

**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 # S351A210124**

**Grants.gov Tracking#: GRANT13348037**

OMB No. 1894-0006 , Expiration Date:

Closing Date: Apr 15, 2021

PR/Award # S351A210124

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

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

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

\* Other (Specify):

\* 3. Date Received:

04/15/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

NA

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name:

Arts Partners, Inc

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

\* c. Organizational DUNS:

d. Address:

\* Street1:

903 S. Edgemoor

Street2:

#907

\* City:

Wichita

County/Parish:

Sedgwick

\* State:

KS: Kansas

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

67218-3337

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

\* First Name:

Ellamonique

Middle Name:

\* Last Name:

Baccus

Suffix:

Title:

Executive Director

Organizational Affiliation:

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S351A210124

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## 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:

Increasing Literacy and Social Emotional Learning through Arts Integration

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

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

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

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**\* a. Federal \* b. Applicant \* c. State \* d. Local \* e. Other \* f. Program Income \* g. TOTAL **\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

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

☒ \*\* I AGREE

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

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

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1238-General Education Provisions Act.pdf

Add Attachment

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## General Education Provisions Act (GEPA) Statement

Arts Partners will make accommodations for individuals with disabilities including but not limited to locations, programs and materials that are accessible to people of all abilities.

No one will be excluded from activities for lack of access and appropriate materials. Arts Partners **does not discriminate on the basis of** race, creed, color, ethnicity, national origin, religion, sex, sexual orientation, gender expression, age, height, weight, physical or mental ability, veteran status, military obligations, and marital status.

## 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

Arts Partners, Inc

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

\* SIGNATURE:

\* DATE:



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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Ellamonique"/>	<input type="text"/>	<input type="text" value="Baccus"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="903 S. Edgemoor"/>
Street2:	<input type="text" value="#907"/>
City:	<input type="text" value="Wichita"/>
County:	<input type="text"/>
State:	<input type="text" value="KS: Kansas"/>
Zip Code:	<input type="text" value="67218"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

<input type="text"/>	<input type="text" value="a code)"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**2. Novice Applicant:**

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

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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## Abstract

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

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

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

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## 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: 1234-ABSTRACT\_ARTS PARTNERS.pdf

Add Attachment

Delete Attachment

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## ABSTRACT - Arts Partners

### **Increasing Literacy and Social Emotional Learning through Arts Integration**

Arts Partners, in partnership with Wichita Public Schools (WPS), Teaching Artists, Friends University and several Arts organizations, will coordinate and implement eight unique professional development opportunities for art and music educators across the region, presented by professional teaching artists, with the focus on how to integrate art forms and techniques in the classroom. The various methods used for professional development will give teachers the tools needed to provide students with hands-on programming designed to increase student's English Language Arts and social emotional skills, expand inclusion opportunities for students with disabilities, and provide ideas to develop family engagement opportunities and community involvement.

Arts Partners will provide professional teaching artists for each classroom within seven Title I schools at Wichita Public Schools for 2,800 low-income students and 14 art and music teachers. Teaching Artists will provide lesson plans for teachers to follow along and will provide all supplies for every student. They will lead all instruction two times each week during 3 quarters of the school year, beginning 2022-2026, leaving the 1<sup>st</sup> quarter open to collaborate with school teacher's to determine the program for the year.

The initial three years of the five-year program involves Wichita Public Schools. The final two years, the program expands into three additional school districts. The program will make a profound impact on approximately 5,000 students throughout all four districts and art and music educators through professional development and collaboration with teaching artists in the classroom.

The request is for \$ [REDACTED] over five years.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:** 1235-PROJECT NARRATIVE\_ARTS PARTNERS.docx.pdf

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

**AAE Program, Office of Elementary and Secondary Education, Department of Education**

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## PROJECT NARRATIVE

### Increasing Literacy and Social Emotional Learning through Arts Integration

#### A. Quality of the Project Design

1. **The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Goal:** To promote arts education for students, including disadvantaged students and students with disabilities. **Objective:** By September 30, 2026, provide arts integrated education to 5,000 individual students.

**Outcomes:** 1) Teachers and teaching artists will be trained to improve the academic outcomes of students through arts integration measured by training attendance, percentage of training completed and survey of increase in knowledge, perceptions and confidence.

2) Accessible instructional materials including lesson plans, books and videos will be developed and disseminated measured by the number of materials produced and the size of audience reached.

3) Arts-based programming, including workshops, residences and performances that integrate multiple art forms with English Language Arts and Social Emotional and Character Development will be delivered to partnering schools as evidenced by the number of sessions.

4) K-5th grade students, including disadvantaged students and students who are children with disabilities, will increase their academic achievement as measured by state assessments, universal screeners, and grades.

5) 3<sup>rd</sup>-5<sup>th</sup> grade students will complete arts-based service learning projects that connect service to the community and academic curriculum measured by the percentage of projects completed.

6) Families will be engaged through live and publicly broadcast performances that integrate literacy and social emotional learning, as measured by attendance or views.

7) School-community partnerships will be strengthened with cross-sector organizations and businesses through opportunities to mentor students developing art-based community projects responding to the social determinants of health, measured by the number of partnerships formed and number of mentors.

8) New school districts will be engaged, expanding the practice of arts integration across the state, as evidenced by the percentage of target schools districts implementing programs.

9) A nationwide pilot will be developed that is scalable and reproducible.

**2. The extent to which the design of the proposed project is appropriate to, and will, successfully address the needs of the target population or other identified needs.**

**Need:** Social determinants of health impact academic performance and behavior in schools where families live, learn, work and play. The National Assessment for Educational Progress study (NAEP) shows that reading failure is most prevalent among children from disadvantaged environments. In Kansas, the learning gap between low-income and high-income students grew from 24% to 32% over the last ten years.

By kindergarten, low-income children are often already two years behind their more affluent peers. By third grade, they test significantly lower, which are true indicators of future graduation rates. Reading and writing are foundation skills that affect all other academic achievements. Without proficient literacy skills, children grow up devoid of access to information, thus, limiting life choices, understanding their rights, the ability to acquire a good paying job, and most likely, a life of poverty, (*Brookings Institute*, 2011). The Annie E. Casey

Foundation's KIDS COUNT reported recently "85% of African American fourth graders in Kansas are below proficient in reading".

Families in poverty often lack access to resources and materials to support education at home. Researchers now estimate that 95 percent of all children, including students living in poverty, students of color, and students who are eligible for remedial services, can be taught to read— at any age, if they are given systematic, intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies (Lyon et al., 2001; Torgesen, 2002a).

Many Art and Music educators do not have the background or access to the training they need to support research-based reading instruction in their classrooms. There is also a lack of instructional materials that can be easily translated and immediately applied to classrooms to meet objectives in both art and music as well as literacy and social emotional learning. Many Kansas school districts marginalize art education or do not give their students access to arts education at all because they don't believe it contributes to academic outcomes.

There is a disconnect between schools and communities, both in curriculum content that prepares for real world decision making; in the cultural competency of teachers that impacts perceptions of student ability and family engagement; and knowledge-sharing from community mentors.

Arts Partners proposes to pilot and build capacity for statewide implementation in partnership with Wichita Public Schools district, the largest school district in Kansas. Wichita Public Schools (USD259) educates 47,250 students, 11% of all public school students in the state, and more than half of all school-aged children in Sedgwick County; 76.5% (36,720) are economically disadvantaged as indicated by the number of students who qualify for the



free/reduced nutrition program. Of the 54 elementary schools at USD 259, seven Title 1 Elementary Schools, K-5, with 2,982 students have been selected to participate based on the following risk factors for educational failure: 1) economically disadvantaged (**Table 1**); 2) demographics (**Table 2**);

**TABLE 1**

<b>WPS Economically Disadvantaged Students by School Compared to District and State (2019)</b>		
<b>Adams</b>	94%	441
<b>Allen</b>	86%	435
<b>Clark</b>	86%	280
<b>Colvin</b>	93%	581
<b>Gardiner</b>	91%	443
<b>Griffith</b>	84%	390
<b>White</b>	81%	412
<b>WPS District</b>	76.50%	47,236
<b>Kansas</b>	11.40%	2,913,000

Source: WPS, *Power, BI*, 2019

Source: *US Census*, 2019

**TABLE 2**

<b>Total Number of All Students by Ethnicity</b>	
<b>Hisp/Lat</b>	1295
<b>White</b>	825
<b>Af/Am</b>	775
<b>Multi Race</b>	251
<b>Asian</b>	136
<b>AI/AN</b>	28
<b>NH/PI</b>	13
<b>*Total</b>	<b>3323</b>

\*Total includes Head Start,

Source Power, BI, WPS Data

3)

chronic absenteeism; 4) Limited English Proficiency; 5) the number of behavioral incidents; 6) low literacy (**Table 3**); and 7) State performance scores (**Table 3**). Also considered are the number of students with disabilities and low social emotional skills.

