impact of the Arts on Learning* (Fiske, 1999) that should be noted by every parent, teacher, and administrator are:

- The arts reach students not normally reached, in ways and methods not normally used. (This leads to better student attendance and lower dropout rates.)
- It changes the learning environment to one of discovery. (This often re-ignites the love of learning in students tired of just being fed facts.)
- Students connect with each other better. (This often results in fewer fights, greater understanding of diversity, and greater peer support.)
- The arts provide challenges to students of all levels. (Each student can find his/her own level from basic to gifted.)
- Students learn to become sustained, self-directed learners. (The student does not just become an outlet for stored facts from direct instruction, but seeks to extend instruction to higher levels of proficiency.)
- The study of the fine arts positively impacts the learning of students of lower socioeconomic status as much or more than those of a higher socioeconomic status.”^{xi}

Our belief in the power of an ELA/math integration through the Arts is expressed through Kurt Wootton of Brown University’s Arts Literacy Project, which examined links between literacy and the arts since 1998. “[For] a kid that can’t see text visually in their mind, that can’t feel the text in an emotional way, combining the arts with reading and writing provides the bridge that that kid needs to be able to read fluently.”

SECTION B. QUALITY OF PROJECT SERVICES

B1. Training/PD to be provided are of sufficient quality, intensity and duration to **lead to improvements in practice** among the recipients of those services; and B2. Likelihood that the services to be provided will lead to **improvements in the achievement of students** as measured against rigorous academic standards; and B4. Services to be provided involve the **collaboration of appropriate partners for maximizing the effectiveness of project services.** – The META program is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For years each of the primary players in the META program has been working to do this in NYC. As stated above, CEI’s mission is to provide a quality education to all students. Our focus is *to ensure the school is the center and driving force of* public education reform and innovation. CEI provides customized, hands-on support to school staff, parents and students to help address the opportunity gaps that prevent students from realizing their potential. CEI has done this for decades by creating **collaborative networks** of peer schools, and providing supports to their leadership and teachers, while working with local officials to ensure that each school is leveraging their findings and improving the overall system of education. These programs include school improvement planning, embedded coaching and mentoring, and the introduction of educational innovations and best practices resulting in whole school transformation and the creation of model schools in under-resourced communities. For the META program, CEI will build on our longstanding partnerships with District 75 and NYCDOE develop new partnerships with Charlotte-Mecklenburg School District in NC, Baltimore City Public Schools in MD, Bridgeport Public Schools in CT, and Puerto Rico Public Schools San Juan Educational Region. Note that the US Census Bureau Small Area Income and Poverty Estimate (SAIPE) for 2019, for ages 5 to 17, in each of the participating counties are as follows: San Juan (54.6%), Baltimore (30.7%), Bridgeport (29.8%), and Charlotte (12.8%). Each

of these partners, has agreed to assist in building the program by including 25 teachers (from each location) to join our annual national cohorts. Four teachers per year will participate in the META program from each of the abovementioned states/territories. For the first 2 years of the program, our national cohorts will be participating using the lesson plans created (in ETA) for grades 3-5. In the last 3 years of the program, these cohorts will be participating using the lesson plans created (in META) for grades K-2. The first year of the META program is a tremendously important planning year, when the robust K-2 curricula for SWD will be developed, while collaborating in partnership with D75 to observe classrooms, and meet with the D75 Director of Curriculum and Instruction, literacy/math coaches and the IEP coaches/assessment teams. During this year, we will use the 3-5 curricula developed in the ETA program with the above-mentioned national cohorts/partners. This ensures that each partner gains understanding and experience with all curricula K-5 over the course of the program. Our 5 annual conferences will ensure we continue to build our national network and in Year 5, 20 additional teachers from across the nation will form a final national cohort to engage in PLWs and PLCs for grades K-5. This expansion of our PLCs across the entire nation should, per empirical evidence, increase teacher pedagogical knowledge and will change teacher practice in the classroom^{xii}. Using comparative analysis/ 3rd party evaluators, CEI has found positive outcomes for participating SWD: participating students **increased visual art and music skills both at statistically significant levels**, and students also saw an **increase in their social-emotional learning (SEL) skills at a statistically significant level**. This same methodology will be applied in the META program to offer teachers the PLWs and PLCs needed to implement effective arts-based academic projects with their students, in their elementary classrooms for SWD across the country. The META program's expansion of the successful work of ETA into additional national cohorts of

teachers from across the country, will ensure that a variety of teachers nationally and in Puerto Rico, are benefiting from the K-5 lesson plans that have been created (and proven) for SWD using visual art/music to teach ELA/math. We expect that the external evaluation, through continued qualitative and quantitative evaluation, which will include both formative and summative components, will find that the META program (like its predecessor the ETA program) leads to improvements in the achievement of students as measured against rigorous academic standards.

Our lesson plans for K-2 will be created using Visual Art and Music Specialists, as well as a Visual Art and Music Therapist to review the work and create opening activities that connect to students' exploration of musical instruments and art supplies in combination with self-reflection and expression. In 2016-17, 82% of schools in NYC partnered with at least one cultural arts organization.^{xiii} Arts Professionals have proven they are a tremendous asset to public schools and a partner in the effort to build arts-based learning throughout NYC. The professionals CEI will work with have provided student workshops and professional learning for teachers for years and have built a reputation as leading providers of quality arts instruction and world-class arts programming. CEI currently works directly these professionals (see Section C) with SWD in NYC schools to provide arts education integrated into, and aligned with, the curriculum. CEI's network of partners throughout NYC will be utilized to share all learning from the META program. CEI will be able to ensure that the work being done in META will be preserved and shared nationally, with outreach assistance from our national dissemination partners.

The training and professional learning (aka PD) offered in our META program will include 10 PL workshops for each teacher (96 D75 [Yrs 2-5] + 20 nationally [Years 1-5]) annually (and their TLs), each will be 2 hours long. PLWs are to train teachers, supporting K-5 students, in the

how to utilize arts-based instructional strategies in music and visual art to directly teach ELA and math and strengthen SEL skills. The PLWs also provide teachers with the theory and basis of this work including Gardner's multiple intelligence theory. Teachers will learn arts-based lessons and projects with 6 versions of each – from an initial learner or an early learner through to a student on grade level. In this way, the projects address the wide range of abilities of the student population as well as to successfully address the challenges of the differentiated classroom (i.e. all students can do the same project, at their level as it relates to art, academic and SEL necessity.) Additionally we will offer 16 PLCs, per teacher. Each PLC will be at least 45 minutes long, and offer teachers the opportunity to collaborate on program implementation related to their classrooms, lesson plan adaptations, and daily use of materials from the META program. The PLC sessions will serve to provide teachers with a support system and will include peer review, peer coaching and other means of support as they implement the music and visual art lessons/projects in their classrooms with their students grades K-5. Each PLC session will be led by a TL as well as a Teaching Artist (in the art form they are currently implementing with the students) for additional support. TLs receive an additional 4 hours of PL (prior to each academic year) to learn how to lead PLCs. In Year 5 these PLWs and PLCs will also be offered to 20 teachers nationally for grades K-5. In total 504 teachers (and their 72 TLs) will be offered 20,160 hours of training. As an attribute to the successes of the ETA program, turn-key teachers who showed great success in ETA will be the Teacher Leaders in Years 1 and 2 and exemplary META teacher participants will serve as Teacher Leaders in Years 3, 4 and 5. This ensures continued collaboration, helping to bring peer experience, lessons learned, and understanding to the challenges and successes our META participating teachers will experience. We believe our TLs will bring the quality and intensity needed to ensure improvement in practice among our

recipients. The 32 hours of PLWs/PLCs and 3 hours of video modelling offered to each teacher will be the sufficient duration of time to train. The continued opportunity to share in the META Resource library of lesson plans, the national dissemination partner's outreach, with the peer networks built through the PLCs, and in annual conferences will offer additional support in the years to come, following each teacher's participation in META.

B3. Likely impact of services provided on the intended recipients of those services. – The classroom teachers will gain an understanding and see the impact and value of utilizing arts-based instruction with their students (4,608), as it will result in increased student achievement and engagement. They, 504 teachers and 72 Teacher Leaders, will also develop PLCs with their peers to support their work in subsequent years. The TLs will gain leadership skills leading PLCs and deepen their knowledge of the importance of, and how to effectively implement, arts-based strategies to teach core content. Finally, educators from across the country will increase their capacity to utilize an arts integrated teaching model through gaining access to the META Resource Library of educational materials, by attending our 5 conferences, and through our national partners CEC and West Ed.

SECTION C. QUALITY OF PROJECT PERSONNEL

The qualifications, including relevant training and experience, of key project personnel. – Our META program will be led by Program Director (PD) Alexandra Leff. Ms. Leff is currently the ED of Arts Education for CEI and develops and oversees all arts education programming. By 2022, she will have overseen the training of 72 turn-key teachers, and the development, implementation, and online storage of 504 lesson plans organized by grade, student population, ELA/Math and visual art/music (for ETA). As our PD, Alexandra will oversee all aspects of META to ensure the Visual Art and Music Coordinators (2), the Visual Art Education and Music

Education Specialists (2), the Visual Art and Music Therapists (2) and the Visual Art and Music Teaching Artists (12) are implementing all grant services based on our timelines and goals. She will oversee the work of the evaluation team and technology consultant to ensure all work is on schedule. Michael Kohlhagen, CEI CEO, will act as the Associate PD. He is a former Superintendent of Schools and a certified social worker with 30+ years-experience in schools. He has led CEI for 8 years. His role is to ensure the sustainability of the META program. Michael promotes national coordination/outreach, stakeholder engagement, and new partnerships. He has oversight of the financial and HR aspects and will be accountable for META conferences.

The META Visual Art and Music Program Coordinators (PCs) will coordinate with school sites and all partners to ensure project delivery of the visual art/music portions of our program for ELA/math. Each will schedule PLWs and in-class coaching/student art residencies for the visual art/music projects, respectively. Their roles are to oversee school programming and scheduling. Our PCs are Carey Stangl (Visual Art) and Jessica Reisch (Music), each educators with arts and policy backgrounds. META will be supported by 2 Arts Education Specialists – one dedicated to music and the other visual art – who will write the curricula for K-2, train the Teaching Artists and assist the PD with leading sessions in the PLWs and in the conferences. Our Music Education Specialist is Jim Pugliese (20+ yrs) and our Visual Art Education Specialist is Anne Rosenthal (35 yrs). Our final arts professionals are our 2 Art Therapists. These Therapists will create therapy-informed opening anchor activities for our curricula and will assist in conducting sessions at our staff trainings. Our Music Therapist is Yi Xia (2 yrs) and our Visual Art Therapist is Holly Oberacker (24 yrs). Ms. Leff will directly line-manage all 6 individuals.

The final staff in our META program are the Teaching Artists (TAs). These 12 individuals will all work with our cohorts of teachers instructing on how to utilize arts-based instruction in PLWs

and PLCs. These staff will be directly line-managed by the Arts Education Specialists (for program content) and the Coordinators (for administrative). Our Music Teaching Artists include: Patrick Adams, Nicole Patrick, Rachel Gawell, Alex Owen, Hans Luchs and Yi Xia (our Music Therapist). Our Visual Art Teaching Artists include: Janine Barna, Joy Langer, Patricia Ejalek, Adriana Azalia Guzman, Robert Appleton, and Alison Cox. Each of our TAs brings a breadth of knowledge and experience to the program from a variety of different backgrounds. Our TAs will work with our 16 TLs. TLs are turn-key teachers who were taught to train teachers in the use of the ETA grade 3-5 curricula. Our TLs will support the TAs, while also gaining PLWs and PLCs. The final positions in CEI's META team are 2 PAs and a Finance Manager (FM). One PA will support logistics/scheduling of the program, and will research/implement our web-based META Resource Library for dissemination. Our other PA will assist with the logistics and scheduling of program, research, and coordination of the 5 conferences. The FM will be responsible for financial oversight, cost allocation and all project related financial reporting. Both the conference PA and the FM will report to the Associate PD. CEI encourages 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. (See Timeline, RACI chart, Resumes)

CEI will contract with Metis Associates (aforementioned) to serve as the external evaluator for the META program. Since 2002, Metis has designed and implemented 15+ evaluations of numerous US DOE AEE grants, which have included experimental, quasi-experimental, and descriptive designs to assess the effectiveness and impact of programs in a wide range of school- and community-based settings. Dr. Susanne Harnett will serve as the Principal Investigator for this evaluation of the META program. Dr. Harnett is Managing Senior Associate at Metis and has 18+ years-experience with program evaluation, research design, sampling methodology, field

research, qualitative and quantitative methodology, statistical analysis, data maintenance, and technical writing. Since joining Metis in 1999, she has been the principal researcher on the evaluation of several large-scale educational initiatives in NYC and other urban school districts nationally, including, arts education, SEL, teacher and student resiliency, teacher PL, civic education, after-school programs, and high school reform. Dr. Harnett will oversee all aspects of assessment (See Section E) in coordination with the PD Alexandra Leff and our 2 PCs. She will participate in planning meetings and work closely with the team to finalize the evaluation design, develop all instruments and consent forms, collect and review program documentation, collect baseline data as available, and establish data-sharing agreements. She will facilitate a process to finalize selection of program comparison schools, and will prepare all required documentation and submissions to both its internal Institutional Review Board (IRB) and the NYC DOE's IRB.

SECTION D. QUALITY OF THE MANAGEMENT PLAN

D1. The adequacy of the management plan to achieve the objectives of the project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks; and D3, The adequacy of mechanisms for ensuring high-quality products and services from the project. – META will bring together educators from D75 and across the country (including PR), training 504 teachers and their 72 TLs, offering over 20,160 hours of PLWs, PLCs, TL trainings, and video modeling. META will utilize the support for 72 successful turn-key teachers, over 5 years, who will assist in the role of TLs for each of our 72 PLC cohorts (4xYr1, 16xYrs2-4, 20xYr5). By Year 5, an online resource will house the newly developed (META) 672 lesson plans (16 projects) for SWD in K-2, and the (ETA) 504 lesson plans (12 projects) for SWD in 3-5, all utilizing differentiated arts-based strategies in visual art/music to teach ELA/math curricula while strengthening SEL and arts skills.

As an innovative leader in education, focused on advancing meaningful reforms in public school, with a mission to guarantee quality education for every student, CEI will lead the META program. We achieve our mission while considering quality and strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have been traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In Year 1 of the program, we will be researching and planning for the implementation years 2-5. This will include curriculum development, training for arts educators on best practices and strategies for working with students with special needs, finalizing the evaluation, meetings with principals, literacy/math coaches and teachers, working with our arts and music specialists and our art therapist, updating our digital library, and planning meetings with all constituents regarding scheduling and timelines. Our planning year will ensure we are able to train classroom teachers of grades K-2 (in combined multi-grade classrooms) to utilize differentiated arts-based strategies in visual art and music to teach ELA and Math curricula in up to 96 NYC D75 elementary school sites (4 teachers per site) while strengthening SEL.

Over the past 2+ decades, CEI has built a strong reputation proving our projects successful in elevating student and teacher achievement while demonstrating a natural presence as the force that brings community groups together with schools, their leadership and students at the heart of our mission. We do this by ensuring a clear scope of work with guidelines, procedures and timelines established to ensure high quality program delivery and staff performance. Rapid feedback cycles between PLWs and PLCs, as evidence of satisfaction, participation and successful activities, ensure rates of attritions are low or non-existent. CTLE Credit for teachers also incentivizes them to thrive in the program and with their students. Agendas, attendance records, and surveys help us to ensure teachers/TLs and parents are feeding into the development

process for PLWs and PLCs. Staff and our Evaluators observe PLWs, PLCs and classroom instruction, to offer real-time support assisting in teacher/student development. Regular monthly check-ins with our Evaluators help us to collect data, allowing our Evaluators/Staff to address any challenges, concerns, successes along the way – while also offering annual focus groups to support teachers analyzing rich data to determine the impacts on students and common themes. Annual assessments of all aspects of the program are done to ensure that our final products are modified or revised based on feedback and improved, if necessary, before being added to the online resource library. For our K-2 lesson plans/projects, we will offer embedded assessments to ensure student success, and the SANDI is used for grade 3-5 students.

CEI maintains a number of regular controls for budget, timeline and staff meetings. CEI will adhere to a schedule of audited monthly budget reports with key indicators to reflect actual vs. budgeted spent. Every aspect of our project budget will be internally audited monthly/quarterly to ensure proper spending and allocation of funds. The Associate PD will have fiscal oversight of the expenses and will oversee human resources to ensure that all requirements are met. We have worked with USED on other budgeted projects and are familiar with all reporting requirements, which we will meet on time. Our PD will meet with PCs daily to monitor program progress. PCs will be in continuous contact with TAs, classroom teachers and TLs to coordinate activities. Arts Specialists and Therapists will submit work to the PD for review and approval weekly. TLs will meet with PLCs biweekly and provide feedback on implementation. Monthly meetings with TAs throughout the year, will assist us in ensuring we are on track to meet goals and are getting feedback on the work with teachers in their trainings and their PLW/PLC work with their cohorts. Teachers will be surveyed after each PLW/PLC to get feedback on the effectiveness of the PL content, and on TAs' support. All program staff will meet quarterly with Teaching Artists

and Specialists. PD, APD and PCs will regularly check in with school district staff for program activities and to ensure alignment with state curricula. PD, Associate PD and PCs will have constant communication with district contacts, but formally meet quarterly.

In Section A above we have listed our goals, objectives and outcomes. We believe this management plan will allow us to achieve each of our 5 goals, 11 objectives and 11 outcomes.

We include a RACI Chart of Responsibility and a Timeline/Activities/Milestones Yr 1-5 below:

Table I. Timeline of Activities for META - Dates/Activities/Outcomes

10/21 – 1/22 (Yr1) <u>PLANNING: Plan, Recruit & Hire - District 75 Cohort: Gr K-2 Program</u>
PD and PCs plan program, recruit & hire staff; meet with D75 Director of Curriculum & Instruction, and designated PC, literacy and math coaches, & assessment team. Finalize ELA/math curricular goals, establish schedule/logistics.
10/21 – 1/22 (Yr1) <u>PLANNING: Plan, Recruit & Hire - National Cohort: Gr 3-5</u>
PD and PCs recruit and hire staff; meet school teams from each state, set schedule/logistics.
11/21 - 6/22 (Yr1) <u>STAFF TRAINING - National Cohort: Gr 3-5</u>
TAs engage in 10 full days of integrated-arts training, includes recorded video observations, program preparation - prior to PLWs. Training led by PD, PCs, & Specialists (Visual Art/Music), and Therapists (Visual Art/Music).
10/21 - 6/22 (Yr1) <u>EVALUATION – Instrument Design and Collection</u>
Evaluator will develop instruments and rubrics, and finalize assessment strategy for data collection of D75 K-2 and will obtain IRB approval. Evaluator will collect pre-assessment data (on teachers/students from national cohorts grades 3-5 prior to implementation) & subsequent post-assessment data upon completion of program implementation.
10/21 - 6/22 (Yr1) <u>DISSEMINATION: Development of a META Resource Library</u>

<p>A web-based platform developed for ELA and math lessons, and resources of arts integrated lessons in music and visual art for grade 3-5. CEI will e-blast educators nationwide to provide access to arts-based educational resources.</p>
<p>2/22 - 6/23 (Yr 1-2) <u>PROFESSIONAL LEARNING/PLCs - National Cohorts: Gr 3-5</u></p> <p>Implementation of the PLWs includes a total of 40 teachers of grades 3-5 self-contained classrooms (5 teachers x 4 states annually) and 8 TLs total. Teachers participate in 10 PLWs yearly. They will consist of arts-based projects in music and visual art that teach ELA and math, and strengthen SEL skills; classroom teacher implementation of arts-based projects with students and 16 PLC sessions of peer review, coaching and support with implementation each year. All PLC sessions will include a TA to support classroom teachers with implementation and will be led by a TL who will receive training and a micro credential in PLC leadership.</p>
<p>2/22 - 6/22 (Yr1) <u>CURRICULUM DEVELOPMENT</u></p> <p>Visual Art/Music Education Specialists and Visual Art/Music Therapists engage in curriculum development for 4 years K-2 program implementation including modeling videos created. Curriculum utilizes a project-based learning model and offers 6 versions of every project to meet the varied learners' abilities and preferred modes of communication of students. All curricula will be aligned with standards for standardized and alternately assessed students.</p>
<p>5/22 – 7/22 (Yr1) <u>DISSEMINATION: META Resource Library for national outreach</u></p> <p>Revisions and additions will be added to update the web-based platform of ELA and math lessons and resources of arts integrated lessons in music and visual art for grades 3-5. CEI will e-blast educators nationwide to provide access to arts-based educational resources.</p>
<p>7/22-6/26 (Yrs 2-5) <u>STAFF TRAINING - District 75 Cohort: Gr K-2 Program</u></p>

<p>TAs engage in 10 full days of integrated-arts training which include recorded video observations, program preparation – prior to PLWs. Training led by PD, PCs, & Specialists (Visual Art/Music), and Therapists (Visual Art/Music).</p>
<p>7/22-6/26 (Yrs 2-5) <u>STAFF TRAINING - National Cohort: Gr 3-5</u></p> <p>TAs engage in 10 full days of integrated-arts training which include recorded video observations, program preparation – prior to PLWs. Training led by PD, PCs, & Specialists (Visual Art/Music), and Therapists (Visual Art/Music).</p>
<p>July each Yr (Yrs 1-5) <u>DISSEMINATION - CEI Arts Education Conferences (5 total)</u></p> <p>CEI hosts a national conference to disseminate music- and visual art-based ELA and math projects, resources and materials. Teachers, (grades 3-5 in Yr 1, K-5 in Yrs 2-5) in self-contained classrooms across the country will learn about the importance/impact of arts-based instruction and will be trained in how to utilize lessons, projects, materials in the classrooms.</p>
<p>July each Yr (Yrs 2-5) <u>DISSEMINATION: National Partners</u></p> <p>CEI will make materials (gr K-5) available to dissemination partners <i>The Council for Exceptional Children</i> which will link materials to their website and share with their members and <i>WestEd</i> which will share materials with their members.</p>
<p>7/22 – 8/26 (Yrs 1-5) <u>EVALUATION</u></p> <p>Evaluator will collect pre- and post assessment data on teachers/students of D75 K-2 cohort and national grades 3-5 cohort in Yr 1-5. Evaluators will do so for the additional national K-5 cohort in Yr5.</p>
<p>8/22 – 6/26 (Yr 2-5) <u>PLWs/PLCs - District 75 Cohort: Gr K-2 Program</u></p> <p>PLWs will include a total of 384 teachers of K-2 self-contained classrooms (4 teachers x 24 schools annually) and 48 TLs total. Teachers participate in 10 PLWs yearly. They will consist</p>

of arts-based projects in music and visual art that teach ELA and math, and strengthen SEL skills for which they will receive CTLE credit; teacher implementation of arts-based projects with students and 16 PLC sessions of peer review, coaching and support with implementation each year. All PLCs will include a TA to support classroom teachers with implementation and will be led by a TL who will receive training and a micro credential in PLC leadership.

8/22 – 6/26 (Yr 3-5) PLWs/PLCs - National Cohort: Gr K-2

Implementation of the PLWs includes a total of **60 teachers** of grades K-2 self-contained classrooms (5 teachers from each of 4 states annually) and **12 TLs** total. Teachers participate in 10 PLWs yearly. They will consist of arts-based projects in music and visual art that teach ELA and math, and strengthen SEL skills; teacher implementation of arts-based projects with students and 16 PLC sessions of peer review, coaching and support with implementation each year. All PLCs will include a TA to support classroom teachers with implementation and will be led by a TL who will receive training and a micro credential in PLC leadership.

April-June (Yrs 2-5) CURRICULUM DEVELOPMENT

Curriculum revisions and modeling videos created.

May-July (Yrs 2-4), May-Sept (Yr5) DISSEMINATION: META Library, Nat'l Outreach

Revisions and additions will be added to update the web-based platform of ELA and math lessons and resources of arts integrated lessons in music and visual art for grades K-5. CEI will e-blast educators nationwide to provide access to arts-based educational resources.

8/25 – 6/26 (Yr5) PL/PLCs - National Conference Cohort: Gr K-5 Program

PLWs include a total of **20 teachers** of grades K-2 self-contained classrooms across the country who have attended the annual CEI conferences and **4 TLs** total. Teachers participate in 10 PLWs yearly. They will consist of arts-based projects in music and visual art that teach

ELA and math, and strengthen SEL skills; teacher implementation of arts-based projects with students and 16 PLC sessions of peer review, coaching and support with implementation each year. All PLCs will include a TA to support classroom teachers with implementation and will be led by a TL who will receive training and a micro credential in PLC leadership.

META Project RACI CHART – (Accountable -- Responsible -- Consulted – Informed)	Project Director	Associate Project Director	Project Coordinators	Project Assistants	Visual Art & Music Education Specialists/Therapists	Visual Art and Music Teaching Artists	Teacher Leaders	Classroom Teachers	National Partner Orgs - CEC, WestEd	Evaluator
PL: PLWs	AR	C	R	R	R	R	C	C	I	I
PL: PLCs	AR	C	R	R	C	R	R	C	I	I
Evaluation	C	C								AR
Dissemination: Conference	AR	A	R	R	R	R	R	C	I	I
Dissemination: re web and e-blasts	AR	C	R	R					R	I
Curriculum Dev	AR	C	R	R	R	C	C			I
Planning	AR	R	R	R						I

Each element of META is thoroughly developed to ensure that we will meet all of the goals, objectives and outcomes, while ensuring we are adhering to our timeline and staying within budget. All responsibilities, timelines and milestones are clearly defined, ensuring high-quality.

D2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. – Teachers will be surveyed every 2 weeks to ensure that the

PLWs and PLCs are on target for their needs. We will ask for all modifications/additions/deletions to projects so that we can fully understand what is working and not working. We will get feedback on curriculum and strategies (i.e., content for each learner, how to effectively adapt to students' preferred mode of communication (PMC), including nonverbal, pictures, or gaze to communicate in replacement of oral language, and effective manipulatives to use with students) from district literacy and math coaches, classroom teachers and our national partners.

D4. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services or others as appropriate. – Teachers, Teaching Artists, Specialists, Therapists, and School Administrators will be asked for input as the goal is to meet the needs of students artistically, academically, social-emotionally, and fine/gross motor skills. Surveys will be sent out after PLWs and PLCs. They will be tabulated monthly. We will ask teachers for parent feedback through surveys, and will consult with national partners for feedback on materials and with attendees of conferences and users of our META Resource Library. All of this will be used to modify/revise materials to improve META, shaping the project through diverse community input.

SECTION E. QUALITY OF PROJECT EVALUATION

E1. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project – CEI and Metis designed this plan in direct alignment with the goals, objectives, and expected outcomes of META. The evaluation of META will be **thorough** including both formative/process and summative/outcome components and data gathered from multiple sources. Metis will triangulate data from these sources to ensure thorough and accurate responses to determine the extent to which objectives and outcomes have

been met. Evaluation methods described below are **feasible** based on evaluator and project team capacities and available financial resources. They are also **appropriate** because they align closely with the project's goals, objectives, and outcomes and minimize burden on participants.

E2. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce

quantitative and qualitative data to the extent possible – The evaluation will leverage data from both qualitative and quantitative sources in order to determine the extent to which project activities are being implemented as planned (**process evaluation**) and to measure progress toward meeting intended outcomes (**outcome evaluation**). For the process evaluation, Metis will collect and review project documentation quarterly to determine the extent to which activities are being implemented as planned (parenthetical numbers below correspond to process objectives listed in *Attachment: Goals Objectives Outcomes Chart*). Documentation will include: agendas, handouts, and attendance sheets for all project-sponsored professional learning offerings (P1.1-P1.2, P2.1-P2.2, P4.1-P4.2); mentoring and consulting artifacts (P1.2, P2.1, P4.2); project-developed resources, such as arts-based units (P3.1) and other dissemination materials (P5.1-P5.4); as well as web views and download statistics (P5.2). Metis also will work with project staff to develop and implement feedback forms to administer following workshops to assess participants' satisfaction and perceived usefulness with the training. Moreover, Metis will conduct annual focus groups with samples of participating teachers (P1.1-P1.2, P3.1-P3.4) to gather rich, qualitative data regarding the relevance of the professional learning and the impact they believe it has had on them and their students, as well as their overall successes, challenges, and recommendations for program change. Each year, Metis also will conduct periodic

observations of activities to gain additional insights into implementation and the relationship between implementation and outcomes.

The following activities will be completed as part of the outcome evaluation (parenthetical numbers below correspond to outcomes listed in *Attachment: Goals Objectives Outcomes Chart*).

To measure **Goals 1 (Providing Professional Learning in Arts Integration) and 2 (Replicating the Program Nationally)**, Metis will collaborate with project staff to edit and update the *Teacher Survey* developed previously through *ETA*, which will be administered each fall (baseline) and spring (post-survey) to all participating classroom teachers to determine changes in their perceived capacity to: utilize arts-based instruction in visual art and music to teach ELA and math (O1.1, O2.1) and engage students in strengthening their SEL skills (O1.1, O2.1). The *Teacher Survey* will also assess teachers': a) levels of confidence in, b) understanding of the value of, and 3) their plans to utilize arts-based strategies for teaching ELA and math (O1.2, O2.2). To measure **Goal 3 (Improving Student Learning)**, student scores on the annual *State-Wide Exams in ELA and Math* will be requested from their participation year and the previous year (baseline) for comparison for students in grades 3-5; the *Student Annual Needs Determination Inventory (SANDI) SEL Measure* will be implemented in the fall (baseline) and the spring (post-measure) of each year for students in grades 3-5; and **curriculum-embedded assessments** for grades K-2 will be implemented for ELA, Math, and SEL(O3.1). Additionally, Metis will work with project staff to edit and update the *Student Arts Rubric* from the previous *ETA* project to measure students visual art and music skill learning, such as concepts, techniques, and media, which will be administered in the fall (baseline) and spring (post-survey) of each project year (O3.1). To measure **Goal 4 (Developing Teacher Leaders)**, Metis will work with project staff to develop a *Teacher Leader Survey*, which will be implemented in the fall (baseline) and the spring (post-survey)

annually to measure outcomes across time. This survey will measure teacher leader confidence in facilitating PLCs, their understanding of arts-based instruction, and the extent to which they demonstrate leadership of peers (O4.1). Additionally, participating teachers in the Summer Institutes will be asked in a ***PLC Participant Survey***, which will be developed collaboratively by Metis and the project staff, to rate their PLC leaders' facilitation skills and feelings of support (O4.2). To measure **Goal 4 (Dissemination)**, Metis will work with project staff to develop a ***Post-Conference Learning Survey*** that will ask about conference satisfaction as well as relevancy of content to their work and intention to implement practices modeled at the conference (O5.1). Metis will count the number of unique website views and download of materials from the digital resources website to measure how many people are accessing project materials (O5.2), and Metis will also count the number of inquiries CEI receives for further information on their project following presentations at professional conferences (O5.3). Additionally, Metis will develop a short ***Website Survey*** for website visitors and information inquirers asking them to rate the relevancy of the materials, the extent to which the site increased their awareness of practices, and where they heard about the project (O5.2, O5.4).

Data Analysis and Reporting. Metis will conduct the most appropriate and rigorous quantitative data analyses possible based on data quality and completeness. Quantitative analyses will include generating frequency distributions and crosstabs, calculating means and standard deviations, and conducting inferential statistical tests (e.g., *t*-tests, chi-squares), where possible. Qualitative data from open-ended survey items, interviews, and focus groups will be analyzed to identify common themes that illuminate critical findings. An *a priori* list of content themes will be developed based on the project's goals and objectives. The evaluation team also will use grounded theory principles to allow for additional themes and variations to emerge from the data. NVivo software will be used

to organize, code, analyze, and summarize qualitative data.

Metis will meet monthly with the project team and will present findings at project meetings in order to facilitate the use of evaluation data to generate actionable results. To this end, Metis will support project staff in assessing implementation effectiveness to make mid-course corrections, as appropriate. A member of the evaluation team will attend the annual AAE program meeting and work with the PD to prepare the Annual Performance and Ad Hoc Reports for the USED. In annual local reports, the evaluator will document successes, explore challenges encountered and strategies to overcome these challenges, and provide project staff with data-driven recommendations.

E3. The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes – All locally-developed instruments will be developed collaboratively and under the guidance of experts in the field to ensure face and content validity. Additionally, they will be piloted with non-participating groups. Pilot data will be examined using confirmatory factor analysis, based on the project objectives. Instruments that have been used in previous projects, such as the *Teacher Survey*, will also be examined in this way. As appropriate, tests of internal consistency and/or inter-rater reliability will be used. Moreover, the project uses published instruments with established reliability and validity. The SANDI was developed by the Riverside County Office of Education in 2017, and Hanover Research was contracted to determine the validity and reliability of the instrument. They found that the SANDI has shown content validity, convergent validity with similar alternative assessment instruments (i.e., California Alternate Performance Assessment, Woodcock-Johnson-III, and Vineland-II), and inter-rater reliability with a kappa level of $k = 0.70$.^{xiv}

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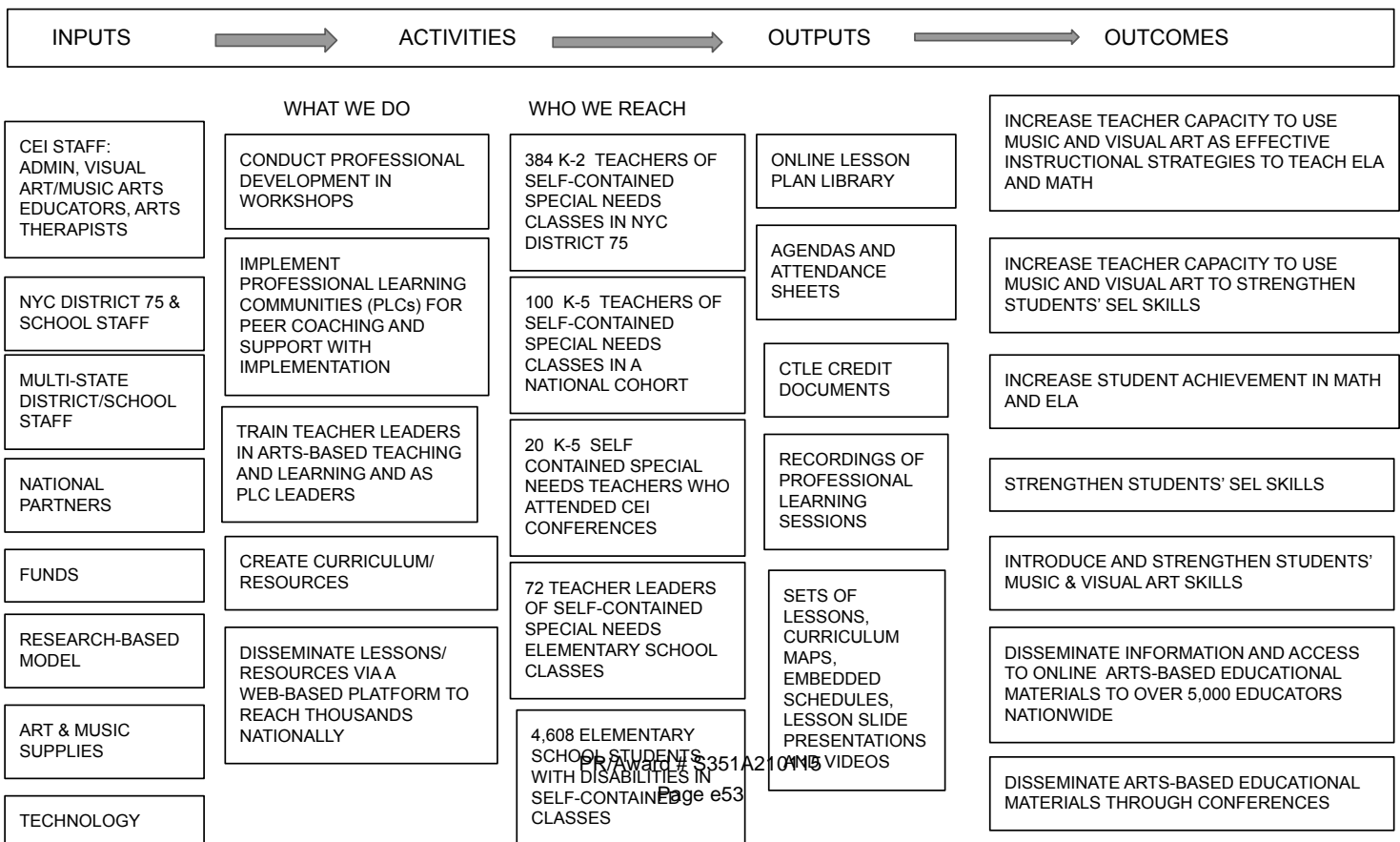
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Goal 1: Provide high quality, sustained, and intensive professional learning to NYC District 75 grade K-2 classroom teachers in utilizing differentiated visual art- and music-based strategies that are informed by art therapy to teach ELA and math and strengthen SEL skills of students with special needs.