**Comparing WPS District Level to State Level by All Students, by Disabilities, by English  
Language Arts State Assessment Scores for 3rd and for 5th Grade**

<b>Comparison b/t District and State</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>
<b><u>Dist</u> - 2019</b>	44.07	32.89	18.48	4.53
<b>State - 2019</b>	29.45	33.95	27.86	8.72
<b><u>Dist</u> Students w/Disabilities</b>	75.87	15.95	7	1.17
<b>State Students w/Disabilities</b>	63.02	23.27	10.61	3.08
<b>3rd Grade District</b>	44.94	29.84	18.91	6.29
<b>3rd Grade State</b>	28.58	30.82	27.09	13.49
<b>3rd Grade District Students w/Disabilities</b>	73.17	16.13	9	1.68
<b>3rd Grade State Students w/Disabilities</b>	56.6	25.24	13.21	4.93
<b>5th Grade District</b>	39.78	32.2	20.94	7.06
<b>5th Grade State</b>	25.78	30.68	28.84	14.67
<b>5th Grade District Students w/ Disabilities</b>	73.34	18.06	6.97	1.61
<b>5th Grade State Students w/ Disabilities</b>	59.39	24.44	11.52	4.63

Level 1 - Below Proficiency (Risk), Level 2 - Below Proficiency, Level 3 - Proficient, Level 4 -  
Above Proficiency Source: Kansas Report Card, 2019

Arts Partners proposes to address these needs by implementing the following programs:

- 1) Provide intensive professional development to increase the capacity of teachers and teaching artists to improve the academic outcomes of students, including disadvantaged students and students with disabilities, through arts integration informed by the science of reading and social emotional health.
  - 2) Developing and disseminating arts integrated programming and accessible instructional materials that build foundational skills in literacy and social emotional behaviors in K-2<sup>nd</sup> grade students that continue into 3<sup>rd</sup>-5<sup>th</sup> grade through arts-based service-learning projects.
  - 3) Expanding and strengthening school-community partnerships, engaging families through live and publicly broadcast arts performances that integrate literacy and social emotional learning, engaging cross-sector organizations and businesses through opportunities to mentor students responding to the social determinants of health, and expand the practice of arts integration into new school districts across the state .
- 3. The extent to which the Design for Implementing and Evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**

Arts integration builds the bridge between research and application through creative processes that are engaging for the teacher and the student. The design for implementation of both teacher training and student instruction is based upon Arts Integration. This is *“an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both”* (Silverstein & Layne, 2010, p. 1).

Arts Partners uses research-based strategies to increase academic outcomes through the arts and narrows the achievement gap between low-income students and those from more affluent families through experiential learning that engages diverse learners. Training teachers to use arts integration *through* arts integration creates an enjoyable and memorable experience that can be easily translated and immediately applied. This project also provides experienced Teaching Artists with the advanced training and resources to document effective arts integration processes in instructional materials. The replication and sustainable expansion of the project is reinforced by training new teaching artists in communities previously unreached by the organization that may have limited access to the arts or no art educator in the district. The majority of evaluation is conducted by certified teachers as a requirement of their job using existing, reliable and validated tools, including state assessment, screeners and grades.

**4. The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.**

The exceptional approach Arts Partners's Increasing Literacy and Social Emotional Learning thru Arts Integration is taking to promote arts education for students, including disadvantaged students and students who are children with disabilities, includes many unique opportunities for professional development for arts educators, teachers, principals, and for those who want to become professional teaching artists.

Professional teaching artists in the Increasing Literacy and Social Emotional Learning thru Arts Integration have the experience and skills to develop and disseminate accessible instructional materials and arts-based educational programming, including online resources, and in multiple arts disciplines.

Arts Partners partners with community organizations regularly and coordinates national outreach activities, bringing in national professional teaching artists to deliver professional development through their Symposium where participants receive graduate credits upon completion of activities and surveyed outcomes.

The activities provided to Wichita Public Schools and other districts is to provide an education to teachers and students that are not funded by the government or other means.

(b) CONDITIONS.—As conditions of receiving assistance made available under this section, the Secretary shall require each eligible entity receiving such assistance—

(1) to coordinate, to the extent practicable, each project or program carried out with such assistance with appropriate activities of public or private cultural agencies, institutions, and organizations, including museums, arts education associations, libraries, and theaters; and

(2) to use such assistance only to supplement, and not to supplant, any other assistance or funds made available from non-Federal sources for the activities assisted under this subpart.

### **5. The extent to which the proposed project demonstrates a rationale.**

The social determinants of health are factors that affect student learning outcomes. Schools are disconnected from communities, but impacted by community problems that impact the well-being of the students. The World Health Organization released the largest evidence report to date with over 3,500 published studies on the evidence bases of the role of the arts in improving health and well-being (Fancourt and Finn, 2019). A multitude of research points show an increase in student engagement and learning when learners have the skills to focus their attention, manage negative emotions, navigate relationships, and persist through challenges (Wallace, 2017). Philosophers such as Dewey, Piaget, and de Tocqueville, wrote about the power of firsthand knowledge and experience in learning (Billig, 2000b; Conrad and Hedin, 1991).

Dewey, the renowned “father” of experiential education, first showed how students learn more effectively, efficiently, and with better retention, when directly engaged in what they are studying (LaPlante and Kinsley, 1994). When students are engaged they retain learning. Instruction using an immersive, experiential arts-based curriculum and incorporates projects that focus on issues that relate to students' lives or experiences motivate learning. When educators have access to creative strategies for instruction they become more effective educators able to connect to and relate to students.

**B. Quality of Project Services (up to 25 points).**

- 1. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**

Over the five-year grant period, the project will offer teachers and teaching artists 300 hours of professional development services. In partnership with Friends University, many of these trainings will offer graduate credit, supporting the needs of educators seeking re-licensure opportunities, salary advancement and professional development. Arts Partners will provide 8 unique training opportunities.

- **National Symposium:** Provided in year 1, 3, and 5, the Just Add Arts Symposium provides 20 hours of experiential training to educators from across the country. The event convenes state and national experts to deliver content on strengthening Social Emotional Learning and Literacy through Arts Integration. The event is supported by the Kansas Creative Arts Industries Commission (KCAIC), Kansas Alliance for Arts Education and national arts organizations to which Arts Partners is affiliated, Young Audiences Arts for Learning and WolfTrap Institute for Early Learning Through the Arts. In immersive workshops, educators

sing, dance, write, draw, and act to internalize arts integration techniques that they can immediately apply to their classrooms. Workshops include: cultural competency, trauma-informed practices, and self-care to avoid burnout. Educators earn 1.5 hrs of college credit toward teacher accreditation.

- **Regional Trainings:** Provided in year 2 and 4, these virtual trainings expand arts integration across the region and share best practices in strengthening social emotional learning and literacy through arts integration and feature one local and one national expert at each training.
- **Quarterly Teacher Coaching at School Sites:** In years 2 thru 5, educators implementing the program have an opportunity to discuss site specific challenges and successes and receive coaching and feedback from key project personnel and teaching artists.
- **Teacher Training in Curriculum Implementation:** In years 2 and 3, a cohort of 14 music and art teachers will receive 24 hours of training, for 2 hours of graduate credit, that focuses on the development of arts integrated lesson plans and the use of accessible, arts-based instructional materials developed through this project to increase ELA and SECD proficiency amongst students. Training will include addressing barriers to student success related to teachers' behaviors, perceptions, or teaching practices including cultural competency, trauma informed practices, and art therapy as teacher self-care to avoid burnout. In year 4 and 5, this training will be offered to teachers from school districts across the state of Kansas electing to participate in this project.
- **Planning Meetings:** In years 2 thru 5, teaching artists and teachers will meet to plan/review arts based programming prior to implementation in the classroom.

- **Planning Meetings: Fellowship:** In year 1 and 2, teaching artists and educators from various disciplines will be selected for a competitive, paid fellowship, offered in partnership with Storytime Village (a local literacy non-profit) and Friends University Department of Education and Department of Fine Arts. Fellows will develop culturally relevant books and videos that will be published and disseminated to participating schools focused on increasing K-5 ELA proficiency and SECD skills through arts integration and art therapy methods. Instructional materials invite K-5 student responses and engagement in the form of music, movement, and visual art. The fellowship meets monthly from January to September and earn participants 3 college credits.
- **Internship/Service Learning Course:** In year 3, 4, and 5 provide an internship/service learning course in partnership with universities and/or community colleges to develop new teaching artists that will increase access to arts integration to rural and urban communities across the state of Kansas.