Objectives	Outcomes
<p>P1.1 In each of Years 2-5, 96 grade K-2 teachers in self-contained classrooms across 24 NYC District 75 school sites will be provided with 32 hours of professional learning, including workshops on differentiated, arts-based strategies for teaching ELA, Math, and SEL and participation in PLCs with teaching artists to support implementation in their classrooms (total teachers 384 by Year 5).</p>	<p>O1.1 In each of Years 2-5, at least 80% of participating NYC District 75 classroom teachers will report increased knowledge of</p> <ul style="list-style-type: none"> • How to utilize arts-based instruction in visual art and music to teach ELA and Math, and • How the arts can engage students and strengthen SEL skills.
<p>P1.2 In each of Years 2-5, participating classroom teachers will be provided with 3 hours of video modeling of arts-based instruction in ELA, Math, and SEL through the teaching artist-led video residencies.</p>	<p>O1.2 In each of Years 2-5, at least 80% of participating NYC District 75 classroom teachers will report</p> <ul style="list-style-type: none"> • increased confidence in, • greater understanding of the value of, and • increased plans to: <p>utilize arts-based strategies for teaching ELA and math.</p>

Goal 2: Replicate the program with a national cohort of teachers of special-needs grades K-5 students in order to more broadly strengthen teacher and student outcomes and ensure that the resources are applicable in different national contexts and settings.

<p>P2.1a In each of Years 1-2, the project will provide 20 teachers of self-contained, special needs students in grades 3-5 in at least 4 sites across 4 states with 32 hours of professional learning, including workshops on differentiated, arts-based strategies for teaching ELA, Math, and SEL and participation in PLCs with teaching artists to support implementation in their classrooms. Years 3-5 will include 20 teachers of self-contained special needs students in grades K-2 in 4 sites across 4 states. An additional 20 teachers of K-5 who attended annual conferences will comprise an additional cohort in Year 5.</p>	<p>O2.1 In each of Years 2-5, at least 80% of participating national classroom teachers will report increased knowledge of</p> <ul style="list-style-type: none"> • How to utilize arts-based instruction in visual art and music to teach ELA and Math, and • How the arts can engage students and strengthen SEL skills.
<p>P2.2 In each implementation year, participating national classroom teachers will be provided with will be provided with 3 hours of video modeling of arts-based instruction in ELA, Math, and SEL through the teaching artist-led video residencies.</p>	<p>O2.2 In each of Years 2-5, at least 80% of participating national classroom teachers will report</p> <ul style="list-style-type: none"> • increased confidence in, • greater understanding of the value of, and • increased plans to: <p>utilize arts-based strategies for teaching ELA and math.</p>
<p>Goal 3: Improve the academic performance and social-emotional skills of special needs students through the integration of arts-based instruction in visual art and music, informed by arts therapy) into ELA and Math curricula.</p>	

<p>P3.1 Throughout the five year grant period, a total of approximately 4,608 participating special needs students in self contained classrooms in NYC and across the nation will engage in a minimum of 2 visual arts-based and 2 music-based projects in ELA and Math that include arts therapy-informed practices and support SEL skill development.</p>	<p>O3.1 In each of Years 2-5, participating special needs students will demonstrate statistically significant improvements in their:</p> <ul style="list-style-type: none"> • Academic performance in ELA and Math, • Visual arts and music skills, such as concepts, techniques, and medium. • SEL skills, such as self-regulation, self-awareness, self-expression, and self-confidence.
<p>Goal 4: To develop a cohort of teacher leaders in order to further their training with arts-based instruction, support them in taking leadership with their peers within and outside of their school communities, build school capacity and to promote project sustainability.</p>	
<p>P4.1 In Years 1-5, 72 exemplary teachers from NYC’s District 75, who previously participated in CEI’s arts education programming in ETA and META, will be selected to serve as teacher leaders who will engage in further arts-based professional learning and each will facilitate a series of year-long PLC sessions with a small group of participating classroom teachers.</p>	<p>O4.1 In each of Years 1-5, at least 90% of teacher leaders will indicate that they:</p> <ul style="list-style-type: none"> • Feel confident in facilitating PLCs, • Have increased their understanding of arts-based instruction, and • Are assuming greater leadership with their peers.
<p>P4.2 During each Summer Institute, the teacher leaders for that year will participate in at least one session to train them in leading PLC sessions; the session will include background on</p>	<p>O4.2 In each of Years 1-5, at least 85% of the participating teachers will report that:</p> <ul style="list-style-type: none"> • Their teacher leaders are skilled PLC facilitators, and • They feel supported by their teacher leaders

PLCs, facilitation best practices, goals, objectives and guidelines.	
Goal 5: Disseminate materials, tools, and resources for implementing art therapy informed, arts-based instruction in ELA and Math curricula with self-contained, special needs students.	
P5.1 Host at least one annual national conference for special needs educators across the country to share materials, tools, and resources, as well as lessons learned and best practices emanating from the project.	O5.1 In each implementation year, at least 85% of conference attendees will indicate that the conference information was relevant to their work and that they intend to implement practices learned in their own contexts.
P5.2 By the end of Year 1, a comprehensive website for the project will be launched, including digital resources and downloadable tools, lessons, materials, and videos, among others	O5.2 By the end of Year 5, at least 75% of the individuals who visit the website will report that the information was relevant to them and increased their awareness and understanding of arts-based instructional practices.
P5.3 In Years 2-5 of the grant, project leaders will send monthly e-blasts to over 5,000 educators nationwide and will present process and outcomes for the project at two professional conferences, such as the AERA, the Council for Exceptional Children, NAEA, and NAFME.	O5.3 By the end of Year 5, following conference presentations, CEI will receive at least 100 inquiries for further information about the project.
P5.4 In each implementation year, engage the Council for Exceptional Children and WestEd in providing advisement and assistance in disseminating the project widely.	O5.4 In each implementation year, at least 25% of website survey respondents and others who inquire about the project will indicate that they heard about the project through Council for Exceptional Children or WestEd.

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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date **FEB 28 2001**

CENTER FOR EDUCATIONAL INNOVATION
PUBLIC EDUCATION ASSOCIATION
28 W 44TH ST STE 914
NEW YORK, NY 10036

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 sections 509(a)(1) and 170(b)(1)(A)(vi).

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)(1) 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

CENTER FOR EDUCATIONAL INNOVATION-

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 you would no longer be classified as a section 509(a)(1) 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 information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.



CENTER FOR EDUCATIONAL INNOVATION-

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.

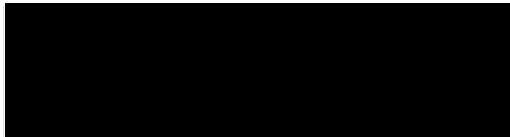
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal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

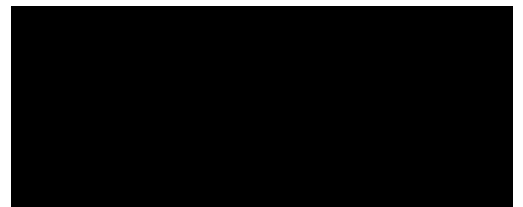
Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

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.



Steven T. Miller
Director, Exempt Organizations



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Memorandum of Understanding between New York City Department of Education (NYCDOE) School District 75 and the Center for Educational Innovation (CEI) for the U.S. Department of Education's Assistance in Arts Education (AAE) Program

This agreement constitutes a mutual understanding between The Center for Educational Innovation (CEI) (Lead Applicant) and New York City Department of Education (NYCDOE) School District 75 (Project Partner). It acts as an agreement of terms for School District 75 to participate in the U.S. Department of Education's Assistance in Arts Education (AAE) grant program that promotes arts education for students with disabilities with activities including (a) Professional Development Workshops for classroom teachers of grades of self-contained K-2 classrooms to utilize arts-based strategies and projects in music and visual art that directly teach ELA and math and strengthen SEL skills – informed by art and music therapy practices; (b) Professional Learning Communities (PLCs) sessions for teachers to build capacity and develop peer support as teachers implement arts-based projects with their students; and (c) National dissemination including the development of online instructional materials, resources and arts-based educational programming and partnerships with schools, districts, local educational agencies (LEAs), and national organizations serving the special education community. This program is authorized by Title IV, Part F, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). CEI's application focuses on achieving these goals by serving teachers of students in a special education setting,

This Memorandum of Understanding will take effect upon the successful awarding and start date of the grant to CEI.

Responsibilities of Lead Applicant

1. Provide professional development workshops, during the summer and throughout the school year, to classroom teachers to utilize music and visual art as instructional strategies to directly teach ELA and Math and strengthen SEL skills informed by art and music therapy practices with six versions of each project aligned with DLM Essential Elements and NYS Standards to target the varied learning levels of students; 2. Create Professional Learning Communities (PLCs) and train teacher leaders to lead professional learning sessions; 3. Provide modeling of arts-based instruction in music and visual art; 4. Create a digital resource library of lessons and projects; 5. Work with national partners, WestEd and The Council for Exceptional Children to disseminate the work and outcomes of the program nationally; 6. Serve as the fiscal agent of the grant; 7. Work with the external evaluator; and 8. Abide by all data privacy requirements of the USDOE, and New York City Department of Education (NYCDOE) School District 75.

Responsibilities of Project Partner.

Upon award of the AAE grant, The Project Partner will provide the following services:

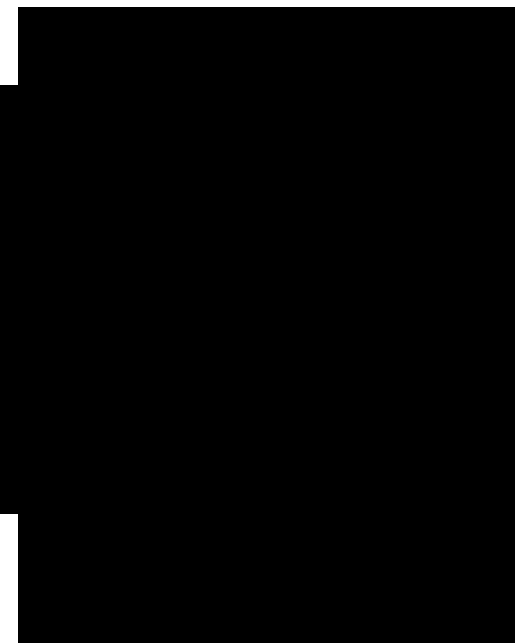
1. Designate a district person to work with the project staff; 2. Engage in a planning year in which project staff will observe classrooms, meet with Director of Curriculum & Instruction and literacy and math coaches, IEP coach and assessment team; 3. Select the participating K-2 teachers each year; 4. Encourage teacher participation in professional development workshops and PLCs; 5. Support the selection of Teacher Leaders to lead PLCs in subsequent years and further their arts-based instruction training; 6. Make digital lesson/resource library available to K-2 teachers throughout the district upon completion of the grant; and 7. Work with an external evaluator on information gathering to fulfill required evaluation reports to the USDOE.

Termination Either party may terminate this MOU upon 30 days written notice to the other party at the address noted below.

Disputes Any disputes arising between the parties will be resolved by negotiation. The parties hereto shall first attempt to resolve all disputes arising from the provisions contained in this MOU, informally and at the lowest applicable staff level. If dispute resolution is not accomplished, any party may call a meeting of the parties to formally discuss and resolve all such disputes. Should the parties fail to resolve the dispute, the dispute shall be referred to the Chief Executive Officer and the Superintendent of the applicable parties, who shall mediate the dispute and shall have final authority to resolve the issue.

This MOU constitutes the entire agreement between the parties hereto. This MOU maybe modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by both parties.

For the Center for Educational Innovation:

M		_____	4/7/2021
		_____	Date
F			
			ation School District 75:
K		_____	4/6/21
		_____	Date



**Memorandum of Understanding
between Puerto Rico Public Schools San Juan Educational Region
and the Center for Educational Innovation (CEI) for the U.S.
Department of Education Assistance in Arts Education (AAE)
Program**

This agreement constitutes a mutual understanding between The Center for Educational Innovation (CEI) (Lead Applicant) and Puerto Rico Public Schools San Juan Educational Region (Project Partner). It acts as an agreement of terms for Puerto Rico Public Schools to participate in the U.S. Department of Education's Assistance in Arts Education (AAE) grant program that promotes arts education for students with disabilities activities including (a) professional development workshops for classroom teachers of grades of self-contained K-5 classrooms to utilize arts-based strategies and projects in music and visual art that directly teach ELA and math; (b) Professional Learning Communities (PLCs) for teachers to build capacity and develop peer support as teachers implement arts-based -projects with their students; and (c) development and national dissemination of instructional materials and arts-based educational programming, including online resources to strengthen and expand partnerships among schools, local educational agencies (LEAs), communities, or centers for the arts, including national centers for the arts. This program is authorized by Title IV, Part F, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). CEI's application focuses on achieving these goals by serving teachers of students in a special education setting,

This Memorandum of Understanding will take effect upon the successful awarding and start date of the grant to The Center for Educational Innovation.

Responsibilities of Project Coordinator

1. Provide a Project Coordinator. Train all professional staff delivering professional learning sessions to teachers working with special needs students
3. Provide professional development workshops to classroom teachers to utilize music and visual art as instructional strategies to directly teach ELA and Math and strengthen SEL skills
4. Create lesson plans and provide student necessary materials in English and Spanish.
5. Provide in-class coaching and modelling
6. Create a digital resource library.
6. Work with our national partners, Wested and The Center for Exceptional Children to disseminate the work and outcome of the program at the national level.
7. Create and lead the professional workshops and summer institutes.
8. Create and support the



implementation of professional learning communities. 9. Act as the fiscal agent of the funding. 10. Work with the external evaluator. 11. Abide by all data privacy requirements of the USDOE, and Puerto Rico Public Schools San Juan Educational Region.

Responsibilities of Project Partner.

Upon award of the AAE grant, The Project Partner will provide the following services:

1. Designate a district person to work with the Project Coordinator 2. Select the teachers per year that will be part of the teacher professional development 3. Encourage teacher participation in professional development workshops 4. Recruit teachers to turnkey training to other teachers 5. Make digital resource libraries available to the district. 6. Work with an external evaluator on information gathering to fulfill required reports to the USDOE.

Termination Either party may terminate this MOU upon 30 days written notice to the other party at the address noted below.

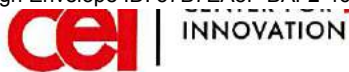
Disputes Any disputes arising between the parties will be resolved by negotiation. The parties hereto shall first attempt to resolve all disputes arising from the provisions contained in this MOU, informally and at the lowest applicable staff level. If dispute resolution is not accomplished, any party may call a meeting of the parties to formally discuss and resolve all such disputes. Should the parties fail to resolve the dispute, the dispute shall be referred to the Chief Executive Officer and the Superintendent of the applicable parties, who shall mediate the dispute and shall have final authority to resolve the issue.

This MOU constitutes the entire agreement between the parties hereto. This MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by both parties.

DocuSigned by: Center for Educational Innovation:

4/14/2021

Date



Center for Educational Innovation, 28 West 44 St., New York, NY 10036 | the-cei.org

Memorandum of Understanding between Charlotte-Mecklenburg School District and the Center for Educational Innovation (CEI) for the U.S. Department of Education's Assistance in Arts Education (AAE) Program

This agreement constitutes a mutual understanding between The Center for Educational Innovation (CEI) (Lead Applicant) Charlotte-Mecklenburg School District (Project Partner). It acts as an agreement of terms for Charlotte-Mecklenburg School District to participate in the U.S. Department of Education's Assistance in Arts Education (AAE) grant program that promotes arts education for students with disabilities with activities including (a) Professional Learning Workshops for classroom teachers of grades of self-contained K-5 classrooms to utilize arts-based strategies and projects in music and visual art that directly teach ELA and math and strengthen SEL skills – informed by art and music therapy practices; (b) Professional Learning Communities (PLCs) sessions for teachers to build capacity and develop peer support as teachers implement arts-based projects with their students; and (c) National dissemination including the development of online instructional materials, resources and arts-based educational programming and partnerships with schools, districts, local educational agencies (LEAs), and national organizations serving the special education community. This program is authorized by Title IV, Part F, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). CEI's application focuses on achieving these goals by serving teachers of students in a special education setting,

This Memorandum of Understanding will take effect upon the successful awarding and start date of the grant to CEI.

Responsibilities of Lead Applicant

1. Provide professional learning workshops to classroom teachers on lessons and projects that utilize music and visual art as instructional strategies to directly teach ELA and Math and strengthen SEL skills informed by art and music therapy practices. There will be six (6) versions of each project that align with state standards and address the wide range of students in K-5 self-contained classrooms; 2. Create Professional Learning Communities (PLCs) to provide a forum for support for teachers' implementation of arts-based strategies with their students; 3. Provide modeling of arts-based instruction in music and visual art; 4. Create a digital resource library of lessons and projects; 5. Work with national partners, WestEd and The Council for Exceptional Children to disseminate the work and outcomes of the program nationally; 6. Serve as the fiscal agent of the grant; 7. Work with the external evaluator; and 8. Abide by all data privacy requirements of the USDOE, and Charlotte-Mecklenburg School District.

Responsibilities of Project Partner.

Upon award of the AAE grant, The Project Partner will provide the following services:

1. Designate a school/district person to work with the project staff; 2. Select the participating teachers of grades 3-5 in Years 1 and 2, and teachers of K-2 in Years 3, 4 and 5; 3. Encourage teacher participation in professional learning workshops and PLCs; and 4. Work with an external evaluator on information gathering to fulfill required evaluation reports to the USDOE.

Termination Either party may terminate this MOU upon 30 days written notice to the other party at the address noted below.

Disputes Any disputes arising between the parties will be resolved by negotiation. The parties hereto shall first attempt to resolve all disputes arising from the provisions contained in this MOU, informally and at the lowest applicable staff level. If dispute resolution is not accomplished, any party may call a meeting of the parties to formally discuss and resolve all such disputes. Should the parties fail to resolve the dispute, the



Center for Educational Innovation, 28 West 44 St., New York, NY 10036 | the-cei.org

dispute shall be referred to the Chief Executive Officer and the **Superintendent or title** of the applicable parties, who shall mediate the dispute and shall have final authority to resolve the issue.

This MOU constitutes the entire agreement between the parties hereto. This MOU maybe modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by both parties.

For the Center for Educational Innovation:



4/14/2021

Date

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4/14/2021

fficer

Date

BOARD OF EDUCATION

MICHAEL J. TESTANI
Superintendent of Schools

City Hall - 45 Lyon Terrace
Bridgeport, Connecticut 06604

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JOSEPH SOKOLOVIC

CHRIS TAYLOR

April 9th, 2021

Bonnie Carter,
U.S. Department of Education,
400 Maryland Avenue SW, Room 3E308,
Washington, DC 20202-6450

Dear Ms. Carter;

On behalf of Bridgeport Public Schools, I write in support of the Center for Educational Innovation (CEI) application for the U.S. Department of Education's Assistance in Arts Education (AAE) grant.

This program promotes arts education for students with disabilities with activities including (a) Professional Development Workshops for classroom teachers of grades of self-contained K-5 classrooms to utilize arts-based strategies and projects in music and visual art that directly teach ELA and math and strengthen SEL skills – informed by art and music therapy practices; (b) Professional Learning Communities (PLCs) sessions for teachers to build capacity and develop peer support as teachers implement arts-based projects with their students; and (c) National dissemination including the development of online instructional materials, resources and arts-based educational programming and partnerships with schools, districts, local educational agencies (LEAs), and national organizations serving the special education community.

I support this application as I can see that CEI's application focuses on achieving these goals by serving teachers of students in a special education setting. Ms. Alicia Robinson, Director of Performing and Visual Arts, is the district's technical lead on this project; she will work in close collaboration with CEI to implement its required components. We look forward to a favorable response to CEI's submission.

S

Superintendent

BALTIMORE CITY PUBLIC SCHOOLS

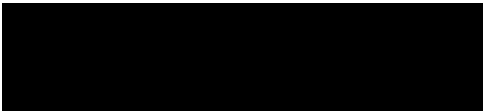
Brandon M. Scott
Mayor, City of Baltimore

Linda Chinnia
*Chair, Baltimore City Board
of School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

April 14, 2021

Alice P. Bartley, Ph.D.
Chief Academic Officer
Center for Educational Innovation
28 West 44th Street, Suite 801



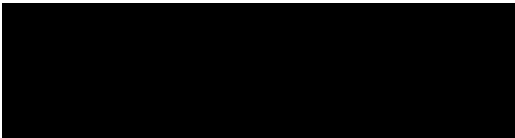
I am writing on behalf of the Baltimore City Public Schools (City Schools) Office of Special Education to express our interest in partnering with your organization in your work under the U.S. Department of Education's Assistance in Arts Education (AAE) grant. The district plans to implement the program, if CEI is awarded the grant.

Improving the educational experiences of students with disabilities is at the core of our mission and seizing this opportunity will allow us to expand our students' access to arts-based education and its many associated benefits. Students with disabilities are not often centered in the discussion and practice of arts-based learning, so the prospect of working with your organization is a rare opportunity for us.


As we plan to navigate beyond the unprecedented events of this past year and their impact on education across the world, our students will need more opportunities to participate in engaging, dynamic learning activities. Further, the Office of Special Education has recently begun to take a closer look at what both teaching and learning look like in the self-contained special education environment, which aligns perfectly with your target participant group. If selected, my office would partner with City Schools' Office of Teaching and Learning to ensure all requirements for participation are met and liaise between schools, central office, and your organization to facilitate this process for the benefit of students with disabilities across Baltimore City.

We welcome the opportunity to join you in this work and we genuinely appreciate your commitment to curating equitable access to enrichment and education for students with disabilities.

Respectfully yours,



Debra Y. Brooks, Ed.D.
Executive Director, Office of Special Education
Baltimore City Public Schools
200 E. North Ave, Room 204



THE NEW YORK CITY DEPARTMENT OF EDUCATION

CHANCELLOR, RICHARD A. CARRANZA ~ SUPERINTENDENT, KETLER LOUISSAINT



PUBLIC SCHOOL 596X
850 BAYCHESTER AVENUE
BRONX, NEW YORK 10475
TELEPHONE: (718) 904-5750
FAX: (718) 904-5753

JOHN SIRACUSE, PRINCIPAL

ASSISTANT PRINCIPALS:
TIMOTHY CURRIE
ELENI PARISI
EVAUNA NEVILLE

April 12, 2021

As a special education classroom teacher participating in CEI's current federally funded program Education Through Art (ETA), I want to express the value and impact of CEI's arts-based programming for students with disabilities in support of CEI's new AAE grant application.

I wanted to share some positive results from CEI's current program, upon which the new grant builds and expands. For me personally, this program has given me deeper understandings and new perspectives on how to integrate visual arts and music into the curriculum and my teaching. It has also allowed me to understand my students' strengths and interests in a deeper way which has enhanced my teaching.

For example, one of my students, who came into my classroom in December, had trouble expressing himself and was easily frustrated. He struggled to focus on his work, especially with non-preferred activities. The projects, materials and strategies in this program have allowed me to get to know him better and learn new tools and techniques that allow him to express himself and focus. We discovered his love for colors and painting when we were working with our visual art teaching artist on the Community Collage project. He is fascinated by and loves the watercolor crayons. He loves to separate and mix colors and see the magic that happens when water is added to them. We never saw him so focused and engaged in an activity before this project. I also noticed that he is happier, more expressive, more attentive and is broadening his language skills. He also enjoys the music portion with our music teaching artist. He gets excited with music, understood patterns and loved making sounds and beats on different parts of his desk.

I recently had this student's IEP meeting and shared this with his mom. She told us that she sometimes paints at home and he loves to paint with her. She also noticed that he is more expressive and communicative, especially when he returns home from school. She reported that he is happier when he comes home from school than when he leaves in the morning. She is so thrilled he is being exposed to the arts and she is grateful for all of the social emotional/behavioral work that we do during the day.

Recently, we had a lot of schedule and staff changes and I decided to give my students time to express themselves using the watercolor crayons. I put "Art" on the schedule and let them draw what they wanted while relaxing music played softly in the background. It shifted the entire energy of the classroom. They were so engaged and relaxed. Several students drew settings we learned with our earlier music teaching artist in the day. All of them knew how to use the watercolor crayons, told us when they were ready for the water and paintbrush, and were so proud of the work they did. The shift in their social/emotional wellbeing and energy allowed them to focus on the math lesson that we did after.

This example speaks to the importance of CEI's work in our current program and its significant impact on students and teachers.

Sincerely,

[Redacted Signature]

K
Special Education Teacher, PS 596X @ 153
850 Baychester Avenue
Bronx, NY 10475

April 6, 2021

Paolo Alberghini
Director of Development
Center for Education Innovation (CEI)

Dear Mr. Alberghini,

On behalf of WestEd I am pleased to support CEI's new AAE grant application. We know that CEI plans to build on the work of your success with the current federally funded Education Through Art and we look forward to seeing the results of your work in improving educational outcomes for students with disabilities through art.

The Center for Education Innovation is a nationally recognized educational nonprofit. Your focus on equity and innovation as well as your broad reach, working with school leaders, teachers, students and families to create high performing schools in under-resourced communities is right in line with much of our work at WestEd especially as it relates to students with disabilities from historically marginalized communities.

We value CEI's innovative work and support your efforts to develop and implement a robust arts education program and educational materials that utilize an arts-integrated model targeting the wide range of K-5 students with disabilities to strengthen their literacy, math, visual art, music and SEL skills.

We wish you success with your proposal.

Sincerely,



Michele Rovins
Area Director
Special Education Policy & Practice



Division of
Visual and Performing Arts Education
of the
Council for Exceptional Children

March 22, 2021

The Division of Visual and Performing Arts Education, a division of the Council for Exceptional Children, is in support of the proposed funding for the Center for Educational Innovation (CEI). As President of DARTS, I offer my support in disseminating the materials created through the proposed grant. The Center for Educational Innovation (CEI) is a nationally recognized educational nonprofit. With a focus on equity and innovation, CEI works directly with school leaders, teachers, students and families to create high performing schools in under-resourced communities to help children succeed. Building on the statistically significant results and overall success of its current, federally funded program *Education Through Art*, we support CEI's new AAE grant application as a dissemination partner, helping to ensure that the innovative arts education work produced will be shared nationally with the special education community. We value CEI's innovative work and support its efforts to develop and implement a robust arts education program and educational materials that utilize an arts-integrated model targeting the wide range of K-5 students with disabilities to strengthen their literacy, math, visual art, music and SEL skills.

Sincerely,

[REDACTED]
3131 East Weyburn Road
Richmond, VA 23235
[REDACTED]

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professional experience

Executive Director of Arts Education
Center for Educational Innovation (CEI)

2018-present

Created CEI's Arts Education Department. Develop and oversee preK-12 arts education programs serving New York City public schools and all student populations. Programs includes: (1) visual art and music student residencies that address social activism and the core subjects, and strengthen social and emotional learning skills; (2) professional development workshops, coaching and modeling to enable teachers and school staff to integrate arts-based strategies into academic instruction; and (3) family arts workshops to engage parents in their school community and provide them with educational arts projects that they can replicate with their children.

- Create programs and develop curricula
- Hire and supervise staff of arts educators
- Partner with cultural institutions, city agencies and internationally recognized artists
- Direct program's public relations/press initiative; secured citywide press coverage; and directed citywide events
- Secure foundation, corporate and government funding and create/oversee budgets

Serve as Project Director of USDOE federal four-year grant – Assistance for Arts Education Development and Dissemination (AAEDD) program. Created program and oversee program utilizing visual art and music to teach ELA and Math with special education students and teachers, in partnership with NYC School District 75. Program has achieved statistically significant increases in student and teacher outcomes. *Co-wrote and presented research paper at the Eastern Educational Research Association Conference 2021.*

Deputy Director
Learning through an Expanded Arts Program (LeAp)

2006-2017

Arts Education Programs

Oversaw arts education programs in music, dance, visual art, spoken word, theater, film. Supervised program dept serving 300 NYC public schools, 100,000 preK-12 students and 5,000 teachers/parents annually; hired/evaluated 150 arts educators, developed curricula/led staff trainings; created/directed high profile, social action, public art program for 10 yrs and mounted the largest student exhibits in NYC parks history and first to span five boroughs; and enlisted participation of major artists including Christo, Chuck Close, Julian Schnabel, Kehinde Wiley, Mark di Suvero, Jenny Holzer and Lorna Simpson. Recruited support of NYC dignitaries incl Schools Chancellors Carmen Fariña/Dennis Walcott, DCA Comm'r Levin, Parks Comm'rs Silver/Benepe and NYSCA Exec Dir Lisa Robb and partnered w/ cultural institutions/city agencies

General Administration

Partnered w/ founding directors to oversee entire organization/staff. created/oversaw budgets; and worked w/ board on fundraising, events, strategic planning, marketing and board development.

Fundraising & Events

Secured corporate/fdn support incl NY Yankees, HSBC, NBC Univ, Citibank, Hot Topic, Keith Haring Foundation and Northfield Bank; developed corporate packages w/ signage opportunities/targeted benefits; directed fundraisers/coordinated silent auctions/raffles; worked w/ team to secure public funding/ensure program alignment w/ gov't contracts; obtained monetary and in-kind donations; created/directed major citywide events; wrote speeches/speaking pts for dignitaries/staff; and planned/directed fundraising/program events.

Public Relations & Marketing

Directed public relations department; served as organization's spokesperson with TV/print/online outlets. Interviewed in features incl w/ NBC, CBS, FOX, ABC, NY1, Daily News, NY Post, and WNYC; secured press coverage (hundreds of

features); created press strategy/pitch and oversaw writing of releases/materials; directed marketing department; developed branding/identity, and supervised staff re social media marketing/e-blasts/website

Program Development Consultant

2000-2005

Ventures Education Systems Corporation

Worked with program department to develop educational strategies for the implementation of student-centered learning in the K-12 classroom. Strategies included structured thinking skills, constructive communications techniques, problem-based learning, and project learning. Worked with NYC Department of Education contracts and RFPs.

Executive Director

1997-2000

Public School ArtWorks

Directed all aspects of arts education organization, serving K-12 students. Program worked with students to create, curate and design exhibitions through in-class art classes as well as graphic design, curatorial, and exhibition design workshops with museum curators, exhibition designers, television animators, and industrial designers. Worked directly with Board, created/managed budgets, oversaw fundraising efforts and supervised staff, teaching artists and volunteers. Taught year-long art program on *arts and community* to New York City middle school students, designed curriculum and worked with NYC Department of Education, schools and district staff, managed professional art gallery featuring children's art, hosted press events and exhibition openings, and collaborated with other arts education groups.

volunteer experience

Camphill Village USA

Volunteered and served on a family committee at Camphill Village USA, a community for people with developmental disabilities. Involved with this community for many years, as I am the guardian of my aunt who is a productive and proud member of this community.

arts experience

Fine Artist: Drawings and prints exhibited in curated gallery exhibitions (2000-2018).

Illustrator: Created art for The New York Times Book Review, Pearson-Scott Foresman, Metropolitan Transit Authority (MTA), New York University, European American Music Corporation, among others.

Graphic Designer: Designed books, brochures, invitations and logos for various corporate and individual clients.

Musician: Perform original songs as singer-songwriter (guitar and vocals) at New York City music venues.

Music Curator: Produced music concert series "Downtown Music Mix" at Manhattan venue featuring a wide range of music genres and performers.

education

M.A. Anthropology - thesis pending completed all coursework

Hunter College

Focus: Cultural Anthropology: *Art, Latin America, Gender Studies.*

B.A. Cum Laude - *State University of New York at Albany*

Anthropology major (field research in Costa Rica), English minor.

Received Fine Art Drawing Award

Fiorello H. LaGuardia High School of Music and Art - *Fine Arts Major*

Art Students League – *Visual Art Student*

MICHAEL KOHLHAUSEN

PROFESSIONAL PROFILE

Seasoned Superintendent of Schools with solid experience providing leadership, accountability, supervision and organization to large urban and suburban school populations. Successful in initiating educational change and reform resulting in improved outcomes for students spanning grades pre-K to 12. Strong ability to lead, motivate, and work effectively and collaboratively with a diverse constituency.

PROFESSIONAL EXPERIENCE

Chief Executive Officer

The Center for Educational Innovation, CEI

New York, New York

June 2016 – present

Reporting to the Board of Directors, has overall strategic and operational responsibility staff, programs, expansion, and execution of mission. Duties include ensuring programmatic excellence, rigorous program evaluation, consistent quality of finance and administration, fundraising, communications, strategic planning, and to develop and support a strong Board of Directors.

Vice President

The Center for Educational Innovation, CEI

New York, New York

August 2015 – June 2016

Reporting to the President of the organization, responsible for the oversight, planning and management of a multidimensional organization anchored in its mission of ensuring for a quality public education for all students in New York City. Duties include leading a reorganization effort, strengthening a development effort to include city, state and federal grant writing, foundation outreach, and planning and mounting a large scale giving campaign; seeking and securing city, state and federal contracts. Leading, evaluating, unifying, and strengthening systems, programs, services and projects across departments to ensure for efficiencies, future collaboration, growth and long term success of the organization.

Director of Education

CEI-PEA

New York, New York

July 2013 – August 2015

Responsible for the planning, development and implementation of a Cross Network Professional Development Program serving 207 NYC Public Schools, designed to complement and support the work of the Chancellor and the Department of Education's mission, vision and initiatives. Support six Network Leaders, K – 12, under contract with the Department of Education. Responsible for all areas of leadership development, professional development, and support in all academic areas. Coordinate Intensive Support Teams and Whole School Reform contracts in Public and Charter Schools in New York, New Jersey and Connecticut.

Intensive School Support Team Leader

CEI-PEA

New York, New York

August 2011 – July 2013

Lead and provide whole school reform effort in schools identified as high need including, restart, turnaround, priority, focus, or at risk. Lead a team of turnaround specialists, in collaboration with Network Leaders and basic school support team members

- provide Intensive supervisory support for the Principal and Assistant Principals including the following:
 - development of a clear plan for intervention and improvement including the following components:
Extensive data analysis, goal development, compliance and instructional planning
 - build capacity with administrative team and teacher teams
 - on-site professional development including leadership development, coaching and school improvement planning

Superintendent of Schools
Wethersfield Public Schools
Wethersfield, Connecticut July
1, 2007 – March 2010

Responsible for the strategic implementation of the mission, vision and goals of the Board of Education resulting in significant and continuous improvement in all aspects of the School District including:

- Improved overall ranking amongst similar size Towns as confirmed in the November 2009 issue of Connecticut Magazine
- Improved Student Achievement and Student Support Services
 - Improved State Assessment Results on CMT in Literacy, Mathematics and Science
 - Improved CAPT and SAT Results at Wethersfield High School
- Improved Financial Management and Capital Improvement
- Improved Internal and External Communication systems
- Improved Use of Instructional Technology to Impact Student Achievement
- Improved Accountability Systems at All Levels
- Enhanced Collaboration and Support for Staff and Community Members at All Levels

Assistant Superintendent for Instruction Port
Chester Rye Union Free School District Port
Chester, New York
2001 – June 30, 2007

Responsible for all aspects of Curriculum and Instruction, Instructional Technology, Special Education, and Assessments for the Port Chester-Rye Union Free School District. Port Chester is a high need, high performing District that embraces diversity and strives for "Success for Every Student".

Accomplishment highlights:

- Initiated and developed, via committee, a research based teacher evaluation tool
- Developed, via committee, a Five Year Instructional Technology Plan
- Strengthened reading intervention programs
- Strengthened Special Education continuum of programs including inclusion and co-teaching programming including enhanced special education self contained classrooms
- Initiated Data Warehouse Project
- Led adoption of K – 8 Inquiry based Science Program
- Initiated curriculum mapping project
- Strengthened parent programs and the home school connection
- Founding partner of the Southern Westchester Collaborative High School, a therapeutic, regents prep, alternative high school program
- Implemented a School based Health Center initiative in three locations

Assistant Superintendent, Student Support Services
Hartford Public Schools
Hartford, CT
1999 – 2001

Accountable for all operations inherent in a comprehensive student support services division. Areas of

responsibility include special education, attendance, guidance, health services, social work, speech language and hearing, psychological services, parental involvement, family resource centers, career readiness, adult and alternative education, extended day/year activities
community based organization and business collaborations and partnerships, discipline, and redistricting.