**2. The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Eighteen (18) sessions of arts-based educational programming in the form of teaching artists residencies, workshops and performances in multiple art disciplines to all K-5 students in art and music classrooms in selected Title 1 Wichita Public Schools, focuses on improving and demonstrating proficiency in rigorously Targeted ELA standards, Social Emotional Character Development (SECD) and student engagement. Wichita Public Schools District has identified and listed specific Common Core English Language Arts standards that are high leverage/aligned



to reading science research. These standards inform arts-integrated curriculum implementation that is sequentially aligned with the strategies of the classroom teachers and their grading system. Arts Partners will assemble a curriculum team of experts in Arts Integration, Art Therapy, Literacy, Special Education, Fine Arts Education, who will ensure cross-curricular alignment with National Core Art Standards, National Core Music Standards, English Language Arts Tracked Standards and Social and Emotional Character Development Standards. In K-2nd grade, arts integrated curriculum follows systematic, intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies (Lyon et al., 2001; Torgesen, 2002a). Research shows that arts integrated instruction helps strengthen elementary school students' reading readiness, fluency, and comprehension (Brouillette, 2010; Dupont, 1992; Ingram & Meath, 2007; McMahon et al., 2003; Wandell, Dougherty, Ben-Shachar & Deutsch, 2008). Students respond with song, dance, acting or drawing to a collection of culturally relevant books authored by project fellows and curated by key personnel to deliver the intentional use of art therapy to improve sensory-motor functions, foster self-awareness, cultivate emotional resilience, promote insight and enhance social skills. Participating schools have access to these instructional materials in print and it is shared digitally with students to access online, from home, on the students' school provided device. The project culminates at the end of 9 weeks with a performance or exhibit by the students for parents and the larger student body in which students demonstrate learning through the arts in ways that engage the audience.

In 3-5th grade, students build upon these skills demonstrating achievement measured against the academic standards and real-world community problem solving through an Arts + Public Health lens. Arts Partners teaching artists will use a method called "arts-based service learning" that integrates service to the community and academic curriculum and involves engaging students as

active participants by researching and identifying community needs that become the focus of community art projects, performances and/or exhibitions. This program examines the Social Determinants of Health and empowers students, more than 75% of whom are from homes of poverty, to use the arts and creativity to address these determinants that affect their quality of life and their education. Students who participated in service-learning were found to have scored higher than non participating students in several studies, particularly in social studies, writing, and English/language arts. They were found to be more cognitively engaged and more motivated to learn.

**3. The likely impact of the services to be provided by the proposed project on the intended recipients of those services.**

Research has proven that the majority of students can learn to read irrespective of their backgrounds—if their reading instruction is grounded in converging scientific evidence (Lyon, 2002; Moats, 1999; Shaywitz, 2003). The project services provide art educators with access to training in research-based instruction. They are able to equally increase literacy, healthy social emotional behaviors and arts and music proficiency. The work of art educators will be validated and valued for contributing to a comprehensive and school-wide approach to increase literacy and social emotional learning. This has applications in school districts where the arts have been excluded because of pressure to increase test scores in reading.

Persistent “gaps” between more advantaged and less advantaged students can be narrowed and even closed. Fundamentally, these gaps are the result of differences in students’ opportunities to learn—not their learning abilities. (Moats, 2020). Arts integrated instruction creates opportunities for students with a wide variety of learning abilities and needs to be able to access, participate in, and progress through standards-based activities. Among children specifically

identified as at risk (e.g. living in areas characterized by high levels of economic deprivation, substandard housing, a lack of health care and social isolation), music has been found to reduce anxiety, depression, emotional alienation, truancy and aggression, as well as increasing school attendance, self-esteem, cultural empathy, confidence, personal empowerment and healthy nutrition (Cain M, Lakhani A, Istvandy L., 2016).

To increase access to the Arts in Education, Arts Partners will also produce videos that are broadcast on public television called “Arts Sparks”, targeted to engage Pre-K to 2nd grade children and their parents. The broadcasts feature teaching artists promoting skills in literacy and social emotional and character development through performing arts. Arts Partners has the capacity to deliver programs in person or live streaming through an online platform making it possible to reach across the state of Kansas. The strategy in year 4 and 5 is to build the capacity of artists and educators in the communities to which the project will expand through an teaching artist internship program.

**4. The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing project services.**

Arts Partners believes that creative minds build stronger communities. Through cross sector partnerships with industry professionals in business, health, higher education, government, social service, cultural institutions/museums and college students, Arts Partners has enriched the academic experiences of students, creating meaningful connections and mentoring through arts-based service learning with a focus on the impact of the arts on building healthy communities. Research suggests that school-community arts partnerships improve academic achievement and attainment (Catterall & Waldorf, 1999). Arts Partners builds on a 20-year relationship with Wichita Public Schools, providing vital, responsive and engaging arts

integrated programming to thousands of students that aligns with district educational strategies and objectives. Arts Partners is a comprehensive Pre-K to 12th arts in education organization, affiliated with the Young Audiences Arts for Learning national network and the WolfTrap Institute for Early Learning Through the Arts national network. Since 1998, Arts Partners has transformed young lives and learning environments as an expert in Arts Integration. Arts Partners was established as a district-wide model arts in education program. Through partnerships with more than 30 visual and performing artists and 25 cultural organizations, Arts Partners provides professional development for educators and arts integrated workshops, residencies, performances, and field trips, both in-person, live streaming and pre-recorded. An outcome of this project will be to strengthen and expand community and national partnerships with experts in the arts, literacy and social emotional learning through the convening of a national symposium. State-wide partnerships include the Kansas Creative Arts Industries Commission, Kansas Alliance for Arts Education, Storytime Village and the African American Literacy Coalition. These diverse partners share the common goal promoting arts education for students, including disadvantaged students and students with disabilities and can contribute expertise on strengthening Social Emotional Learning and Literacy through Arts Integration.

**C. Quality of Project Personnel (up to 10 points).**

**Shawn Chastain - Executive Coordinator of Fine Arts for the Wichita Public Schools**

(15 years), supporting 300 faculty members who instruct over 30,000 students enrolled in WPS Fine Arts Programs. Past Music Educator, Middle School and High School (15 years). Choral clinician and adjudicator throughout Kansas and has conducted at KMEA four times. Education: Bachelor's and Master's degrees from Wichita State University. Directorship: Music Coordinator/Adult & Youth Choir Director at Wichita's Calvary United Methodist Church (22

yrs), Director of the Wichita Choral Society (20 yrs), ARISE (African Americans Renewing Interest in Spirituals Ensemble) Choral Director (10 yrs). Awards: Outstanding Administrator from the Kansas Art Educators Association, Kansas Music Educators Association and Midwest Kodaly Music Educators of America and Wichita State University's Fine Arts Hall of Fame. Board Member: Wichita Arts Forum, Wichita Arts Council (Education Committee Chair), Ballet Wichita (Ex-Officio Board Member) and Arts Partners Program Committee (Member and Past Chair). Kansas Choral Directors Association, WSU's Fine Arts Advisory Board/Friends of Fine Arts, past chair of NAFME's Music Program Leaders Advisory Council.

**Prisca Barnes - Executive Director of Storytime Village, Inc.** - Literacy Advocacy NFP serving low income Kansas children and families (12 years), convenor the Kansas African American Literacy Coalition and the Kansas Literacy Festival, Producer of children's literacy television show broadcast on local PBS affiliate station, published children's book author. Former director, The Kansas African American Museum. Education: BA-Communications, Clark Atlanta; MA-Communications, Wichita State University; EdD-Educational Leadership, Wichita State University (2022). Selection of Board Membership: Wichita Art Museum: Board Member (2015-2020), DEI Committee Co-Chair (2020-present); Wichita Public Library (2015-2018); Child Start, Inc. (Head Start) (2016-present); Wichita Branch NAACP: Member (2010-2019) Youth Advisor (2016-2018)

**Ellamonique Baccus Executive Director of Arts Partners** in Wichita (3 years), Arts Integration NFP; Art therapist and Clinical Professional Counselor (17 years), behavioral health therapy and diagnostic assessment grades K-12: Professional artist, 30+ Public Art Projects promoting community health through cross sector partnerships; Service provider, Chicago Public School District (9 years); Curriculum development, teaching artists training, trauma informed

arts education and art therapy programs. Adjunct faculty member, Arkansas Baptist College and Elizabeth City State University teaching Art History and Art Therapy and lectured at Wichita State University. Fellow, the University of Chicago Booth School of Business and Chicago Urban League IMPACT program. Started Wesley Children's Hospital Medical Art Therapy Program. Member of the City of Wichita Design Council and Arts Council. Education: MA Art Therapy, The School of the Art Institute of Chicago; Renaissance Oil Painting at the Atelier Neo Medici in Monflanquin, France; BFA in Painting from Bowling Green State University.

**Aaron Fowler** - **National Teaching Artist** (35 years); Arts Partners Teaching Artist (22 years) Credentialed Teaching Artist with Young Audiences and on the National Training team at Wolf Trap Early Learning Through the Arts. Music Education - Friends University, MA in Choral Conducting from Wichita State University. Aaron started his teaching career in the Wichita Public Schools as a Middle school Choral Director. After 11 years in the classroom he started touring nationally as a singer-songwriter. Founding Director and Lead Teaching Artist of Sing It Out, INC (NFP serving disadvantaged and rural communities through access to music and the arts) Touring Artist National Summer Library Reading program; 5 CD's and published children's author. inner-city youth development program director (20 years) Interim Head of School at the Wichita Friends School; President of the American Federated Musicians Union Local 1000 (North American Touring Musicians Union).

**Dr. Julian Dedeaux** - **Senior Research Associate**, the Department of Pediatrics at the University of Kansas School of Medicine-Wichita. Focus: public health promotion and prevention for disadvantaged youth (ages 5 – 17) through educational programs including after-school programs, youth mentorship, and college exposure; Integral member of the evaluation team, providing expertise in survey/scale development, data quality and data analysis.