**New York City Department of Education
1988 -1999**

Acknowledged with a variety of increasingly responsible roles that afforded the opportunity for a continuum of learning and experience from the school level up through the Office of the Superintendent. Highlights of accomplishments in New York include:

Director of Pupil Personnel Services, CSD 6	1998-1999
Executive Administrator, Office of the Superintendent, CSD 12	1997-1998
Assistant Director of Funded Programs, CSD 12	1994-1997
Assistant Director of Pupil Personnel Services, CSD 12	1991-1994
Social Worker, CSD 12	1988-1991

EDUCATION

Ed.D.	Education Administration	Columbia University	A.B.D.
Masters	Social Work	Fordham University	1988
BA	Psychology	College of New Rochelle	1986
N/A	Graduate School of Education	College of New Rochelle	1990-1991

CERTIFICATIONS

State of New York:	District Administrator
	Administrator/Supervisor
	Certified Social Worker
State of Connecticut:	093 Superintendent of Schools
	092 Intermediate Administrator/Supervisor

Carey Stangl

Education

Georgetown University | Washington, DC | 2018- 2019

Spring semester exchange with Sotheby's Institute of Art in NYC taking courses in Contemporary Art and Art Business

M.A. Art and Museum Studies

Focus: Museum Education

Seattle University | Seattle, WA | 2013- 2017

Summa Cum Laude

B.A. Art History with Departmental Honors

Minor: Non-Profit Leadership

Art & Museum Experience

Pioneer Works | Educator | New York, NY

September 2019-

- Independent contracted Educator for Fall K-12 School Tour Programs
- Developed two-hour interdisciplinary lesson plan, which includes a gallery discussion and art making workshop that aligns with the NYCDOE "Blueprints for Teaching and Learning in the Arts" and Common Core
 - Up to 30 students per workshop
- Participate in exhibition walk-throughs and educator trainings

Rubin Museum of Art | Teaching Artist | New York, NY

September 2019-

- Teach a variety of exploratory K-12 art making workshops (30 students per 1-hour session)
- Lead K-12 NYCDOE classroom residency, "Math and Mandalas"
 - Multi-session workshop that supports interdisciplinary connections
- Attend weekly Docent trainings

Rubin Museum of Art | Apprentice Museum Educator | New York, NY

Summer 2019

- Provided administrative support for summer teens program Virtual World: Teens Code including acting as liaison between Educators and Teaching Artists and developing and gathering program evaluations
- Supported production of annual Family Events including Block Party (served 4,000 visitors)
- Assisted and supported set-up, production, and house management of the museum's public adult programs including concerts, films, talks, performances and workshops
- Taught school art making workshops (30 students per 1-hour session)

Smithsonian National Portrait Gallery | Youth and Family Programs Intern | Washington, DC

Fall 2018

- Developed materials and assisted in leading weekly Conversation Circle program for adult English learners
- Assisted in the organization and production of several large programs including: Family Day—Hispanic Heritage Month, Día de los Muertos, Morning with the Girl Scouts, Morning at the Museum
- Conducted research for Educator led tours
- Assisted with repeat family programs such as: Young Portrait Explorers, Portrait Story Day, Open Studio
- Managed attendance data for youth and family programs

Frye Art Museum | Education Programs Assistant | Seattle, WA

January 2018-August 2018

- Managed the Museum's Gallery Guide Program (30 Gallery Guides)
 - Onboarded 20 new participants into the Gallery Guide program
- Coordinated all Museum tours [public, private, school]: 45 public tours per month; 5 private tours per month; 12 school tours per month
- Managed the Education department's program data using Altru
- Provided support for School and Youth Programs, Adult Programs, and Creative Aging Programs
- Led ticketing for public programs such as the Museum's Art History Lecture Series

- Developed curriculum for Art in Your Classroom lessons
- Taught as the art instructor for the following programs:
 - Art in Your Classroom (30 students per 90 minute session)
 - Art studio lesson for school field trips (30 students per 1 hour session)
 - Art making portion of the Frye Small Frye program (60 pre-K students and parents per session)

Living Computers: Museum + Labs | Seattle, WA

Fall 2017

- Temporary position to develop and coordinate the Museum's first membership renewal campaign
- Exceeded 2017 membership renewal goals
- Assisted with membership and admission sales

Vulcan | Seattle Art Fair VIP Program Intern | Seattle, WA

Summer 2017

- Collaborated with the VIP Program Coordinator, Vulcan events team, and Sponsorship Hospitality Intern to ensure the successful execution of the Seattle Art Fair VIP Program, which included nearly 40 events ranging from tours, education programs and private events
- Managed the on-boarding process of 13 temporary staff to support the setup and check-in process for each VIP program activity
- Managed the invitation and RSVP process for VIP program participants, including the use of an online registration system
- Contributed to the development of VIP program participant survey and data collection

Seattle Art Museum | Public Programs Intern | Seattle, WA

May 2016-May 2017

- Supported production and execution of the following large-scale public programs: Summer at SAM (14 sessions), Winter in the Park (6 sessions), SAM Lights, SAM Remix (3 sessions)
- Assisted with research and development of family and adult programming
- Coordinated 'My Favorite Things' tour series

Hedreen Gallery & Lee Center for the Arts | Gallery Attendant; House Manager | Seattle, WA

Fall 2014-June 2017

- Gallery skills: troubleshooting, customer service, gallery management, social media management
- Managed Front of House and box office for the Lee Center for the Arts theater
- Produced the quarterly programme for every theater performance

Bow Arts Trust | Nunnery Gallery Intern | London, England

Fall 2015

- Oversaw the Gallery during operating hours and special events
- Maintained the Gallery's Instagram
- Coordinated the schedule and training of gallery volunteers

The Contemporary Austin | Family and Community Programs Intern | Austin, TX

Summer 2015

- Developed curriculum for educational programs
- Facilitated hands-on art making sessions during free 'Second Saturdays'

Skills

-
- **Operating Systems:** TMS, Altru, Raiser's Edge
 - **Computer:** Canvas, Adobe Suite, Microsoft Office Suite, Google Suite
 - **Curriculum Development:** Training in Visual Thinking Strategies, Common Core, Washington State Standards, NYCDOE "Blueprints for Teaching and Learning in the Arts"
-

Awards & Activities

-
- Undergraduate Honors Thesis: *Feminist Theory, Institutional Critique, and the Reconceptualization of Museum Identity*
 - Buhr Award- Awarded to the student with the highest graduating GPA in each major within Seattle University's College of Arts and Sciences

JESSICA REISCH

EDUCATIO

Brown University, B.A., Magna Cum Laude, Education Studies, GPA: 4.0/4.0 **Graduated May 2019**

- Coursework in: education policy, visual art, gender & sexuality studies, and nonprofit management

TEACHING EXPERIENCE

Uncommon Schools | Kings Elementary School

Third Grade Co-Teacher

Brooklyn, NY | Present

- Responsible for teaching informational reading, science, social studies, and math to class of 30 students

Summer Teaching Fellow

Brooklyn, NY | Summer 2018

- Taught rigorous Summer Academy program for rising third grade students

Planned Parenthood of Southern New England, Sexual Health Educator

Providence, RI | 2016-2019

- Worked with PPSNE community educators and fellow Brown students to develop two, eight-lesson series in alignment with PPSNE's evidence-based curricula
- Led weekly sexual and reproductive health course at various high schools in Providence

CityArts, Volunteer Teaching Artist

Providence, RI | 2017-2018

- Designed and taught weekly after school art class to middle school students

Brown Elementary Afterschool Mentoring (BEAM), Art Teacher

Providence, RI | 2015-2019

- Developed weekly lesson plans and projects for arts-focused afterschool clubs
- Tutored students grades K-5 in reading, writing, and STEM (science, technology, engineering and math)

Nivå Skole Nord, Assistant Teacher

Copenhagen, Denmark | Fall 2017

- Co-taught three eighth grade English language courses per week at Danish secondary school

WORK EXPERIENCE

Taubman Center for American Politics and Policy, Research Assistant

Providence, RI | 2018-2019

- Coded and analyzed extensive qualitative data set for research on the Common Core State Standards

Washington County Coalition for Children, Research Assistant

Washington County, RI | 2016-2018

- Designed, administered, and analyzed survey to assess community misconceptions about bullying and inform preventative programming

The Robin Hood Foundation, Intern

New York, NY | Summer 2017

- Evaluated social-sector investment opportunities and engaged in visits with community partners

Rhode Island Hospital, Department of Psychiatry, Intern

Providence, RI | Summer 2017

- Facilitated workshops in middle and high schools focusing on sexual assault and sexual violence prevention
- Transcribed and hand-coded extensive qualitative data from participant interviews

Free Arts NYC, Intern

New York, NY | Winter 2016

- Contributed to curriculum ideas and organized materials for after school arts programming

VOLUNTEER & LEADERSHIP EXPERIENCE

The Womxn Project, Volunteer

Providence, RI | 2018-2019

- Lobbied to pass the Reproductive Privacy Act, codifying the right to safe, legal abortion care in Rhode Island

Sexual Assault Peer Education Program, Facilitator

Providence, RI | 2017-2019

- Led workshops about sexual assault and violence prevention to create community-based plans for accountability and change on Brown University's campus

Brown University's Engaged Scholars Program, Department Representative

Providence, RI | 2017-2019

- Collaborated with students and staff to strengthen program and build community

Meiklejohn Leadership Program, Peer Adviser

Providence, RI | 2016-2019

- Advised first-year students on a variety of social and academic opportunities and issues

The Swearer Center at Brown University, Communications Student Staff

Providence, RI | 2017-2018

- Created informative social media content and managed social media accounts

SKILLS

Technical: Word, PowerPoint, Excel, Photoshop, SPSS Statistics, NVivo

Language: conversational Spanish

Interests: sculpture, painting, drawing, reading, hiking

PR/Award # S351A210115



Education

S.I.T. Graduate Institute - Brattleboro, VT

Master of Arts: Intercultural Service Leadership and Management. Focus on Training Design/Facilitation, August 2016

Pratt Institute - Brooklyn, NY

Bachelor of Fine Arts: Communication Design/Art Education/New York State Teaching Certification, May 2002

SUNY Farmingdale University - Long Island, NY

Associates in Applied Sciences: Advertising Art & Design, May 1998

Experience

Teaching Artist / Visual Artist: Art Out of Anything - New York, NY

September 2019 – Present

Art Out of Anything, is an emerging collective of Queens and Long Island based artists working on cultural community engagement projects

Teaching Artist: Teatro SEA (Society of the Educational Arts) - New York, NY

February 2019 – Present

- Design and implement visual arts curriculum / activities for children, adults and elders

Guide Developer: GIVE Project (Growing Inclusivity for Vibrant Engagement) - New York, NY

May 2019 – Present

A collaboration between Community Word Project, The New Victory Theatre and Arts Connection

- Collaboratively develop resources around inclusion in NYC classrooms for Teaching Artists, culminating in the creation of an open source website housing the project

Program Facilitator: Community Word Project / Teaching Artist Project (TAP) - New York, NY

April 2018 – Present

Teaching Artist Project is a comprehensive training and internship program designed to prepare practicing artists to bring their craft to the classroom. The program entails a rigorous curriculum, rich in social justice-based pedagogy.

- Collaboratively plan, facilitate, and develop workshops & materials. Train participants through workshops, elective seminars and panels in partnership with director and co-facilitators, including *Summer Institute* a three day intensive program for working teaching artists
- Assist with TAP trainee development projects such as providing trainees with feedback, administering creative support and evaluating lesson plans during internships

Director of Group Travel / International Director: Global Leadership Adventures (GLA) - 2017 – Present

• Rancho Quemado, Costa Rica – June 2019 • Cuzco, Peru – March 2019 • Parismina, Costa Rica - June 2018 – August 2018 • Xela, Guatemala - April 2017 & June – August 2012

GLA creates customized itineraries for high school service learning trips abroad by collaborating with educators, leaders and administrators fostering an ethical global perspective

- Designed and applied a pre-program training for staff and implemented GLA's service learning leadership curriculum with participants
- Translated between English and Spanish for staff, participants and local partners establishing a mutual level of comfort and inclusivity while overseeing program integrity and logistics
- Upheld team centered practices such as co-leadership amongst staff and consistently cultivated intercultural awareness
- Monitored the physical and emotional well-being of the participants 24/7 and collaborated with staff to provide a safe environment and culturally nourishing experience.

Creative Facilitator/Consultant: ArtCorps – Punta Gorda, Belize

March 2014 – April 2016

Through the use of arts based techniques and creative leadership training, I worked to build the creative capacity of Environmental Conservation professionals operating in Belize and Guatemala as part of the Gulf of Honduras Creative Conservation Project. PR/Award # S351A210115

- Designed, scheduled and facilitated training and coaching sessions that reinforced theories and practices in ArtCorps' Creative Leadership for Social Change curriculum
- Co-created an open source curriculum highlighting the creative environmental education activities developed throughout the project

PeaceMover/Latin America Programs Coordinator: Move This World (MTW) - New York, NY

August 2013 – March 2014

- **PeaceMover:** Facilitated movement and theatre based interactive curriculum with youth in Pre K-12th grade, educators, parents and youth development workers in various NYC public, private, and charter schools, as well as with community organizations and local corporations; modified and co-edited curriculum with the Program Manager
- **Programs Coordinator:** Assisted the MTW Latin American Director of Operations with all aspects of their current programing in Colombia; including developing the proposal for a U.S. Embassy Youth Violence Prevention Programs Grant, awarded to us in 2014

Small Business Development Volunteer: Peace Corps - Baknou, Morocco

September 2009 – November 2011

Within a small rural village, I worked with the women of “Association Konouz pour la Femme Rural” on increasing their economic opportunities while enhancing their artistic and professional skills.

- Educated, formally and informally, on the following: empowerment, leadership, professionalism, management, basic business & math skills, communication, networking, product development, product quality control, color theory, creativity and cross-cultural collaboration
- Spearheaded a fundraiser for the installment of electricity and running water in the Association building; giving the association access to the international artisan market

DREAM Volunteer: The DREAM Project - Cabarete, Dominican Republic

June 2008 – February 2009

- **Instructor:** Writing Through Art, Youth Professional Development and Visual Arts classes
- **Arts Coordinator:** Responsible for signage, graphic design and everything creative for DREAM
- **Teaching Artist:** Led a youth Mural group, collaborated with local artists/parents, held art workshops for the community and assisted with a woman's artisan group

ArtCorps Volunteer: Riecken Foundation - Quiche, Guatemala

January 2007 – January 2008

- Organized children and adults to participate actively in improving the environmental, health, and social conditions in their communities through collaborative, community art projects
- Designed and facilitated training for the newly arrived 2007 Peace Corps volunteers: “How to incorporate creativity into your primary projects” (Peace Corps: Milpas Altas, Guatemala)

Visual Arts Instructor/Arts' Coordinator: SCO Family of Services - Brooklyn, NY

2001 – 2006

- Created cross-cultural themed lesson plans and projects emphasizing collaboration for youth and adults
- Managed a staff of Art Instructors; acted as a liaison between other them and other staff
- **Independent Consultant:** Painted murals for SCO and the N.Y.C. Department of Education

Trainings & Volunteer Commitments

Earth Celebrations: NYC, February - May 2018, Ecological City Project: “A cultural and climate solutions action project, performance and art event featuring a procession of visual art, giant puppets, costumes, dance, music, theater and poetry”

The Center for Artistic Activism: NYC, October 2017, Art Action Academy Graduate: “An intensive training to help socially-engaged artists make their work more impactful and better evaluate the effect of their work”

Skills

Language: Fluent English and Spanish, conversational Tamazight (Moroccan Berber), conversational Portuguese

Arts: Crafts, Jewelry, Illustration, Photography, Painting, Murals, Drawing, Ceramics and Design

Curriculum Development & Training: Activity/Workshop design and facilitation

ALEXANDER E. OWEN

EDUCATION

- TEACHERS COLLEGE, COLUMBIA UNIVERSITY**, New York, NY Expected May 2021
Master of Arts in Music & Music Education with Initial New York State Certification in Music Pre-K-12
- CONNECTICUT COLLEGE**, New London, CT May 2012
Majors: International Relations, Hispanic Studies **Minor:** Music
Honors: *Cum Laude, Distinction in International Relations*
- COLUMBIA GRAMMAR & PREPARATORY SCHOOL**, New York, NY May 2008

TEACHING EXPERIENCE

- PS. 103 Hector Fontanez School**, Bronx, NY September 2020 - Current
Student Teacher
- Teach weekly synchronous remote music class for Pre-K-5th grade students
 - Work with Cooperating Teacher to develop curricula and assessments
 - Create lesson plans for synchronous music classes
- Columbia Grammar & Preparatory School**, New York, NY April 2020 - June 2020
Pre-K and Kindergarten Leave Replacement Music Teacher
- Taught Kindergarten and Pre-K music classes remotely
 - Created content, including videos and activities, for students to view asynchronously
 - Developed curricula and assessments for students to demonstrate understanding
 - Facilitated daily synchronous class with other specialists in music, art, science, and movement
- Columbia Grammar & Preparatory School**, New York, NY October 2019 - March 2020
Substitute Teacher
- Substitute Teacher as needed in Grammar, Middle, and Prep School
 - Taught music, spanish, art, Pre-K, and technology classes
- Straight 8 Jazz Master Camp**, Dallas, TX July 2017 & July 2019
Guest Artist
- Taught music theory and improvisation to high school band students
 - Conducted advanced jazz band rehearsals and performances
 - Facilitated master class on music professionalism and music business
- Archdiocese of New Orleans Band Program**, New Orleans, LA August 2013 - May 2016
Band Director
- Taught basic music and instrumental instruction classes to students ages 7-13
 - Recruited new students at all ability levels to join band program at multiple schools
 - Prepared and directed students in various groups for seasonal public performances
 - Developed new curricula for 3rd grade general music classes

PERFORMING EXPERIENCE

- Professional Jazz Musician**, New York, NY & New Orleans, LA June 2012 - Current
Trumpet/Singer
- Plays trumpet and sings as a freelance professional jazz musician
 - Performs at festivals, weddings, corporate events, bars, restaurants
 - Bandleader for the *Messy Cookers Jazz Band* which performed extensively in New Orleans for 7 years including the New Orleans Jazz & Heritage Festival and the French Quarter Festival
 - Touring experience throughout the United States
- Connecticut College**, New London, CT Fall 2008 - Spring 2012
Traditional Jazz Band/Jazz Ensemble/Concert Band
- Rehearsed and performed weekly with each ensemble
 - Performed in concerts at school and outside venues
 - Bandleader, organizer, featured soloist, and lead trumpet in all ensembles

LANGUAGE SKILLS: Fluent in Spanish

Anne Rosenthal

Professional experience

1986- 2018 Hunter College Elementary School, New York, NY Art Teacher PreK-6

- Meet with all students weekly
- Work in all media including varied techniques of painting, printmaking, collage, construction and sculpture. . Collaboration with classroom teachers on art projects related to other curriculum areas Collaboration with the music program on costumes and scenery for school productions
- Teach several classes in the after school enrichment program.
- Co-sponsor of the student council, facilitating student initiated community service projects.
- Work with PTA to put together annual student art calendar
- **Administrative Duties:**
 - Member of the admissions committee for the elementary school. Review, evaluate, and choose applicants to the school.
 - Personnel and Budget Committee. Elected by peers to participate in the evaluation and rehiring of untenured teachers.
 - Sponsor and mentor student teachers from the Art Education programs at Brooklyn College and Teacher's College, Columbia University.
 - Coordinator of the after school enrichment program, 1988-2007

Additional professional activities

Adjunct Professor, Brooklyn College, City University of New York, 2003-Present. Art in the Early Childhood/Elementary Classroom in a combined studio and theory class to students in the Bachelor of Arts and Master of Arts in Education programs.

Adjunct Professor, New York University, Art Department, 1993-2003.

Elementary school art education in a combined methods and theory class to graduate students in the elementary education and art therapy programs.

LEAP (Learning Through and Expanded Arts Program). 1980-1986. Developed and taught

arts in education curriculum in public schools throughout New York City.

Art and Remembrance web site (2009): Contributed lesson plan and student art work to the web site of this non profit arts organization dedicated to teaching **awareness** and tolerance. It can be seen at: www.artandremembrance.com

Education

Rhode Island School of Design, BFA, Printmaking

Brooklyn College, City University of New York, MFA, Painting.

Blackboard Honor Award for outstanding teaching, 2004.

Honors and Awards

NALS, National Association of Laboratory Schools Grant

Fellowships, U-Cross Foundation, Ragdale Foundation, Virginia Center for the **Creative Arts**

Charles G Shaw Award for Painting, Brooklyn College, 1985

Hans Luchs



PROFILE

I have been teaching professionally since 2010, in various capacities. I also have been a performer during that time as well. I enjoy helping others succeed and believe that my experiences as a teacher and performing musician can help others.

EXPERIENCE

Teaching Artist- The Leadership Program 2018-Present

I currently work as a teaching artists on Wednesday afternoons at Richard R Green High School teaching music. Right now I am preparing the kids for their graduation concert- which includes guitar, voice, and percussion.

Substitute Teacher- NYC Public Schools 2017-Present

In this position I have been filling in and teaching a variety of classes as needed. The student body is very diverse and I have taught primary and secondary school.

Teaching Artist, Chicago Jazz Philharmonic, Chicago 2014-2016

In this position I taught a group guitar class to primary school children at Holden Elementary, which is a CPS school. Kids interested in this program would be dismissed from their regular classes early so that they could take my class. Topics included guitar technique and fundamentals, music literacy, and general music theory.

Adjunct Guitar Instructor, Morton College, Cicero, IL 2015

In this position I was filling in for the regular guitar instructor at Morton College while he was on sabbatical for one semester. My job was to teach private guitar lessons for college credit.

North Shore Guitar Academy, Wilmette, IL 2012-2013

In this position my job was to teach private guitar students for the academy. It ranged from young children to senior citizens, though most of my students were school aged. I taught here while I was in graduate school and moved on after graduation.

Hix Brothers Music, Aurora, IL 2010-2012

This was my first job teaching music. It was a music store in my hometown where I taught private guitar lessons.

Musician, USA and Abroad 2007-Present

I am a professional musician (guitarist) that has played with a range of artists including two tours with 8 time grammy winner Pepe Aguilar and Motown legend Martha Reeves. I've performed all across the US, as well as Sweden, the UK, Canada, and Mexico

EDUCATION

DePaul University, Chicago, IL M.M. in Jazz Performance, 2013 University of Illinois at Chicago- B.A. in Music Performance, 2011

Holly Oberacker, LMHC, ATR



QUALIFICATIONS

Creatively demonstrates innovative strategies for those with mental health or educational needs.
Strong background in researching, planning and executing lectures in the Mental Health and Education fields.

Productively and effectively designs art based strategies for all learners.

EDUCATION

MA in Art Therapy, University of Illinois-Chicago, IL 1997

BS in Art, James Madison University, Harrisonburg, VA 1993

WORK EXPERIENCE

Co-Founder, Navigating ADHD, Inc. 2/09-present

Co-author *Navigating ADHD: Your Guide to the Flip Side of ADHD*

Co-author *ADHD ARTGuides*

Co-author ebooks, *Navigating Screens and ADHD* and *Navigating ADHD's Guide to School Meetings*

Develop treatment plans, design art based strategies, assess progress for 1:1 counseling sessions

Develop and present trainings for clinicians, educators, and parents

Design and implement parent/caregiver support groups

School Counselor, Cape Cod Academy 1/18-present

Provide in school counseling support for grades K-12

Create and manage learning profiles for students with learning disabilities and medical/behavioral diagnoses

Private Practice Clinician, Holly Oberacker, PC 6/03-12/15

Provided individual and group counseling for children, adolescents, adults, and families

Prepared informative reports on specific learning disabilities or mental health diagnoses for treatment teams or school employees

Participated on expert panels for Parent Connection Series

Implemented training workshops for parents, schools, mental health and social service agencies

School Counselor, Riverview School, 10/01-6/03

Provided school based counseling support for residential students with learning disabilities, Autism Spectrum Disorder, ADHD, and developmental delays

Developed and executed staff in-service trainings and workshops

Developed crisis response program

Developed Anger Management curriculum for support groups

Navigating ADHD, Inc.



Navigating ADHD, Inc., 2009-Present

Publish *Navigating ADHD, Inc. Your Guide to the Flip Side of ADHD*

Receive Mom's Choice Award for *Navigating ADHD, Inc. Your Guide to the Flip Side of ADHD*

Publish ADHD ARTGuides Training Curriculum

Awarded Innovative Programming CHADD International Conference 2013

Develop and present workshops for clinicians, educators, and families

Create Navigating ADHD Multi-modal approach combining Art Therapy and ADHD Coaching

Design and facilitate parent support groups

Implement strength based social skills groups for children and teens

Write articles for newspapers and online magazines on subjects pertaining to ADHD

Presentation History

Navigating ADHD's Recipe for Being the Difference in the Life of a Child. Fusion Academy, Webinar, February 2021

Navigating ADHD's 10 Rules of Parenting During a Pandemic. Titcombs Bookstore, Webinar, November 2020

Navigating ADHD and Driving, Grand Prix Driving School, Hyannis, MA September 2019

Navigating ADHD and Communicating with the Brain in Mind, Sturgis SEPAC, Hyannis, MA October 2019

How to Yell Less and Be Heard More, Noodle Pros, Webinar, June 2019

The Fifth Annual Cape Cod ADHD Summit, Hyannis, MA October 2017

Navigating Executive Functioning and Organization, Sandwich, August 2017

What is ADHD Coaching and Art Therapy? Navigating ADHD Learning Center. Centerville, Ma. February 2016

Top 25 Tips for Teachers. Lawrence Middle School. Falmouth, Ma. February 2016

The Flip Side of ADHD. Lawrence Middle School. Falmouth, Ma. February 2016

The Fourth Annual Cape Cod ADHD Summit. Hyannis, Ma. October 2016

Navigating Executive Functioning Part I. Nantucket Elementary School. Nantucket, Ma. December 2015

Navigating Executive Functioning Part II. Nantucket Elementary School. Nantucket, Ma. December 2015

Communicating with the ADHD Brain in Mind. Noodle. Webinar, October 2015

The Third Annual Cape Cod ADHD Summit. Hyannis, Ma. October 2015

ADHD and Chores. ADHD Awareness Expo. October 2015.

Navigating Executive Functioning for Teachers. Sandwich STEM Academy. Sandwich, Ma. October 2015

Navigating Executive Functioning for Families. Sandwich STEM Academy. Sandwich, Ma. October 2015

Back to School and ADHD. Navigating ADHD Learning Center. Centerville, Ma. September 2015

Boosting Social Skills. Navigating ADHD Support Center, Centerville, Ma. August 2015

Anxiety and ADHD in Girls. Navigating ADHD Support Center, Centerville, Ma. July 2015
The Organized Child. Sandwich STEM Academy. Sandwich STEM Academy, Sandwich, Ma. May 2015
Navigating Executive Functioning. Nantucket Elementary School. Nantucket, Ma. March 2015
Navigating ADHD, Autism Speaks, Nantucket, Ma. January 2015
What ADHD Is and Isn't. Tyngsborough SEPAC. Tyngsborough, Ma. January 2015
Shire Digital Innovations Summit. New York City, NY. December 2014
Creating Circles of Support. Navigating ADHD Learning Center. Centerville, Ma. November 2014
Using Art to Build Strategies. The Second Annual Cape Cod ADHD Summit. Hyannis, Ma. October 2014
The Second Annual Cape Cod ADHD Summit. Hyannis, Ma. October 2014.
Effective Family Communication. ADHD Awareness Expo. October 2014.
Laurie Dupar's Telesummit. July 2014.
Building Social Skills. Navigating ADHD Learning Center. Centerville, Ma. June/July 2014
ArtWORKS!®. ACO Conference. Phoenix, Az. May 2014
Top Tips for Teachers. Nantucket Elementary Schools. Nantucket, Ma. April 2014.
More Ways to Succeed with ADHD! Titcombs Book Shop. Sandwich, Ma. March 2014
What is ADHD Coaching and Art Therapy? Nantucket Cottage Hospital. Nantucket, Ma. February 2014.
Executive Functioning in Children and Teens. Navigating ADHD, Inc. Centerville, Ma. December 2013.
Innovative Programming. CHADD International Conference, Washington, D.C. November 2013.
The First Annual Cape Cod ADHD Summit. Navigating ADHD and Kids Cape Therapies. Co-chairs and Speakers, Hyannis, Ma October 2013
Be the Difference! Keynote Address, Girl Scouts of Eastern Massachusetts Annual Conference, Lexington, Ma September 2013
Boosting Social Skills. Navigating ADHD Support Center, May 2013
Completing the Circle: 5 Steps to Building a Support Team for ADHD Youth. ACO Conference, Atlanta, GA April 2013
Navigating Homework and Routines. Navigating ADHD Support Center, January 2013
The Flip Side of ADHD. Navigating ADHD Support Center, November 2012
Creating Circles of Support. ADHD EXPO, October, 2012
What ADHD Is and Isn't and Communicating with the Brain in Mind. Upper Cape Technical School, Bourne, Ma October 2012
What ADHD Is and Isn't. Navigating ADHD Support Center, August, 2012
Creating Circles of Support. Navigating ADHD Support Center, May, 2012
The Flip Side of ADHD and Communicating with the Brain in Mind. Benjamin Franklin Charter School, Westborough, April 2012
Top 25 Tips for Teachers. Falmouth Academy, Falmouth, Ma, April 2012
Top 25 Tips for Teachers. Benjamin Franklin Charter School, Westborough, April 2012
Navigating Homework and Routines. Cold Springs Elementary School, Plymouth. March 2012
Executive Function Skills. Cape Cod Children's Museum January 2012
Boosting Social Skills. Navigating ADHD Support Center December 2011
The Flip Side of ADHD. Springfield Elementary School. Springfield, Ma November 2011
Navigating Homework and Routines. Cape Cod Children's Museum November 2011
The Flip Side of ADHD and Communicating with the Brain in Mind. Cold Springs Elementary School, Plymouth. October 2011

Communicating with the Brain in Mind. Cape Cod Children's Museum October 2011
Communicating with the Brain in Mind. ADD Resources, ADHD Expo October 2011
The Flip Side of ADHD. ADD Resources. Teleseminar June 2011
What ADHD Is and Isn't and Communicating with the Brain in Mind. ADD-In of Plymouth. May 2011
The Flip Side of ADHD and Communicating with the Brain in Mind, Navigating ADHD Support Center, May 2011
From Frenzy to Focus, Navigating ADHD Support Center, April 2011
From Frenzy to Focus, Mass AEYC, March 2011
Navigating ADHD, Parent Connection Series, December 2010
What ADHD Is and Isn't, Falmouth SPEDPAC, October 2010
Communicating with the Brain in Mind, Sandwich PAC October 2010
Communicating with the Brain in Mind, Quincy After School Child Care, Quincy, Ma August 2010
What ADHD Is and Isn't, Quincy After School Child Care, Quincy, Ma August 2010
From Frenzy to Focus, Home Health and Child Care, Brockton, Ma March 2010
Communicating with the Brain in Mind. ADD Resources. Teleseminar March 2010
Executive Function Skills, Navigating ADHD Support Center, Centerville, Ma December 2009
What ADHD Is and Isn't, Grange Hall, Sandwich, Ma December 2009
From Frenzy to Focus, Grange Hall, Sandwich, Ma November 2009
Communicating with the Brain in Mind, Parent Connection Series, Falmouth, Ma October 2009
Communicating with the Brain in Mind, Sandwich PAC, Sandwich, Ma March 2009
Communicating with the Brain in Mind, ADD Resources Tacoma, WA March 2009

Publication History

Bromley Goodwin and Oberacker, *Help Your Daughter Discover Her Girl Power Through Art*, www.additudemag.com, April 2020

Bromley Goodwin and Oberacker, *The Art of Happiness-and Self-esteem*, www.additudemag.com, August 2019

Bromley Goodwin and Oberacker (2019) *Navigating ADHD's Guide to School Meetings* ebook

Bromley Goodwin and Oberacker *10 Ways College Students With ADHD Can Succeed in Online Courses*, www.noodle.com, August 2019

Bromley Goodwin and Oberacker *The Best Colleges for ADHD*, www.noodle.com, July 2019

Bromley Goodwin and Oberacker *The Best Careers for ADHD*, www.noodle.com, April 2019

Bromley Goodwin and Oberacker (2017) *Navigating ADHD and Screentime* ebook

Bromley Goodwin and Oberacker (2016) *ADHD ARTGuides* Training Curriculum.

Bromley Goodwin and Oberacker *The Flip Sides of ADHD: Balancing the Challenges and Strengths*, www.noodle.com, September, 2015

Bromley Goodwin and Oberacker (2013) Contributing Authors, *More Ways to Succeed with ADHD*.

Bromley Goodwin and Oberacker (2012) *5 Tips for Deciding if Medication Is the Right Choice. Kidding Around*, January/February 2012.

Bromley Goodwin and Oberacker, *Navigating ADHD: Your Guide to the Flip Side of ADHD*. Indianapolis: Authorhouse, 2011.

Bromley Goodwin and Oberacker, *A Multi-Modal Approach to ADHD*. www.HowtoLearn.com, March 2009.

Bromley Goodwin and Oberacker, *Navigating ADHD. ADD Resources Newsletter*, 2010

Bromley Goodwin and Oberacker, *Unpacking the Messy Backpack*. Kids on Cape, September 2009

Bromley Goodwin and Oberacker, Cape Cod Today Blog regular contributors

Media Presence

Fox 25 News Boston

NBC's Mass Appeal

Bill Corbett's Cooperative Kids

Cape Cod Parent Connection Series

Sunday Journal WQRC

Cape Cod Book Scene

Cape Cod Times

Attention Radio with Jeff Copper

Associations

CHADD, ADDA, ICF, ACO, APA

ADDA

ICF

ACO



JAMES PUGLIESE, EDUCATOR/COMPOSER/MUSICIAN

PERFORMANCE/COMPOSITION EXPERIENCE

1976 - 2018

- International recording artist on over 120 CDs of New Music, Classical, Jazz, and Rock, including major and independent film scores. Labels include: Sony, Warner Bros., Nonesuch, New World, and CRI. Xylophone Soloist with The London Sinfonetta (Kent Nagano conductor) on Decca Records release of Michael Torke's "Slate."
- Toured and performed with Speculum Musicae, Harry Partch Ensemble, John Zorn Classical Ensemble, and regularly with The Philip Glass Ensemble.
- Critically acclaimed composer. Latest CD "Phase III Live @ Issue Project Room NYC recognized as best new release of 2008 by All About Jazz New York magazine.

EXPERIENCE AS EDUCATOR

- 2001-Present: BMI Composer-in-Residence at LaGuardia High School of Music & Art (teaching composition, organizing, coaching and conducting student composer performances).
- 2014-2017: Created implemented and supervised fourteen Arts After-School Programs throughout NYC for Learning Through Expanded Arts Programs.
- 2005-2014: Supervising Director AND Creator of LeAp's award winning RADICAL ARTS VENUE and Education Center @ CIS 22 (Bronx, NY). Designed and implemented middle school model for LeAp OST arts program. Winner of three major after-school arts awards.
- 1985-2004: Teaching Artist, Teacher Trainer, Education Specialist, Curriculum Development for Learning Through Expanded Arts Program
- 1980-Present: Workshops including Rutgers University, University of Pittsburgh, University of Arizona, and Oklahoma University on Twentieth Century composition techniques, and performance and improvisation techniques.
- 1997: University of Bridgeport, composition and technology

EDUCATION

- 1970: B.A. Rutgers University
- 1976: M.M. SUNY Stony Brook

AWARDS

- 2007: New York Life Award for Excellence in Arts After-School Programming • 2008: Latest CD "Phase III Live @ Issue Project Room NYC recognized as best new release of 2008 by All About Jazz New York magazine.
- 2009: PASEsetter Award (for best director NYC After-School Arts Center)
- 2010: MetLife After-School Innovator Award (one of six awarded nationally)

Education

2003	The Art Institute of Boston at Lesley University, BFA, Fine Arts Major Graduated with Honors
2001	Fashion Institute of Technology, SUNY, AAS, Fine Arts Major Graduated Suma Cum Laude
1998	LaGuardia High School of Music and Art and Performing Arts, Fine Arts Major

Experience

2/17 - Present	<u>SAR Academy, Lower and Middle School</u> , Bronx, NY <i>Visual Arts Educator</i> <ul style="list-style-type: none"> Provide instruction for the art curriculum in printmaking and ceramics for grades 4-6
1 /12 - 6/12 and 1/17 – 6/18	<u>LEAP (Learning Through an Expanded Arts Program)-NYC</u> , New York, NY <i>Teaching Artist in Residence, Public Art Program</i> <ul style="list-style-type: none"> Instruct two middle school classes at PS 219X, exploring community, social issues, and examining the history and practice of public art Facilitate students in creating collaborative works of art expressing views on vital community issues, using a school lunchroom table as a canvas
10/14 - Present	<u>Conservative Synagogue Adath Israel of Riverdale</u> , Bronx, NY <i>Visual Arts Educator</i> <ul style="list-style-type: none"> Create and instruct visual arts curriculum incorporating Jewish and Israel Studies for students ages 6-11
8/08 - Present	<u>Riverdale YM-YWHA</u> , Bronx, NY <i>Director of Young Artist Camp and Art Educator</i> <ul style="list-style-type: none"> Develop and teach lessons in drawing, painting, sculpture, and printmaking for grades K-5 Direct art camp, provide instruction, organize trips, and hire staff for children ages 6-12
2005 - Present	<u>Private Art Lessons</u> , Jerusalem, Israel and New York, NY <i>Visual Arts Educator</i> <ul style="list-style-type: none"> Teach and mentor individuals of all ages in drawing, painting, printmaking and sculpture
10/12 – 6/16	<u>Riverdale Country School</u> , Bronx, NY <i>Visual Arts Educator and Visual Arts Substitute Teacher</i> <ul style="list-style-type: none"> Provide instruction for the art curriculum in drawing, painting, printmaking, and sculpture, for students ages 11-18
8/08 - 10/12	<u>LEAP (Learning Through an Expanded Arts Program)-NYC</u> , New York, NY <i>Teaching Artist in Residence, Active Learning Leads to Literacy</i> <ul style="list-style-type: none"> Developed lessons in visual arts, music, drama, movement, and cooking to improve literacy skills for over 200 students yearly, in grades K-2 at PS 14X, PS 132X and PS 69X Facilitated professional development of literacy through the arts at NYU for New York City public school teachers