**Phyllis Cottner - Curriculum and Training Expert** research-based best practice literacy instruction - Language Essentials for Teachers of Reading and Spelling [LETRS] (7 years), Cultural Proficiency, Adaptive Schools, Magnet Curriculum and Instruction Lead (4 years), STEM (Science, Technology, Engineering, and Math) Project Curriculum Lead (3 years), Multi-Tier System of Support (MTSS) Trainer of Trainers (4 years), Data-Based Decision Making, Former Special Education Teacher (8 years). Education: Wichita State University-District Leadership Licensure (2017) Wichita State University-Master of Education, Special Education (1998) Wichita State University-Bachelor of Arts in Education (1995) Hendrix College-Conway, AR-Bachelor of Arts in Psychology (1987).

**Angel Mercier - State Art Education Specialist** Kansas Creative Arts Industries Commission. state-wide program development, professional development implementation teachers and teaching artists, strategic planning, community collaboration; Kansas Arts Education Manager Peer Group representative for the National Assembly of State Arts Agencies. Dance faculty in higher education, 22 years. Illinois State University, Triton Community College. Dance and Health instruction, curriculum development, company director. Former Program Director for Arts Education at Johnson County Community College (JCCC) 18 years, the Kansas John F. Kennedy Partners in Education program. Developed six research studies in arts education including a national research study titled, *The Impact of Live Performance on Literacy*. Education: MS Dance, Illinois State University; BA, Dance, Health, PE, Stephen's College

#### **D. Quality of the Management Plan (up to 20 points)**

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Objective:** To provide arts integrated education to 5,000 students above the current 9,000 of students to 14,000 students by September 30, 2026.

## **MANAGEMENT PLAN**

- **YEAR 1 - Oct 2021:** Advertise/interview/hire Program Manager and Grant Support

Personnel. Hire Evaluator - KU School of Medicine-Wichita and Curriculum Team.

**Oct - Dec 2021:** Symposium planning meetings w/partners, secure presenters, grad instructors

**Dec 2021-Aug 2022:** Market Professional Development to Constituents (All partners)

**Jan-Sept 2022: Fellowship; Develop K-2 instructional materials** (curriculum team)

Purchase Professional Development Supplies and Materials (Program Manager)

Manage symposium registration and logistics (AP Manager, State Arts Ed. Consultant)

Create evaluation survey tool for symposium (Evaluator)

**July/Aug 2022:** K-2 curriculum training, teachers' feedback revisions (curriculum team)

**Sept 2022: Arts Integration Symposium** (Arts Partners, State Arts Ed Consultant)

Publish/promote/disseminate K-2 Instructional Materials developed by Fellows

- **YEAR 2 Oct 2022:** Evaluate symposium (evaluator)

Market Professional Development to Constituents (All partners)

**Jan 2022-Sept 2023: Fellowship; Develop 3rd-5th instructional materials** (curriculum team)

Purchase Project Supplies and Materials (Program Manager)

Confirm 3 new Kansas school districts in the project (Arts Partners, Literacy NFP)

**Oct 2022-June 2023:** Baseline K-2 data collection (evaluator)

Teacher planning meeting; **Arts integration programs to K-2;** coaching

**Nov 2022 and Feb 2023:** Mid-way evaluation; revisions to program if necessary (evaluator)

**Arts Integrated family engagement student performance/display** (AP teaching artist)



**Jan-Mar 2023:** Symposium follow-up survey - use of arts integration (evaluator)

**April 2023: Regional training in arts integration** (Arts Partners Program Manager)

**June 2023: Compile report of student academic and training outcomes (evaluator)**

**July/Aug 2023:** 3rd-5th curriculum training; teachers' feedback revisions (curriculum team)

**Sept 2023:** Publish/promote/disseminate 3rd-5th instructional materials developed by fellows

- **YEAR 3** Oct 2023: Market Professional Development to Constituents (All partners)

**Oct 2023-June 2024:** Baseline K-5 evaluation (evaluator)

Purchase Program Supplies and Materials (Program Manager)

Teacher planning meeting; **Arts integration programs K-5;** coaching

**Arts Integrated family engagement student performance/display** (teaching artist)

**Nov 2023 and Feb 2024:** Mid-way evaluation; revisions to program if necessary (evaluator)

**Oct-Dec 2023:** Symposium planning meetings w/partners, secure presenters, grad credit

Manage symposium registration and logistics (Arts Partners, State Arts Ed. Consultant)

**Mar-June 2024: Recording and television broadcast of teaching artists videos** (literacy nfp)

**June 2024: Compile report of student academic and training outcomes (evaluator)**

**July/Aug 2024:** K-5th curriculum training; teachers' feedback revisions (curriculum team)

**Internship/Service Learning Course (Artist Coordinator)**

**Sept 2024: Arts Integration Symposium** (AP, State Arts Ed Consultant)

Publish/promote/disseminate K-5 Instructional Materials developed by Fellows

- **YEAR 4** Oct 2024: Review symposium success (evaluator)

**Oct 2024-June 2025:** Baseline K-5 data collection (evaluator)

Purchase Professional Development Supplies and Materials (Program Manager)

Teacher planning meeting; **Arts integration programs K-5;** coaching

**Arts Integrated family engagement student performance/display** (teaching artist)

**Nov 2024 and Feb 2025:** Mid-way evaluation; revisions to program if necessary (evaluator)

**Mar-June 2024: Recording and television broadcast of teaching artists videos** (literacy nfp)

**April 2025: Regional training in arts integration** (Arts Partners Program Manager)

**June 2025: Compile report of student academic and training outcomes** (evaluator)

**July/Aug 2025:** K-5th curriculum training; teachers' feedback revisions (curriculum team)

**Internship/Service Learning Course (Artist Coordinator)**

- **YEAR 5** **Oct 2025-Jun 2026:** Baseline K-5 evaluation (evaluator)

Purchase Professional Development Supplies and Materials (Program Manager)

Planning meeting; **Arts integration prog K-5;** coaching

**Arts Integrated family engagement student performance/display** (teaching artist)

**Nov 2025 and Feb 2026:** Mid-way evaluation; revisions to program if necessary (evaluator)

**June 2026: Compile report of student academic and training outcomes** (evaluator)

**July/Aug 2026:** K-5th curriculum training; teachers' feedback revisions (curriculum team)

**Internship/Service Learning Course (Artist Coordinator)**

**Sept 2026: Arts Integration Symposium** (AP, State Arts Ed Consultant)

Publish/promote/disseminate K-5 Instructional Materials developed by Fellows

Project Participants present best-practices and outcomes

## **2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Teachers and teaching artists in pilot schools will have multiple opportunities to provide feedback, which will be the basis for improvement to the project. These opportunities include: teacher feedback on lesson plans and modes of instruction during training in the curriculum;

quarterly coaching sessions at individual school sites to discuss the successes, challenges and best practices of implementation of the program; post-symposium surveys; and through a digital instantaneous and continuous communication platform for all teachers in participating schools to support each other and receive support from Arts Partners.

**3. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.**

The curriculum team will review instructional materials, lesson plans and videos of programs to ensure quality control. They will ensure the cross-curricular connections between National Core Art Standards, National Core Music Standards, English Language Arts Tracked Standards and Social and Emotional Character Development Standards. Arts Partners teaching artists go through an intensive audition and training process to be added to the artist roster and provide services. Teaching artists are regularly observed and evaluated by the Program Manager and Program Committee members of the Arts Partners board to ensure quality. As an affiliate of the Young Audience National Network and the WolfTrap Institute for Early Learning National network, Arts Partners has access to affiliates across the country who can provide peer-review of the proposed project and knowledge-sharing on best-practices.

**4. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed 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.**

Research on the impact of the arts on well-being shows that activities that involve the simultaneous engagement of multiple individuals, for example, group participation in activities such as crafts and singing, are particularly effective at fostering cooperation, self-concept and a

sense of social inclusion for children, adults, families and communities and across different cultures (Bang, 2016; Welch, et.al 2014; Boer, D. and Abubakar A, 2014).

Arts Partners brings to bear the diverse perspectives of multiple stakeholders. Increasing Literacy and Social Emotional Learning thru Arts Integration focuses on giving voice to student's experiences by increasing their ability to read and write and express themselves in pro-social ways. As the previous program was implemented during the last two years, the young people participating were able to ask their families and neighbors how the issues they were concerned with affected the community as well as meet with organizations and individuals making a positive change related to those issues. Arts Partners will continue to enable broader community collaboration and relationship building by engaging adult volunteers from diverse professions – engineers, artists, philanthropists and community leaders – in supporting student-driven projects.

**E. Quality of the Project Evaluation (up to 15 points)**

**The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

- 1. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

The methods of evaluation of academic achievement are preexisting, established instruments and methods already being used by Wichita Public School district. They aligned with academic and social emotional and character development standards being used across the state of Kansas.

Student-level administrative data will be obtained from Wichita Public Schools Office of Assessment and Research.

**2. 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.**

Quantitative performance measures of student achievement consist of universal screeners, state assessment, and grades. KU Department of Pediatric Research will acquire student scores from Wichita Public Schools office of Assessment and Research. The Universal Screening tools measuring student performance include:

**the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS).** SAEBRS identifies students in grades K-12 who are at-risk for academic, social, and/or emotional behaviors. SAEBRS has 2 parts: one measures teachers' perceptions of students' social, emotional and academic behaviors (perseverance and engagement) and the other measures the students' perceptions of themselves in regard to social, emotional and academic behaviors. The teacher version is completed by K-5 teachers and the student version is given in grades 3-5. Benchmark screening for SAEBRS occurs in October and February. These performance measures are administered by certified instructional staff.

**The Kansas Assessment Program (KAP)** was developed by University of Kansas' Achievement and Assessment Institute (AAI). It is the state assessment used to measure English language arts (ELA), mathematics, and science as part of the federal elementary and secondary education legislation. This state assessment is given online each spring in grades 3 -5. Guided by the Kansas Curriculum Core Readiness Standard (KCCRS) and Marzano Research, Wichita Public Schools district analyzed the academic standards and separated them into 'items of knowledge' or 'skill' to create progressions of learning toward on grade-level performance called **Proficiency Scales**. Teachers will assess and record student performance on required

scales based on the observed evidence in the classroom in English Language Arts and Social Emotional Learning. The Social-Emotional Character Development Standards (SECD) were first approved by the Kansas State Board of Education in 2012. Kansas was the second state to adopt social-emotional competencies and the first state to integrate social-emotional learning and character development. Qualitative data includes: Surveys completed by educators attending training on changes in knowledge, perceptions and confidence in applying arts integration in their classroom; completion of student performance/display or arts-based service learning project

**3. The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**

The evaluator will collect data at the beginning of each program for professional development and student scores to establish a baseline of ELA grades, social emotional skills, and level of inclusion for students with disabilities. The ELA grades will be pulled from Power, BI, a data collection resource used by teachers who input students on a regular basis. Social emotional skills are recorded using teacher observation data and the number of student incidences, both recorded in the WPS Power, BI database. The evaluator will request the WPS data analysis and research team to pull data at the beginning of each quarter to establish a baseline, mid-way through the quarter to evaluate progress and interpret for adjustments if necessary, and at the end of the 9-week program. Using all three data points, the evaluator can determine how much student learning took place.

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<b>PROBLEM STATEMENT:</b>
75% of children in Wichita Public Schools are from homes of poverty. Many of these children from low-income families in Wichita and across the state of Kansas are not reading and writing at their grade level.
The mental and emotional impacts of COVID 19, have increased the disengagement of students, social isolation, and stress
Art and Music teachers are often not prepared in college or included in professional opportunities offered through their districts to combine their expertise in arts education with research-based practices that address the fundamental skills students need to learn to be successful in school and in life, specifically the ability to read and write, the ability to understand and manage their emotion and have positive relationships with other people.
Schools have lost the financial capacity to pay for professional development (teacher education) required for teachers to learn these “new proven methods”. Education majors are graduating college with very little training on how to effectively teach reading and literacy development, nor are they trained to work with students who lack social emotional skills.
Many teachers do not have the background or training they need to access information and implement research-based reading instruction in their classrooms. Traditionally, higher education teacher preparation courses and professional development does not prepare any teacher, especially not art and music teachers, to use science-based research to contribute to the comprehensive and school-wide approach needed to increase literacy.
Teaching Artists are not often provided the opportunity through training/resources to document effective arts integration processes in instructional materials that could have a wide-spread impact.
There is a lack of Teaching Artists development programs that provide advanced training in curriculum content from experts using educational and brain science research that addresses social emotional learning and literacy.
Many communities and schools in Kansas marginalize art education or do not give their students access to arts education at all because they don't believe it contributes to academic outcomes in students
There is a lack of instructional materials and training that can be easily translated and immediately applied to music and art classrooms to meet objectives in both art and music as well as literacy and social emotional learning
Teachers are unaware of their perceptions and behaviors including lack cultural competency and lack of self care that contribute to learning outcomes in students and relationships with parents
For students with diverse learning styles and students with disabilities, increasing literacy and social skills through arts integration creates the opportunity for differentiated instruction and increased exposure to content
There is a disconnect between schools and communities, curriculum content and real world decision making that does not prepare students with the diverse perspectives, critical thinking and problem-solving skills necessary to ....
Families in poverty often lack access to resources and materials to support the arts, literacy and social skills at home.
Many social emotional learning programs don't give students the opportunity to demonstrate the skills in meaningful and measurable ways

GOAL:
Increase educators' knowledge, perceptions, confidence in delivering arts integration to students, including disadvantaged students and students with disabilities through professional development.
Develop and disseminate accessible instructional materials and programming that integrates multiple art forms with English Language Arts and Social Emotional and Character Development to increase educational attainment and engagement in K-5 students, including disadvantaged students and students with disabilities.
Community and national outreach activities that strengthen and expand partnerships among schools and communities to expand the practice of arts integration and bring attention to the role of arts in education to impact environmental factors contributing to educational outcomes

**RATIONALE: These rationales all demonstrate a core set of beliefs based on knowledge about how changes occur in the field. the beliefs about how change occurs in your field and with your specific clients (or audience), based on research, experience, or best practices.**

Students who are African American, Hispanic, learning English, and/or from impoverished homes fall behind and stay behind in far greater proportion than students who are white and middle class. The rate of weak reading skills in these groups is 60–70 percent, according to the National Assessment of Educational Progress. This rate is comparable to rates in Kansas and specifically in Wichita Public Schools.

Students living in poverty, students of color, and students who are eligible for remedial services can become competent readers—at any age. Persistent “gaps” between more advantaged and less advantaged students can be narrowed and even closed. Fundamentally, these gaps are the result of differences in students’ opportunities to learn—not their learning abilities. (Moats, 2020).

The majority of students can learn to read irrespective of their backgrounds—if their reading instruction is grounded in the converging scientific evidence about how reading develops, why many students have difficulties, and how we can prevent reading failure (Lyon, 2002; Moats, 1999; Shaywitz, 2003).

The majority of children who enter kindergarten and elementary school at risk for reading failure can learn to read at average or above-average levels—if they are identified early and given systematic, intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies (Lyon et al., 2001; Torgesen, 2002a).

An increase in educators’ knowledge, perceptions, confidence and implementation is the result of intensive, high quality professional development, coaching and feedback.

Exposing art and music teachers and teaching artists to research based practices would help them to implement true arts integration that meets evolving objectives in both the art form and the curriculum subject.

READING MOTIVATION - Children’s interest in reading must be stimulated through regular exposure to interesting books and through discussions in which students respond to many kinds of texts (Moats, 1999). A rich and meaningful curriculum, in which students are exposed to a variety of texts as they learn concepts in science, literature, social studies, history, the arts, and culture, should provide the context for developing reading and writing skills (Moats, 2020).

When students are engaged they retain learning. Arts Integration engages students in active learning.

Arts integrated instruction helps strengthen elementary school students’ reading readiness, fluency, and comprehension ([Brouillette, 2010](#); [Dupont, 1992](#); [Ingram & Meath, 2007](#); [McMahon et al., 2003](#); [Wandell, Dougherty, Ben-Shachar & Deutsch, 2008](#)).

Students from low socio-economic backgrounds, English language learners, and students with special needs—often underserved in public schools—realize particularly strong benefits through arts education. ([Brouillette & Jennings, 2010](#); [Brouillette, 2010](#); [Carger, 2004](#); [Montgomerie & Ferguson, 1999](#); [Spina, 2006](#)).

Students who participate in arts programs develop Self-Efficacy and Self-Confidence, as well as a belief in their own abilities to accomplish goals. ([Luftig, 2000](#) and

A multitude of research points to an increase in student engagement and learning when learners have the skills to focus their attention, manage negative emotions, navigate relationships, and persist through challenges (Wallace, 2017).

Focus of content are social determinants of health that matter to students 3rd-5th

Service-Learning academic outcomes.

Arts Integration Definition - art form + content area meeting objectives in both

Music education can increase literacy

Music education can increase social emotional learning

Strong correlational evidence suggests that involvement in arts integrated improves students’ academic

In spring 2019, Ingenuity launched report stating “participation in arts education processes and practices can translate into the development of both artistic and social-emotional competencies, including self-management, self-discipline, interpersonal skills, and self-expression, that extend beyond arts” (Ingenuity, 2019).

Projects that connect students to their community increase academic performance. Projects that focus on issues that relate to students’ lives or experiences motivate learning.

Art education unique ability to reach students with disabilities

Music education unique ability to reach students with disabilitiesPR/Award # S351A210124

Neurosequential Model of Education developed by Dr. Bruce Perry as a research basis for training teachers to understand the impact of trauma on a child's brain development.

**Strong school-community partnerships increase academic outcomes.** Schools with highly rated partnership programs make greater gains on state tests than schools with lower-rated programs. Higher-performing schools effectively involve families and community. Schools that succeed in engaging families and community members from diverse backgrounds share three key practices: 1) Focus on building trusting, collaborative relationships among teachers, students, families and community members; 2) Recognize, respect and address families' needs; 3) Recognize class and cultural differences.

impact of mentoring on students

family engagement through the arts benefits

Impact on academic outcomes cultural competency can this be delivered thru arts?