JOY LANGER

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- 8/08 - 6/12 LEAP (Learning Through an Expanded Arts Program)-NYC, New York, NY
Teaching Artist in Residence, School and Afterschool Residencies
- Developed and taught after school mask making workshops for grades K-5 at 198M
 - Directed students in grades 7-8 in prop and scenery making for school theater at JHS123X
 - Developed and taught community mural program for grades 3-5 at PS 32X
 - Developed and taught after school art programs in painting and drawing for grades 3-5 at PS 132Q
- 11/10 - 8/12 West Side YMCA, New York, NY
Teaching Artist
- Developed and taught drawing and painting classes to children ages 6-8
- 12/09 - 6/12 Cornerstone Fellowship, Foundation for Jewish Camps, New York, NY
Art Educator
- Created and implemented professional development workshops focusing on Judaism through visual art, for college aged staff at the Cornerstone Fellowship Seminar
- 9/06 - 4/08 Jerusalem Ceramic Art Center, Jerusalem, Israel
Art Educator
- Taught studio classes for children ages 9-11 in designing, building, and painting clay projects
- 2/04- 5/07 Merkaz Hamagshimim, Hadassah, Jerusalem, Israel
Art Educator/ Curator
- Taught weekly classes in drawing skills and concepts to adults
 - Organized annual mixed media group show of 16 international artists
- 2002 - 2004 Young Judeaea, Camp Tel Yehudah, Barryville, NY
Director/Supervisor of Art Program
- Developed and implemented an art curriculum for 450 children ages 13-18
 - Ran daily projects including set design, murals, painting, ceramics, drawing
 - Supervised and scheduled the art staff
- 12/03 - 4/04 Siebenberg House, Jerusalem Israel
Artist Intern
- Conducted research, and created paintings and drawings for museum
- 2001 Big Hands - An Award Winning Two Artist Collaborative, New York, NY
Muralist Internship
- Painted murals at community organizations, corporations, and schools

Awards and Honors

- | | |
|-----------|--|
| 2006 | Awarded Grant from Israel's Ministry of Absorption for excellence in visual arts |
| 1999-2003 | Dean's List, The Fashion Institute of Technology, The Art Institute of Boston |
| 2000-2001 | Phi Kappa Theta National Honor Society |

Other Interests

- 8/16-Present Nueva Alma Yoga and Wellness, & Riverdale YM-YWHA, Yonkers, NY and Bronx, NY
Certified Yoga Instructor, Registered Yoga Alliance Teacher 200- hour
- Guide students in yoga asana practice, meditation, pranayama, and mindfulness

Classroom Teaching Experience

Nicole Patrick

MIDORI & FRIENDS, NEW YORK CITY 2019-PRESENT

- Teaching artist in New York Public Schools (recent hire)

ROWAN UNIVERSITY, NEW JERSEY 2019

- Group percussion lessons to current university students and side-by-side playing

ASPEN YOUTH ORCHESTRA, COLORADO 2019

- Group rhythm classes to young string players, ages 7-13

INTERLOCHEN ARTS CAMP, MICHIGAN 2017

- Taught daily group “introduction to percussion” class for students ages 7-12
- Taught weekly group percussion lessons for students ages 15-19. Topics covered: Wellness, Physical Health, Mindfulness, Performance Anxiety
- Led rehearsals for percussion ensemble, ages 12-19

SCOTIA FESTIVAL OF MUSIC, NOVA SCOTIA, 2017

- Group percussion classes culminating in final performance during festival, ages 14-19

UNIVERSITY OF MICHIGAN, 2014-2016

- Group classes on rhythm and counting to dancers, ages 18-22

ASPEN SUMMER MUSIC FESTIVAL OUTREACH, COLORADO 2016

- Group classes exploring percussion and the use of sounds in children’s books, all ages

STELLENBOSCH INTERNATIONAL CHAMBER MUSIC FESTIVAL, SOUTH AFRICA 2015

- Led group orchestra sectionals and percussion ensemble with students ages 13-20

CAPE TOWN OUTREACH TOUR, SOUTH AFRICA 2015

- Led group classes focused on rhythm, sound exploration and listening to ages 8-14
- Led group discussions and percussion masterclasses to University of Cape Town students, ages 19-24

Patrick Adams



Education

- Oberlin Conservatory of Music (2008 - 2012) B.M. Jazz Studies and Trumpet Performance
- Teacher Training Methods sponsored by the Harmony Program (2017 - 2019) covering topics such as Lesson Planning, Classroom Management, Group Composition, Group Activities and Games, and an Introduction to Suzuki Education
- Private Teachers include trumpeters Marcus Belgrave, Sean Jones, and Roy Poper; percussionist Jamey Haddad; trombonist Robin Eubanks; pianist Dan Wall; composer/visionary Wendell Logan

Teaching Experience

- Teaching Artist for The Harmony Program (2017 - current) have worked in a broad range of positions that include Lead Teacher at PS107 Bronx, NY (starting October 2019); Summer Camp Teaching Artist at PS107 (2018, 2019) and MS322 Inwood, NY (2019); Trumpet Teacher at PS107 (2018 - 2019); Brass Teacher at Castle Bridge Manhattan, NY (2018 - 2019); Brass Teacher at PS194 Brooklyn, NY (2018); Substitute Teacher for the Harmony Program (2017)
- Private Music Teacher at Sonder School of Music Queens, NY (2018 - 2019)
- Private Music Teacher at Soyulla Artists Manhattan, NY (2016 - 2017)
- International Jazz Clinician including tours in China, the West Indies, and the United States

Music and Instrument History

- Trumpet (2012 - current)
- Piano (1995 - current)
- Trombone (2017 - current)
- Composer (1997 - current)
- Trumpet Recording Artist heard on over 10 albums and EPs
- Band Leader, Freelance Artist, Producer, and Recording Engineer
- Performed with Stevie Wonder, Billy Hart, Miguel Zenon, Robin Eubanks, and Jamey Haddad, amongst others
- Knowledgeable in Pro Tools and Sibelius software

References

- Jackie Levine, Education Manager at the Harmony Program; jackie@harmonyprogram.org, (516) 286-4563
- Sally Cleaver, After School Director at Castle Bridge; sallycleaver@gmail.com, (718) 839-3957
- Thomas Giles, Faculty Mentor at the Harmony Program; giles.saxophonist@gmail.com, (719) 494-6416

Patricia Eljaiek

Working at the intersection of art, ideas, and practical implementation.

EXPERIENCE

Community Change, Inc. New York, NY — *Teaching Artist/Facilitator*

MARCH 2019 - PRESENT

- Designs and implements evidence-based curricula based on the Community Change Peace Model for over 20 students.
- Ensures the integrity of the Model and adherence to the project timeline.
- Aligns lesson plans with Common Core Standards.

Center for Educational Innovation Benchmarks Mural Program, New York, NY — *Lead Teaching Artist*

JANUARY 2019 - JUNE 2019

- Collaborates with classroom teachers to facilitate a comprehensive arts program for New York City public school students that inspires them to confront social justice issues by creating large-scale art installations.
- Works directly with over 30 students in a six-month residency to develop art skills, concepts and techniques that align with their social studies curriculum to foster peer leadership, team building, and self-confidence.

Westbury Arts, New York, NY — *Summer Arts Camp Director*

MARCH 2018 - PRESENT

- Organizes and implements a six-week multi-disciplinary arts-based summer program for over 30 children age six to 12 years old.
- Fosters a culture that is student-directed, diverse, and inclusive.
- Hires teaching artists and curates visiting artist workshops including international arts organizations and museums.
- Develops budget, maintains payroll schedule, and orders supplies.
- Directs seven staff and volunteers on site.
- Collaborates with teaching artist and Recreation Center staff to organize end of camp exhibit/installation.
- Supports promotion and marketing by designing collateral and maintaining camp blog.

SKILLS

Curriculum development

STEAM: Science, Technology, Engineering, Art, Math

Murals

Painting Drawing

Bilingual – English/Spanish

Site Manager Gymboree Play & Music of Forest Hills, Forest Hills, NY — *Manager*

AUGUST 2015 - OCTOBER 2017

- Oversaw day-to-day operations of second highest grossing franchise site in the United States with enrollment totaling over 800 families; Exceeded enrollment goals by 20%
- Consistently ranked in the top three performing franchise sites in the country.
- Established best practices, training and

ongoing maintenance of operational database for all customer service representatives and management.

- Trained and managed 16 employees.
- Recruited, hired and developed talent. Led site specific and franchise-wide training meetings, while providing ongoing professional development opportunities.

TEACHING EXPERIENCE

Sacred Heart of Jesus School, New York, NY — *Teacher*

2017-2019

Our Lady Queen of Martyrs School, Forest Hills, NY —

Teacher

2011-2017

Church In the Gardens, Forest Hills, NY — *Teacher*

2006-2011

EDUCATION

NYSCA, Huntington, NY — *Artist as Entrepreneur Certification*

OCTOBER 2018

Professional development training program focused on business plans, copyrights and contracts, goal setting, personal and business finance, grant writing, and fundraising tools.

School of Visual Arts, New York, NY — *Bachelor of Fine Arts*

VOLUNTEER

Westbury Arts — *Board of Directors*

2014 - PRESENT

AWARDS

NYSCA - 2020 NY State Council on the Arts Creative Communities grant awardee for A Family of Women: Immigration Stories - preserving immigration stories of Hispanic, Latin, Latinx and Caribbean women in the United States through artmaking and story sharing.

Philosophy of Teaching

Unlocking students' artistic expression through experimentation and improvisation. Pedagogy centered around creative exploration, practicing efficiently for results, goal setting, ensemble playing, and frequent concert attendance. Fostering love of music in the next generation of string players and friends of the arts.

Experience

New York Philharmonic Very Young Composers 2016 - present

- Teaching compositional technique and fostering creativity in composers age 9-12

Montessori Schools Substitute Teacher 2017 - present

- Implementing Montessori pedagogical methods in early childhood education
- Park West Montessori, The Montessori Schools Soho/Flatiron, and Morningside Montessori School

Youth Orchestra of St. Luke's 2016 - present

- Group cello classes and orchestra rehearsals for students age 7-13 in Hell's Kitchen, Manhattan

Belle Arti Center for Performing Arts 2018 - present

- Private cello, guitar, bass, and theory lessons for all ages in Forest Hills, Queens

Salvation Army Classics for Kids / Boston String Project 2014 - 2016

- Group mixed strings classes for youth ages 6-14 in Dorchester, Massachusetts
- Classical, folk, hip-hop, and pop repertoire, music theory, string playing technique, ensemble skills, and musical games
- Organize, promote and conduct student recitals and concerts
- Social media outreach and co-ordination between Classics for Kids Foundation and Kroc Center

Concord Conservatory of Music 2013 - 2016

- Private and group lessons for students of all ages, including recital and audition preparation

Saturday Morning Music School, for Belmont Public Schools 2014 - 2016

- Group cello classes of elementary and middle school students in Belmont Public Schools
- Teach scales, orchestra music, cello technique, music theory, ensemble skills, improvisational skills, pop song accompaniments, and musical games

Milton Academy, Milton MA 2010 - 2014

- Private and group cello lessons for students age 10-18

Dana Hall Academy 2011 - 2013

- Private and group cello lessons for students age 5-18

Brookline Public Schools 2011 - 2013

- Private and group violin, viola, and cello lessons for students age 10-16

Rachel Gawell

E-Mail: rachelgawell@gmail.com

Education

Peabody Conservatory BMus 2008

Principal teacher: David Hardy

Rotterdams Conservatorium Postgraduate Study 2008 - 2009 Principal teacher: Herre-Jan Stegenga

Workshops & Professional Development

- Youth Orchestra of St. Luke's professional development in movement and dalcroze eurythmics
- Face to Face Conference for teaching and learning strategies in arts, discussion of critical issues such as policy, advocacy, assessment, fundraising, organizational management
- Carnegie Hall PlayUSA Grant Fall Convening
- The Juilliard School Music Advancement Program professional development intensive
- Collaboration and Creativity Laboratory sponsored by New England Conservatory's El Sistema Fellowship Resource Center and Community Performance and Partnerships Program
- "Alternative Strings" Western Kentucky University guest lecturer
- Orchestral mentor, Gordon College

Methods

Sassmanhauss Early Start on the Cello vol. 1-3, Barenreiter

Scale System for Violoncello, Ivan Galamian

Position Pieces for Cello, Thumb Position Pieces, Double Stops for Cello, Rick Mooney

An Organized Method of String Playing, Janos Starker

How I Play, How I Teach, Paul Tortelier

Performance

Please visit www.rachelgawell.com for performances, discography, and related information

Alison Cox

EDUCATION: NEW YORK UNIVERSITY, NEW YORK, NY
Degree expected: Master of Arts, May 2019
Major: Africana Studies and Community Learning
GPA: 3.7

HOWARD UNIVERSITY, WASHINGTON, DC
Bachelor of Science degree
Major: Fashion Merchandising
GPA: 3.77

COMMUNITY WORD PROJECT, NEW YORK, NY
Advanced Teaching Artist Training Internship Program, May 2013

THE CENTER FOR ARTS EDUCATION AND MARQUIS STUDIOS
Teaching Artist Training Institute for Autistic Students, May 2010

EXPERIENCE:

- 09/17 - present MARQUIS STUDIOS, BROOKLYN, NY
Visual Arts Teaching Artist
Create ten week curricula for in school and afterschool residencies which includes sculpture, mask making, drawing, printmaking and collage; assist students with presentation skills and reflections; arrange exhibitions of student work in schools.
- 09/16 - present STUDIO IN A SCHOOL, NEW YORK, NY
Visual Arts Teaching Artist
Create lesson plans for in-school art residencies; order and maintain art resources and materials within budget allowance; teach inquiry based art lessons adhering to the New York City Blueprint for Teaching and Learning in the Art and the Common Core Learning Standards.
- 06/12 - 06/18 COOPER-HEWITT, NATIONAL DESIGN MUSEUM, NEW YORK, NY
Design Educator and Design Camp Educator
Facilitate hands-on workshops in New York City public schools for grades K through 12 encouraging students to create prototypes through design thinking and teamwork; facilitate workshops for children 2 to 4 and their caregivers to learn the fundamentals of design through storytelling and artmaking, teach architecture, product design and graphic design to children 7 to 12 years old in Design Camp.

JANINE BARNA



Dependable event planner, instructor and assistant director bringing management experience and ability to meet tight deadlines. Enthusiastic, creative, reliable with strong work ethic and advanced complex problem solving skills.

SKILLS Event planning on-site and publicly, expert in instructional design, portfolio design, yearbook development, banner design, motivational instruction, art history education through presentations and multidimensional designs, proficient with Apple, Windows, Google, Adobe InDesign, Excel, Powerpoint.

EXPERIENCE

Irvington Public Schools - Irvington, NJ - *Visual Arts Educator and Event Planner (25 years)*

- * Proactively engaged learners by using unique and diverse strategies to advance learning.
- * Successfully developed programs for appreciation of art history and multicultural art.
- * Reached out to staff to incorporate visual arts in their classrooms.
- * Event Planner- Offsite: Promoted student success through art shows and contests
- * Event Planner- Onsite: Developed rewarding events for 450 students.

Midlantic Distribution- South Brunswick, NJ - *Account Representative (2 years)*

- * Provided client support on system operation, troubleshooting and gap analysis
- * Trained and supervised second shift employees in job functions.

Panasonic- Secaucus, NJ - *Administrative Assistant (2 years)*

- * Acted as liaison to sales and accounting departments.
- * Interfaced with senior management and managed correspondence and travel calendars.

Oasis Youth Shelter- Clifton, NJ - *Assistant Director (2 years)*

- * Interacted with caseworkers and courts coordinating services for duration of residency.
- * Assisted youth in developing life skills to handle daily and complex situations.

EDUCATION

Master of Art in Education

Bachelor of Art in Psychology

Bachelor of Art in Fine Arts

LICENSES

NJ Art Educator

NJ Elementary Educator

NJ Preschool Educator

NJ Real Estate Salesperson

NJ Life Insurance Salesperson

Math & the Arts

Common Vocabulary

Grade	Shared Vocabulary between Math and the Arts
K	Compare, opposite, before, different, similar, object, measure, pattern, curves, slide
1	Similar, object, symbol, group, pattern, compare, half, describe, side, size, parallel, curves, slide, turn
2	form, sequence, pattern, group, interpret, symbol, slide, reflect, turn, measure, three-dimensional, line of symmetry, intersect
3	Expression, form, product, length, symbol, combinations, weight, angle, symmetry, line, dimensions
4	Comparison, expression, product, symmetry, measure, length, interpret, frequency, distance, lines
5	Patterns, form, expression, variation, inverse, sequence, symbol, product, ratio, part, whole, quarter, half, organize, arrange, scale, line, distance, vertical, diagonal, horizontal, symmetry, transformation
6	Scale, measure, compose, symbol, expression, grid, collection, interval, simulation, symmetry
7	Point, area, proportion, analyze, compose, notation, expression, value, range, scale drawings
8	Expression, value, notation, frequency, non-linear, rigid, symmetry
9 and 10	Expression, notation, properties, model, measure, acceleration, scale, direction, structure, value, range, vary, inverse, frequency
11 and 12	linear, range, oblique, measure, symmetry, composition, variation, velocity, arc, chord

Education
Closet

www.ArtsEducationCloset.com

Arts Literacy

Common vocabulary

Grade	Shared Vocabulary between Literacy and the Arts
K	Illustrations, illustrator, listen, setting, space, title, beginning, end
1	Audience, character, collaborate, connections, expression, fluent, phrase, plot, segment, sequence
2	Analyze, compare, contrast, expression, genre, introduction, point of view, rhythm
3	Audience, comparative, dialogue, effect, line, mood, narrator, plot, point of view, scene, stanza, theme
4	Animations, categorize, drama, elements, meter, narration, pose, stage directions, theme, verse
5	Analyze, compare, conclude, contrast, dialect, dialogue, evaluate, expression, fluent, inference, interpret, mood, multimedia, perspective, reflection, stanza, theme, tone, voice
6	Bias, convey, elaborate, interpret, multimedia, perceive, point of view
7	Alternate, analyze, audience, categorize, collaborate, composition, concept, embellish, exposure, format, function, interact, medium, mood, segment, structure, tone, unique
8	Analyze, bias, characterization, elaborate, evaluate, imagery, point of view, style, symbolism, theme
9 and 10	Bias, coherence, clarity, comedy, character motivation, diction, dynamic, monologue, mood, plot structure, purpose, soliloquy, theme, tone, tragedy, digital media, quality
11 and 12	Context, diction, digital media, nuance, perspective, satire, structure, style, subplot, subtle, theme, voice

Education
Closet

www.educationcloset.com

ROBERT APPLETON

PROFILE

My objective is to work with a like minded team of professionals that are equally committed to the advocacy of fair and equal education for all children. The population that I am best suited towards is pre-kindergarten to fourth grade. I have a strong background in working with emotionally and behaviorally challenged populations.

EXPERIENCE

SCIENCE AND ARTS EDUCATOR, WONDERHUT, NY,NY

2012 TO THE PRESENT

Instructor and Collaborator, St. Thomas More Playgroup, Habonim Nursery School, Central Synagogue: Implemented programming for nursery school children from ages 2-5 in private school settings teaching a varied science curriculum. I collaborated with the WonderHUT program bringing my extensive arts experience into the classroom so as to facilitate differentiated learning.