The Kansas Board of Education purports that "SECD skills are essential for academic achievement."

Art therapy for teacher burnout, vicarious traumatization, lack of self care

effectiveness of art performance

arts integration trauma/coping/resilience

Importance of Teaching Artists...expertise and access to art forms not usually taught

## **ASSUMPTIONS**

The Social-Emotional Character Development Standards (SECD) were first approved by the Kansas State Board of Education in 2012. Kansas was the second state to adopt social-emotional competencies and the first state to integrate social-emotional learning and character development. The Kansas SECD Standards are aligned with and supportive of 1) the Kansas Multi-Tier System of Supports (MTSS) 2) Positive Behavioral Interventions and Supports (PBIS) 3) trauma-sensitive schools 4) the Kansas Department of Education State Board Outcomes and 5) the Kansas School Mental Health Advisory Group.

Wichita Public Schools District has identified and listed specific Common Core ELA standards that are high leverage/aligned to reading science research specifically the Simple View of Reading. These standards are being “Tracked” by the district in order to determine if students are making progress. These tracked standards inform sequential curriculum implementation and grading scales.

RESOURCES	ACTIVITIES	OUTPUTS	YR 1 OUTCOMES	YR 2 OUTCOMES	YR 3 OUTCOMES	YR 4 OUTCOMES	YR 5 OUTCOMES
Arts in Education Organization  Arts In Education Program Manager National Arts In Education Organizations  Cultural Institutions/Museums State Art Commission	Local and National partnerships to plan and implement regional and national trainings	planning meetings?	By September 30, 2022, develop and strengthen 15 local and national partnerships to contribute to planning and implementing a national symposium, as evidenced by their presentation/sponsorship.		By September 30, 2024, develop and strengthen 15 local and national partnerships to contribute to planning and implementing a national symposium, as evidenced by their presentation/sponsorship.		By September 30, 2026, develop and strengthen 15 local and national partnerships to contribute to planning and implementing a national symposium, as evidenced by their presentation/sponsorship.
State Art Education Consultant  Local and National Teaching Artists  Clinical Counselor/Art Therapist  SPED, Literacy + Cultural Competency Training Expert  Literacy Advocacy Organization  Kansas African American Literacy Coalition  English, Fine Arts and Education College Professors Strategic Communications/Marketing  Videographer  Graphic Designer	Online Regional Arts Integration Training sharing best practices led by a local or national expert every other year	1.5 hrs of online professional development		By Sept. 30, 2023, 75% of educators in attendance at the regional online trainings will complete 75% or more of the total 1.5 hours of professional development as evidenced by attendance records.  By Sept. 30, 2023, 75% of educators in regional training will report a change in their knowledge, perceptions and confidence (i.e. sense of efficacy) in applying arts integration in their classrooms on a survey.		By Sept. 30, 2025, 75% of educators in attendance at the regional online trainings will complete 75% or more of the total 1.5 hours of professional development as evidenced by attendance records.  By Sept. 30, 2025, 75% of educators in regional training will report a change in their knowledge, perceptions and confidence (i.e. sense of efficacy) in applying arts integration in their classrooms on a survey.	By September 30, 2026, develop knowledge sharing sessions with educators that participated in the program from across the state, as evidenced by attendance.

<p>School Administrators</p> <p>Community Members - Business, Government, Social Service, Arts, Health</p> <p>Online Virtual Education Platform</p>	<p>Convene a National Arts Integration Symposium every other year</p>	<p>20 hours of professional development will be provided every other year</p>	<p>By Sept. 30, 2022, symposium attendance records will document 100 educators completing a minimum of 75% or more of the total 20 hours of professional development.</p>	<p>By Sept. 30, 2023, a follow-up survey to symposium attendees will show evidence of arts integration implementation amongst 50% of attendees and needs for additional training support.</p>	<p>By Sept. 30, 2024, symposium attendance records will document 100 educators completing a minimum of 75% or more of the total 20 hours of professional development.</p>	<p>By Sept. 30, 2025, a follow-up survey to symposium attendees will show evidence of arts integration implementation amongst 50% of attendees and needs for additional training support.</p>	<p>By Sept. 30, 2026, symposium attendance records will document 100 educators completing a minimum of 75% or more of the total 20 hours of professional development.</p>
			<p>By Sept. 30, 2022, 75% of educators in attendance will report an increase in knowledge, perceptions and confidence in applying arts integration in their classroom, as measured through a post survey.</p>		<p>By Sept. 30, 2024, 75% of educators in attendance will report an increase in knowledge, perceptions and confidence, in applying arts integration in their classroom, as measured through a post survey.</p>		<p>By Sept. 30, 2026, 75% of educators in attendance will report an increase in knowledge, perceptions and confidence, in applying arts integration in their classroom, as measured through a post survey.</p>
<p>English, Fine Arts and Education College Professors</p> <p>Colleges + Universities</p> <p>College Students</p> <p>Arts Integration Experts - 10 years or more of experience</p>	<p>Provide teaching artist college internship/service learning class</p>	<p>internship for 10 college students</p>		<p>By September 30, 2023 expand the number of trained teaching artists from 30 to 35 as evidenced by the Arts Partners roster</p>		<p>By September 30, 2023 expand the number of trained teaching artists from 35 to 40 as evidenced by the Arts Partners roster</p>	
<p>Clinical Counselor/Art Therapist</p> <p>SPED, Literacy + Cultural Competency Training Expert</p> <p>Teachers</p> <p>Fine Arts Education Curriculum Expert</p>	<p>Provide an Advanced Fellowship Program for Teaching Artists and Educators</p>	<p>Advanced training for 24 participants</p>	<p>By September 30, 2022, attendance records will document 12 participants completing 75% or more of the total fellowship sessions.</p>	<p>By September 30, 2023, attendance records will document 12 participants completing 75% or more of the total fellowship sessions.</p>			

Literacy Advocacy Organization					
Teaching Artists					
English, Fine Arts and Education College Professors			By September 30, 2022, 75% of fellows will develop culturally relevant books (digital and print) and videos with ELA, SECD and Art Therapy content evidenced by the number of instructional materials developed.	By September 30, 2023, 75% of fellows will develop culturally relevant books (digital and print) and videos with ELA, SECD and Art Therapy content evidenced by the number of instructional materials developed.	
College/University Strategic Communications/Marketing Videographer					
Graphic Designer					
Online Virtual Education Platform Public Television Broadcasting Station District television Broadcasting station	Develop and Disseminate accessible arts-based Instructional Materials with ELA, SECD and Art Therapy content	Produce 10 books and 20 videos		By September 30, 2023, Disseminate culturally relevant books (digital and print) to participating schools and videos (online portal + broadcast on public television) with ELA, SECD and Art Therapy content, evidenced by the number of instructional materials disseminated and video views.	By September 30, 2024, Disseminate culturally relevant books (digital and print) to participating schools and videos (online portal + broadcast on public television) with ELA, SECD and Art Therapy content, evidenced by the number of instructional materials disseminated and video views.
Arts Integration Experts - 10 years or more of experience					
List of Critical Concept English Language Arts standards "tracked" by WPS					
Kansas State Board of Education adopted SECD standards					
National Core Art Standards					
Standard-Referenced Grading Scales measuring - ELA, Behavior (SECD) and Work Habits (Engagment)					
			PR/Award # S351A210124		



<p>List of Common Core English Language Arts standards "tracked" by WPS</p> <p>Kansas State Board of Education adopted SECD standards</p> <p>National Core Art Standards</p> <p>Clinical Counselor/Art Therapist</p> <p>SPED, Literacy + Cultural Competency Training Expert Teachers</p> <p>Fine Arts Education Curriculum Expert</p> <p>Literacy Advocacy Organization</p> <p>Arts Integration Experts - 10 years or more of experience</p> <p>English, Fine Arts and Education College Professors</p>	<p>Develop accessible arts-integrated lesson plans</p>		<p>By September 30, 2022, develop K-2 arts integrated lesson plans that integrate ELA, SECD and multiple art forms, evidenced by the number of lesson plans developed.</p>	<p>By September 30, 2023, develop 3rd-5th grade arts integrated lesson plans that integrate ELA, SECD and multiple art forms, evidenced by the number of lesson plans developed.</p>	
<p>Art and Music Teachers</p> <p>Teaching Artists Teachers</p> <p>Clinical Counselor/Art Therapist</p>			<p>By Sept. 30, 2023, 14 music and art educators in WPS schools will complete 75% or more of the total 32 hours of curriculum training, as recorded through attendance logs.</p>	<p>By Sept. 30, 2024, 14 music and art educators in WPS schools will complete 75% or more of the total 32 hours of curriculum training, as recorded through attendance logs.</p>	

SPED, Literacy + Cultural Competency Training Expert	Teacher Training in Curriculum Implementation
Fine Arts Education Curriculum Expert	
Arts Integration Experts - 10 years or more of experience	
English, Fine Arts and Education College Professors	
Evaluator	

	By Sept. 30, 2023, 75% of educators in curriculum training will report a change in their knowledge, perceptions and confidence (i.e sense of efficacy) in applying arts integration in their classrooms on a survey.	By Sept. 30, 2024, 75% of educators in curriculum training will report a change in their knowledge, perceptions and confidence (i.e sense of efficacy) in applying arts integration in their classrooms on a survey.	
		By Sept. 30, 2024, educators from 3 new partnering school districts will complete 75% or more of the total 32 hours of curriculum training, as recorded through attendance logs.	By Sept. 30, 2025, educators from 3 new partnering school districts will complete 75% or more of the total 32 hours of curriculum training, as recorded through attendance logs.

					By Sept. 30, 2024, 75% of educators from 3 new partnering school districts in curriculum training will report a change in their knowledge, perceptions and confidence (i.e sense of efficacy) in applying arts integration in their classrooms on a survey.	By Sept. 30, 2025, 75% of educators from 3 new partnering school districts in curriculum training will report a change in their knowledge, perceptions and confidence (i.e sense of efficacy) in applying arts integration in their classrooms on a survey.	
	Coaching/quality control meetings with cohort of educators	Quarterly 1.5 hr school-based meetings		By June 1, 2023 Provide quarterly 1.5 hr school-based coaching/quality control meetings with cohort of educators implementing the project to identify site specific challenges and successes as measured by teacher responses to interview questions.	By June 1, 2024 Provide quarterly 1.5 hr school-based coaching/quality control meetings with cohort of educators implementing the project to identify site specific challenges and successes as measured by teacher responses to interview questions.	By June 1, 2025 Provide quarterly 1.5 hr school-based coaching/quality control meetings with cohort of educators implementing the project to identify site specific challenges and successes as measured by teacher responses to interview questions.	By June 1, 2026, Provide quarterly 1.5 hr school-based coaching/quality control meetings with cohort of educators implementing the project to identify site specific challenges and successes as measured by teacher responses to interview questions.

Arts in Education Program Scheduler				By September 30, 2023, provide eighteen 45-minute sessions of arts integrated programs to K-2nd grade students in music and art classrooms in 7 Wichita Public Schools, as evidenced by school booking confirmation forms and student attendance.	By September 30, 2024, provide eighteen 45-minute sessions of arts integrated programs to K-5th grade students in music and art classrooms in 7 Wichita Public Schools, as evidenced by school booking confirmation forms and student attendance.	By September 30, 2025, provide eighteen 45-minute sessions of arts integrated programs to K-5th grade students, as evidenced by school booking confirmation forms and student attendance.	By September 30, 2026, provide eighteen 45-minute sessions of arts integrated programs to K-5th grade students, as evidenced by school booking confirmation forms and student attendance.
Arts In Education Program Manager				By June 30, 2023, an increase of 10% of K-2nd grade students will reach grade-level attainment, as measured by proficiency in 80% of ELA Tracked Standards.	By June 30, 2024, an increase of 10% of K-5th grade students will reach grade-level attainment, as measured by proficiency in 80% of ELA Tracked Standards.	By June 30, 2025, an increase of 10% of K-5th grade students will reach grade-level attainment, as measured by proficiency in 80% of ELA Tracked Standards.	By June 30, 2026, an increase of 10% of K-5th grade students will reach grade-level attainment, as measured by proficiency in 80% of ELA Tracked Standards.
Art and Music Teachers							
Teaching Artists Teachers							
Evaluator Arts in Education Organization							
List of Common Core English Language Arts standards "tracked" by WPS	Deliver Arts Integrated programming	Eighteen 45- minute sessions to each grade				Increase of 10% of students in grades 3 scoring level 3 and 4 combined in ELA as measured by the Kansas State Assessment	Increase of 10% of students in grade 3 scoring level 3 and 4 combined in ELA as measured by the Kansas State Assessment

<p>Kansas State Board of Education adopted SECD standards</p> <p>National Core Art Standards</p> <p>Standard-Referenced Grading Scales measuring - ELA, Behavior (SECD) and Work Habits (Engagment)</p> <p>Academic Screening Tools</p>			<p>By June 30, 2023, an increase of 10% of K-2nd grade students will reach grade-level attainment, as measured by proficiency in 80% of Behavior (Social Emotional &amp; Character Development) Standards Referenced Grading Scales reported by teachers.</p>	<p>By June 30, 2024, an increase of 10% of K-5th grade students will reach grade-level attainment, as measured by proficiency in 80% of Behavior (Social Emotional &amp; Character Development) Standards Referenced Grading Scales reported by teachers.</p>	<p>By June 30, 2025, an increase of 10% of K-5th grade students will reach grade-level attainment, as measured by proficiency in 80% of Behavior (Social Emotional &amp; Character Development) Standards Referenced Grading Scales reported by teachers.</p>	<p>By June 30, 2026, an increase of 10% of K-5th grade students will reach grade-level attainment, as measured by proficiency in 80% of Behavior (Social Emotional &amp; Character Development) Standards Referenced Grading Scales reported by teachers.</p>
			<p>By June 30, 2023, an increase of 10% of K-2nd grade students will reach grade-level attainment, as measured by proficiency in 80% of Work Habits (Engagement) Standards Referenced Grading Scales reported by teachers.</p>	<p>By June 30, 2024, an increase of 10% of K-5th grade students will reach grade-level attainment, as measured by proficiency in 80% of Work Habits (Engagement) Standards Referenced Grading Scales reported by teachers.</p>	<p>By June 30, 2024, an increase of 10% of K-5th grade students will reach grade-level attainment, as measured by proficiency in 80% of Work Habits (Engagement) Standards Referenced Grading Scales reported by teachers.</p>	<p>By June 30, 2024, an increase of 10% of K-5th grade students will reach grade-level attainment, as measured by proficiency in 80% of Work Habits (Engagement) Standards Referenced Grading Scales reported by teachers.</p>

Community Members - Business, Government, Social Service, Arts, Health Teaching Artist Parents	School Administrators Music and Art Teachers	Develop and strengthen school- community partnerships	10 cross sector partners engaged		By June 30, 2023, 10 community partners will collaborate with the organization and identified schools as evidenced by interaction with students during arts integration sessions	By June 30, 2024, 10 community partners will collaborate with the organization and identified schools as evidenced by interaction with students during arts integration sessions	By June 30, 2025, 10 community partners will collaborate with the organization and identified schools as evidenced by interaction with students during arts integration sessions	By June 30, 2026, 10 community partners will collaborate with the organization and identified schools as evidenced by interaction with students during arts integration sessions
African American Literacy Coalition	School Districts Arts in Education Organization	Expand arts integration program implementation to new school districts			By September 30, 2023, Expand outreach to Kansas community coalitions to identify and confirm participation in this project from 3 Kansas school districts with at least 20% of students from families with incomes below the poverty line, as evidenced by the number of new school district partnerships.	By September 30, 2024, expand outreach with 3 Kansas school districts and principals to identify and confirm participation in this project from schools with at least 20% of students from families with incomes below the poverty line, as evidenced by the number of new school partnerships.		

## Other Attachment File(s)

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# Ellamonique Baccus

OBJECTIVE	To Lead through Creativity, Innovation and Strategy
SKILLS & ABILITIES	Consulting and Strategy, Community Engagement through the Arts, Project Management, Designing and Implementing Innovative Programs, Developing Partnerships, Public Art, Managing Budgets and Timelines, Exhibition Design, Art Therapy, Arts Integrated Curriculum, Clinical Counseling (IL license), Renaissance Oil Painting, Drawing, Printmaking, and Sculpture
EXPERIENCE	<p><b>DESIGN COUNCIL – CITY OF WICHITA</b> 2017 - Present</p> <p><b>ARTS COUNCIL – EDUCATION COMMITTEE</b> 2017 - Present</p> <p><b>EXECUTIVE DIRECTOR – ARTS PARTNERS</b> 2018 - Present</p> <p>Lead a non-profit arts organization that creates and maintains partnerships with school districts, a roster of 35 visual and performing artists and over 25 arts &amp; cultural organizations and corporations to provide over 20,000 encounters with the arts to students in grades K-12 annually as well as professional development for classroom teachers to incorporate the arts across curriculum in schools to improve academic success. <a href="http://www.artspartnerswichita.org">www.artspartnerswichita.org</a></p> <p>Developed and implemented the Just Add Arts Symposium, hosting local and national experts, securing sponsors and attracting 103 attendees (44% from outside of Wichita) to learn techniques to use the arts to strengthen social emotional learning amongst Pre K-12 students.</p> <p><b>ARTIST CONSULTANT/OWNER, WISDOMTREE ARTS</b> 2006 – Present</p> <p>As a Professional Artist/Artist Consultant, facilitate community engagement through the arts to catalyze positive changes in neighborhoods and forge connections and collaboration between artists, corporate sponsors, social service providers and community residents while creating transformative public art.</p> <p>As a Qualified Vendor of Chicago Public Schools for 9 years, recruited, trained and managed staff of teaching artists and instructors to deliver art-based trauma informed curriculum for K-12 students in visual art and art therapy with a focus on arts integration, social emotional learning, job training and academic improvement</p> <p><b>SELECTED WISDOMTREE ART PROJECTS:</b></p> <p><b>Riverfront Stadium – Sycamore Fence</b>, SJCF for the City of Wichita 2019-Present</p> <p>Selected as an artist through RFP process to complete aesthetic improvements on Sycamore; designed lenticular art installation along 400 foot fence that creates optical illusion</p> <p><b>Keeper of Fairmount</b>, Together Wichita for the City of Wichita's 150<sup>th</sup> anniversary 2020</p> <p><b>17<sup>th</sup> st. Redevelopment Project</b>, MKEC for the City of Wichita 2019 - 2021</p> <p>As an artist consultant, worked with engineers to develop design solutions for a plaza in honor of Jackie Robinson that incorporated community engagement, specifically workshops with sixty 5th grade students from L'Ouverture Elementary whose ideas were refined for inclusion in the aesthetic solution. As an artist, designed and creating art panels for inclusion in the plaza.</p> <p><b>9<sup>TH</sup> st. Redevelopment Project</b>, Baughman Company for the City of Wichita 2016 - 2019</p> <p>As the Artist Consultant and Lead Artist, brought together a diverse coalition of people, trained local youth and collaborated with local artists to inform designs and participate in the creation of public artwork including a gateway at I-135, Kwanzaa Plaza, sidewalk symbols of community values, painted bus stop and free library, and "Cultivating the Seeds of Our Future" Mural</p> <p><a href="http://wichita.kumc.edu/newsroom/artful-9th-street-project-improves-look-access-around-ku-school-of-medicine-wichita.html">http://wichita.kumc.edu/newsroom/artful-9th-street-project-improves-look-access-around-ku-school-of-medicine-wichita.html</a></p>