Educational Consultant , PS 11 :I collaborated with WonderHUT to implement and develop a science curriculum for k-2 within the school day as well as an extensive after school and summer program for grades k-5. Children experienced our committed STEAM curriculum driven by exploratory learning, discovery, tinkering and hands on project based learning. The curriculum covers much of the state science core curriculum in a relevant way ranging in subjects from earth science, and biology to physics and invention.

LANGUAGE ARTS INSTRUCTOR / WORKSHOP

LEADER, LEAP, NY, NY

Visited schools throughout the five boroughs developing and implementing language arts programming. In particular focussed on at risk youth in district 75 in the Bronx using differentiated teaching to encourage self esteem and risk taking in the language arts. Led workshops with teachers as well as parents encouraging the use of the arts as a conduit for learning language arts.

MUSEUM EDUCATOR, BROOKLYN MUSEUM, BROOKLYN, NY 1999-2007

Designing and implementing family programming with school aged children and their caregivers. This arts based program focused on various multi-cultural artifacts from the museum's world art collection. Children were guided to engage verbally, observing objects to understand their history and fabrication. I worked with a variety of ages scaffolding arts processes in this maker's experience as well as ideas that inspired their innovations.

ART EDUCATOR, HENRY STREET SETTLEMENT ABRONS ART CENTER, NEW YORK, NY. 2003-2005

Developed and implemented early childhood arts program as well as experimental arts program for eight to twelve year olds. Fabrication, art history, tinkering with found objects, experimental and traditional arts processes were included. I collaborated with students to facilitate the display and installation of their work in a public art installation in the Abrons Art Center Gallery

EDUCATION

BACHELOR OF INTERRELATED MEDIA, MASSACHUSETTS COLLEGE OF ART, Boston, Mass. 1995

Emphasis: painting and performance. 1988-1990: San Francisco State University. Courses in Psychology and Film Theory

SKILLS Mentoring, teacher workshop training, troubleshooting, observant, a quick learner and patient.

In addition to my passion for science and teaching I am a working artist. I work as a painter, performance artist, actor and singer. I've been in numerous performances, have shown and installed my paintings and collaborated during installation and performance art. I use these skills to

lend themselves to my work as an instructor.

EDUCATION

MONTCLAIR STATE UNIVERSITY, Montclair, New Jersey

Degree: M.A. in Music Therapy, May 2019

Honors: David Ott Scholarship for Outstanding Music Therapy Intern

OKLAHOMA CITY UNIVERSITY, Oklahoma City, Oklahoma

Degree: M.A. in Music Performance, June 2015

Honors: Graduate Music Talent Scholarship

Thesis: *A Comparison of Different Arrangements for Piano Solo of César Franck's Prelude Fugue et Variation op. 18: Advantages and Disadvantages*

GUANGXI AIR INSTITUTE, Nanning, Guangxi, China

Degree: B. A. in Music Pedagogy, June 2013

Honors: Pedagogic Major Scholarship

Shanghai International Youth Piano Competition (Bronze Medal Winner, 2011 and 2012)

Baoli Yingmiao Cup Competition (Winner, 2010, 2011, and 2012)

Yishibo Helen Cup Shanghai International Piano Competition (Regional Prize Winner, 2010)

EXPERIENCE

MONTCLAIR STATE UNIVERSITY OF JOHN J. CALI SCHOOL OF MUSIC, Montclair, New Jersey

Substitute Piano Teacher, September 2016 – Present

Teach piano to undergraduate students.

Piano Teacher, September 2015 – Present

Teach piano to students of all ages.

RWJBARNABAS NEWARK BETH ISRAEL MEDICAL ENTER, Newark, New

Jersey *Music Therapist*, March 2020 – Present

Conduct group music therapy sessions with young children, teenagers, and adults in the psychiatric unit.

NEW YORK UNIVERSITY NORDOFF-ROBBINS CENTER, New York, New York

Music Therapist, September 2019 – 2020

Conduct music therapy sessions with verbal and non-verbal children and adults with autism spectrum disorder in both group and individual settings.

JACOB RIIS SETTLEMENT, New York, New York

Music Therapist, September 2019 – February 2020

Conduct music therapy with seniors with dementia, Alzheimer, stroke, trauma, depression, and addiction in both group and individual settings. Organize musical events for senior center.

MOUNT SINAI BETH ISRAEL HOSPITAL, New York, New York

Music Therapy Intern, September 2017 – August 2018

Conduct music therapy with adult inpatients and outpatients with cancer, depression, psychiatric disorder, and other illnesses; work with premature infants.

CLARA MAASS MEDICAL CENTER, Belleville, New Jersey

Music Therapy Field Work, September 2016 – May 2017

Conduct music therapy with patients in the psychiatric unit.

A HARRY MOORE SCHOOL, Jersey City, New Jersey

Music Therapy Field Work, September 2016 – May 2017

Conduct music therapy with children with developmental delay and other mental and physical conditions.

THE FORUM SCHOOL, Waldwick, New Jersey

Music Therapy Field Work, September 2015 – May 2016

YI XIA

1300 Avenue at Port Imperial, Apt. 421 – Weehawken, New Jersey 07086

(405) 408-6663 – xiay@montclair.edu

Conduct music therapy with teenagers with autism spectrum disorder and developmental delay.

CERTIFICATES

NEW YORK UNIVERSITY, NORDOFF-ROBBINS CENTER FOR MUSIC THERAPY

- Certification Training Program

CBMT

- The Certification Board for Music Therapists

MOUNT SINAI BETH ISRAEL HOSPITAL

- Certificate of NICU Training
- Certificate of Music and Health Clinic Training

EDUCATION DEPARTMENT OF GUANGXI PROVINCE

- Music Teacher Certificate of China

ADDITIONAL INFORMATION

Fluent in Mandarin Chinese. Proficient in piano and guitar.



metis associates
partners for meaningful change

55 Broad Street
25th Floor
New York, NY 10004
Tel: 212-425-8833
Fax: 212-480-2176
www.metisassociates.com

April 12, 2021

Michael Kohlhagen
Executive Director
Center for Educational Innovation (CEI)
28 West 44th Street #801
New York, NY 10036

Dear Mr. Kohlhagen:

On behalf of Metis Associates, I would like to thank you for reaching out to us as you put together your response to the Request for Proposals from the U. S. Department of Education's Assistance for Arts Education (AAE) grant program. We would be delighted to serve as the local evaluator of the Multisensory Education Through Art (META) project, CEI's AAE initiative, should it be approved for funding. We have reviewed your proposal and find that it offers a promising response to the priorities specified in the authorizing statute.

Metis Associates has a well-established reputation for providing quality educational research and evaluation services. We were originally founded in 1977 to provide staff support to a commission appointed by the New York State Board of Regents to address a range of issues affecting the quality of education in the NYC Public Schools, and our roots remain in public education. Metis currently provides evaluation and related services nationally. We have extensive expertise providing evaluation services related to arts education and the evaluation of numerous U.S. Department of Education (USED) arts education programs, including those funded under the Arts Education Model Development and Demonstration (AEMDD) and Professional Development for Arts Educators (PDAE) grants.

As detailed in your proposal, Metis evaluators will conduct a comprehensive evaluation to collect data from multiple stakeholder groups that includes a wide range of formative and summative data. Results from the evaluation will be provided through ongoing communication between the evaluation team and the project manager, periodic reports, and support with the required annual performance and final evaluation reports. The evaluation team will work with your staff to ensure that evaluation findings are used to inform program improvement and will represent your team as the local evaluator with the USED's AAE staff. A breakdown of annual evaluation costs is provided on the following pages. We wish you and your colleagues the best of luck in this competition, and look forward to continuing our productive working relationship.

Sincerely,

Stanley Schneider
President

Enc.

Proposed evaluation of the AAE META grant

Preliminary budget analysis: \$ 60,000 per year

Years 1-5

Task	Cost of labor associated with each task...					Total	
	Year 1	Year 2	Year 3	Year 4	Year 5		
Planning							
Document Review							
Formative Reporting							
Instrument Development (IRB)							
Fieldwork							
Data Analysis							
Summative reporting							
Total cost							
	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000		

Center for Educational Innovation-META
Single Point of Contact (SPOC) List

As instructed in the application package for Application for New Grants Under the Assistance for Arts Education Program CFDA 84.351A, this program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. To that end, The Center for Educational Innovation has submitted the proper application information to the proper SPOC listed contact for the two States with Single Point of Contact with entities currently participating as proposed partners. These States are Puerto Rico and Maryland.

April 12, 2021

Dr. Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Cardona:

I am writing in support of the Center for Educational Innovation's (CEI) application for the U.S. Department of Education's Assistance in Arts Education (AAE) grant. With a focus on equity and innovation, CEI works directly with school leaders, teachers, students, and families to create high performing schools in under-resourced communities and to help children succeed.

Funding from the AAE program will allow CEI to provide innovative arts education programming to 576 teachers of students with disabilities in self-contained K-5 classrooms and impact over 4,600 students. CEI will collaborate with NYC School District 75 and the Puerto Rico Public School San Juan Educational Region in serving students with disabilities and provide professional learning programs to a large cohort of teachers.

CEI's proposal aims to build capacity and develop peer support for teachers to utilize arts-based strategies in music and visual art in their classrooms by creating a program that targets the wide range of students with disabilities. CEI's unique model of providing six versions of every project and lesson will enable teachers to address each student's individual needs as they all create the same projects. It also addresses the challenges of differentiation within a special education classroom.

CEI looks forward to building on the success of its current AAE program with outcomes showing over 80% of teachers feeling confident in their ability to utilize arts-based strategies in their classrooms. This has resulted in increased academic, arts, and SEL skill development for students.

I strongly support CEI's application and appreciate their proposal receiving your full and fair consideration, consistent with applicable rules, laws and regulations.

Sincerely,

Nydia M. Velázquez
Member of Congress

JENNIFFER GONZÁLEZ-COLÓN
PUERTO RICO, AT LARGE

WASHINGTON OFFICE:
1609 LONGWORTH HOUSE OFFICE BUILDING
(202) 225-6215 FAX: (202) 225-2154

SAN JUAN OFFICE:
157 AVENIDA DE LA CONSTITUCIÓN
ANTIGUO EDIFICIO DE MEDICINA TROPICAL
SEGUNDO PISO
SAN JUAN, PUERTO RICO 00901
(787) 723-6333 FAX: (787) 729-7738



Congress of the United States
House of Representatives
Washington, DC 20515-5400

COMMITTEES:
TRANSPORTATION & INFRASTRUCTURE
SUBCOMMITTEES
ECONOMIC DEVELOPMENT, PUBLIC BUILDINGS AND
EMERGENCY MANAGEMENT
WATER RESOURCES AND ENVIRONMENT

NATURAL RESOURCES
SUBCOMMITTEES
WATER, OCEANS AND WILDLIFE
OVERSIGHT AND INVESTIGATIONS

April 14 2021

The Honorable Miguel Cardona
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Cardona:

I write in support of The Center for Educational Innovation's (CEI) application for the U.S. Department of Education's Assistance in Arts Education (AAE) grant. CEI works directly with school leaders, teachers, students, and families to create high performing schools in under-resourced communities and to help children succeed.

Funding from the AAE program will allow CEI to provide innovative arts education programming to 576 teachers of students with disabilities in self-contained K-5 classrooms and impact over 4,600 students. CEI will collaborate with NYC School District 75 and the Puerto Rico Public School San Juan Educational Region in serving students with disabilities and provide professional learning programs to a large cohort of teachers.

CEI's proposal aims to build capacity and develop peer support for teachers to utilize arts-based strategies in music and visual art in their classrooms by creating a program that targets the wide range of students with disabilities. CEI's unique model of providing six versions of every project and lesson will enable teachers to address each student's individual needs as they all create the same projects. It also addresses the challenges of differentiation within a special education classroom.

CEI has informed my office that it seeks to build on the success of its current AAE program with outcomes showing over 80% of teachers feeling confident in their ability to utilize arts-based strategies in their classrooms. This has resulted in increased academic, arts, and SEL skill development for students.

I strongly support CEI's application and respectfully ask that the U.S. Department of Education give it due consideration, in accordance with all applicable laws, rules, and regulations..

Jennifer Gonzalez-Colón
Member of Congress

Small Area Income and Poverty Estimate (SAIPE)
Ages 5 to 17 in Families in Poverty 2019 - Selected State - Selected School District

Year	State	District ID	District Name	Grade range of responsibility	Total Population	Relevant Ages 5 to 17 Population	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Ratio
2019	37	3702970	Charlotte-Mecklenburg Schools (NC)	PK-12	1,110,356	184,970	23,605	12.8

Year	State	District ID	District Name	Grade range of responsibility	Total Population	Relevant Ages 5 to 17 Population	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Ratio
2019	24	2400090	Baltimore City Public Schools (MD)	PK-12	593,490	83,117	25,540	30.7

Year	State	District ID	District Name	Grade range of responsibility	Total Population	Relevant Ages 5 to 17 Population	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Ratio
2019	36	3620580	New York City Department of Education (NY)	PK-12	8,336,817	1,193,045	259,012	21.7

The Small Area Income and Poverty Estimate (SAIPE) Program of the US Census Bureau estimate for 2019 for Ages 5-17 in Families in Poverty for the New York City Department of Education is 21.7%. Because District 75 is not a geographic district, but spans the entire city, the estimate for the New York City Department of Education was used.

Year	State	District ID	District Name	Grade range of responsibility	Total Population	Relevant Ages 5 to 17 Population	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Ratio
2019	09	0900450	Bridgeport School District (CT)	PK-12	148,404	23,581	7,017	29.8

Year	State	DistrictID	District Name	Grade range of responsibility	Total Population	Relevant Ages 5 to 17 Population	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Ratio
2019	72	7200030	Puerto Rico (PR)	KG-12	3,193,694	455,249	248,608	54.6

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

MODEL BASED ESTIMATES: The data provided are indirect estimates produced by statistical model-based methods using sample survey, decennial census, and administrative data sources. The estimates contain error stemming from model error, sampling error, and nonsampling error.

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](#)

Center for Educational Innovation- META- Budget Narrative

Section A - Federal Funds - Budget Narrative - Submitted by CEI	Y1 Proposed Budget	Y2 Proposed Budget	Y3 Proposed Budget	Y4 Proposed Budget	Y5 Proposed Budget	Totals
1. Personnel						
<u>Project Director</u> - Alexandra Leff will oversee all aspects of the program, ensuring that the program is of high quality and integrity and that all goals and objectives are being met and all is on schedule. (0.9 FTE for all years)						
<u>Associate Project Director</u> - Michael Kohlhausen is responsible for sustainability and the administration and finance components of the program as well as working with the Project Director on the dissemination activities and consulting on program activities. He will share successes, challenges, sustainability, and expansion with the CEI Board of Trustees and promotes program to stakeholders. (0.1 FTE for all years)						
<u>Visual Art Project Coordinator</u> - The Project Coordinator will work with the Project Director to ensure goals and objectives are met. She will coordinate with classroom teachers, teaching artists and school sites to ensure the delivery of the visual art portion of our program for ELA and Math and provide administrative support to the Visual Art Specialists and Visual Art Therapist. She will schedule professional learning workshops and PLCs and assist with overall program activities. (1.0 FTE for all years)						
<u>Music Project Coordinator</u> - The Project Coordinator will work with the Project Director to ensure goals and objectives are met. She will coordinate with classroom teachers, teaching artists and school sites to ensure the delivery of the music portion of our program for ELA and Math and provide administrative support to the Music Specialists and Music Therapist. She will schedule professional learning workshops and PLCs and assist with overall program activities. (1.0 FTE for all years)						
Teaching Artists, Arts Education Specialists, Art and Music Therapists: There will be 6 Music Teaching Artists and 6 Visual Art Teaching Artists all whom will work directly with teachers during Professional Learning workshops to train them in arts-based instruction, Teaching Artists will also support the PLC sessions to assist with feedback on classroom teacher implementation. One Arts Education Music Specialist and one Arts Education Visual Art Specialist will write curricula, create materials, facilitate staff trainings and participate in Professional Learning workshops.						
Classroom Teachers' Hourly Compensation for participation in the Professional Learning Workshops and for Teacher Leaders for facilitation of 16 PLC sessions						
Project Assistant/Technology - Project Assistant will support grant activities and assist with the development of web-based online platform for dissemination of the materials. 100% - up for discussion (1.0 FTE for all years)						
Budget Manager- The budget manager is responsible for financial oversight of the project and reports to the Associate Project Director. This includes cost allocation, audit and project-related financial reporting. (.25 FTE for all years)						
Project Assistant/Conference - Project Assistant will support grant activities and assist with the development of the national conference. (1.0 FTE for all years)						
Total Personnel						
2. Fringe Benefits						

Estimated PT @ 10% for FICA (.062), Medicare	
Estimated FT @ 15% for FICA (.062), Medicare	
Estimated Health Insurance	
Total Fringe Benefits	
3. Travel	
These funds will be used for the PD and APD to travel to each school district site to plan, coordinate and monitor program activities in four states. Funds will also be used for PD and APD to travel to national and regional conferences for dissemination and travel for meetings with national partners Council for Exceptional Children and WestEd.	
Total Travel	
4. Equipment	
Funds will be used for technology needs for the program staff including computers, printers, video equipment, digital storage and web services to house and develop META Resource Library	
Total Equipment	
5. Supplies	
Art and Music Supplies for all participating teachers and their students for implementation, and for teaching artists in trainings and professional learning workshops..	
Total Supplies	
6. Contractual	
External Evaluator Metis Associates to track program progress and measure outcomes. Spanish translation of instructional materials by Transperfect.	
Total Contractual	
7. Other (Rent @ 5%)	
9a. Modified Total Direct Costs	
9b. Total Direct Costs (lines 1-7)	\$
10. Indirect Costs @ 14.2%.	
11. Training Stipends	
12. Total Costs (lines 9-11)	\$



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

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

Name of Institution/Organization

Center for Educational Innovation

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	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Project Year 6	Project Year 7	Total
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

*Indirect Cost Information

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☒ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☐ Other (please specify):
The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☒ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S351A210115

Page e126

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.
Center for Educational Innovation	

**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 <div style="border: 1px solid black; padding: 2px;">Center for Educational Innovation</div>	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 Center For Educationl Innovation * Street 1 28 West 44th Street Suite 801 Street 2 * City New York State NY: New York Zip 10036-7428 Congressional District, if known: NY-012		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S.DepartmenttoEducation/WellRounded Educ	7. * Federal Program Name/Description: Arts in Education CFDA Number, if applicable: 84.351	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name Michael Middle Name * Last Name Kohlhausen Suffix * Street 1 28 West 44th Street Suite 801 Street 2 * City New York State NY: New York Zip 10036-7428		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name Jonathan Middle Name * Last Name McCollum Suffix * Street 1 201 Massachusetts Avenue NE, Suite C-5 Street 2 * City Washington State DC: District of Columbia Zip 20002		
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: Paolo Alberghini * Name: Prefix * First Name Michael Middle Name * Last Name Kohlhausen Suffix Title: Chief Executive Officer Telephone Federal Use Only:		

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Page e129