**Horizontes – 13<sup>th</sup> street Bridge Mural, Wichita, KS 2018**

Commissioned to produce 2 murals “Hummingbird on the Left” and “Horizon”

**Learners to Leaders Mural – Caldwell Elementary, Wichita, KS 2017**

Engaged 500 K-5 students in mural of student’s career paths and student’s diversity from 15 countries and a deaf and hard of hearing student population

**Medical Art Therapy Program, Wesley Children’s Hospital, Wichita, KS 2017 – 2018**

Developed and Supervised Medical Art Therapy Program at the Wesley Children’s Hospital and the first hospital-based art therapy internship program in Kansas in partnership with Emporia State University graduate art therapy department

Provided Art Therapy at Childhood Cancer Awareness Events where patients, families, staff and community partners created art work to celebrate the lives of child cancer survivors, provided art therapy to pediatric Hematology/Oncology patients and their families in the hospital and developed a partnership with CityArts, DCCCA, and Caldwell Elementary to produce public art for the pediatric clinic that combined work of professional artists, pediatric patients and children in foster care

<https://bit.ly/wesleyartksn>

**Dr. Martin Luther King, Jr. Historic District, 16th and Hamlin, Chicago, IL**

Led art education workshops with 600 children from 4 elementary schools in the North Lawndale community. Created branding for the Martin Luther King Historic District

**Lawndale Christian Development Corporation, “Ruach: The Spirit of God” Mural, Chicago, IL**

Created 25’ x 40’ mural for the Renaissance Apartments in North Lawndale and engaged 100 community members including youth, adults and corporate volunteers in painting

**Methodist Youth Services, Chicago, IL**

Facilitated a mural project in a shelter and independent living program with youth in foster care

**Westside Association for Community Action, Chicago, IL**

Awarded the Neighborhood Arts Program grant from the City of Chicago to facilitate a mural project with youth on house arrest, court mandated to attend an evening reporting center

**COMMUNITY SUPPORT SPECIALIST – SOUTH CENTRAL KANSAS, DCCCA 2016 - 2018**

In-person and virtual behavioral health training and technical assistance to build the capacity of community coalitions in South Central Kansas to develop and implement strategies, complete logic models, action plans, reports and secure grant funding for substance abuse prevention

Developed the Y.E.S. Prevention Program, an art-based drug prevention program for middle school students in foster care, trained teaching artists at CityArts to implement the program

**CLINICAL COUNSELOR, CHICAGO CHRISTIAN COUNSELING CENTER 2013 - 2015**

Outpatient behavioral health counseling and art therapy with adults, families and children

**CLINICAL COUNSELOR, YOUTH SERVICE PROJECT 2012- 2014**

Behavioral health counseling, crisis counseling, peer support groups and diagnostic assessment for students in Rush School Based Health Clinic at Orr Academy High School

**PROGRAM MANAGER/SPECIAL PROJECTS COORDINATOR, LITTLE BLACK PEARL 2010 – 2012**

Managed and instructed afterschool and summer programs that integrated the arts, technology and entrepreneurship; developed proposals, negotiated contracts, rallied stakeholders, managed budgets and timelines

**SELECTED LITTLE BLACK PEARL PROJECTS:**

**Chicago Community Trust’s Arts Infusion Initiative for High-Risk Teens,** Received training for working in high-risk settings with teens who have had encounters with the criminal justice system, experienced school disciplinary action and reside in the federally-designated Comprehensive Anti-Gang Initiative (CAGI) communities.

**A Walk in My Shoes,** Designed curriculum, recruited and managed teaching artists to implement an after school program in which students expressed their experiences of gun/gang violence, boundaries, code of silence, and discrimination through poetry, visual art, shoe design, an online blog and an art exhibit. Drove collaborations with NBC 5, Nike and community organizations to collect and donate 1,500 pairs of shoes to people in need through Soles for Souls charity

**UCurate**, Brought innovation to collaborative projects with partners from the Chicago Hive Network, the Art Institute of Chicago, the National Museum of Mexican Art, and YouMedia to develop a web-based platform for youth designed virtual art galleries

**Robert H. & Ann Lurie Children's Hospital of Chicago "Metamorphosis" Mural**, Designed and painted mural for 6th floor hospital corridor leading to operating room

**Museum of Contemporary Art's Doodleganza**, Chicago, IL  
Led evening event which directly engaged museum visitors in art-making activities

**Chicago Park District, Willye B. White Park**, 1610 W. Howard Street, Chicago, IL Community engagement and youth development project through strategic partnerships to produce public art for Willye White Park Gymnasium

**PROGRAM DIRECTOR, FIREHOUSE COMMUNITY ART CENTER 2009**

Collaborated with the University of Veracruz to coordinate an international trip for high school students and staff to explore the African Presence in Mexico; recruited, enrolled and conducted conflict resolution workshops with high school students in the Ambassadors for a United Lawndale, an anti-violence and community unification program for North and South Lawndale

**RESIDENTIAL THERAPIST/PROGRAM COORDINATOR, LYDIA HOME ASSOCIATION. 2003-2008**

Developed, coordinated and assessed educational and enrichment programs for children ages 5-18 in foster care; recruited and managed graduate level clinical interns and 10 independent contractors; provided individual and group therapy for children in foster care receiving residential treatment

**ADJUNCT INSTRUCTOR, ELIZABETH CITY STATE UNIVERSITY - Art Therapy 2005**

**ADJUNCT INSTRUCTOR, ARKANSAS BAPTIST COLLEGE - African American Art History 2003**

**ARTIST IN RESIDENCE, HEARNE FINE ART GALLERY 2003**

Co-hosted 4-part television series, "Art and Literature and Motion" on African American Art Exhibition design, framing and staging

**EARLY COLLEGE PROGRAM COORDINATOR, SCHOOL OF THE ART INSTITUTE OF CHICAGO 2002**

**ART HISTORY TEACHING ASSISTANCESHIP, SCHOOL OF THE ART INSTITUTE OF CHICAGO 2002**

**EARLY COLLEGE PROGRAM ASSISTANT, BOWLING GREEN STATE UNIVERSITY 1999-2000**

EDUCATION	<p><b>Univ. of Chicago Booth School of Business &amp; Chicago Urban League</b> IMPACT Fellow 2015</p> <p><b>The School of the Art Institute of Chicago</b> - MA Art Therapy - Chicago, IL 2004</p> <p><b>Bowling Green State University</b> - BFA 2 Dimensional Studies – Bowling Green, OH 2001</p> <p><b>Atelier Neo Medici</b> - Painting, Art History, French – Monflanquin, France 2001</p>
SELECTED PROFESSIONAL DEVELOPMENT	<p>Youth Mental Health First Aid Certified Trainer</p> <p>DCCCA Lead – Leadership Development Program through the Kansas Leadership Center</p> <p>Structured Psychotherapy for Adolescents Responding to Chronic Stress Training (SPARCS)</p> <p>Integrative Treatment for Complex Trauma in Adolescents Training (ITCT-A)</p> <p>Teaching Artist Development Studio 2014 Cohort (Columbia College Chicago)</p> <p>Peace Circle Keeper Training (Community Justice for Youth Institute)</p>
SELECTED EXHIBITIONS	<p><b>Art That Touches the Heart.</b> Wichita State University. Wichita, KS 2017</p> <p><b>Federal Reserve Bank of Chicago.</b> Chicago, IL 2014</p> <p><b>Northern Trust Bank.</b> Chicago, IL 2012</p> <p><b>KPMG, LLP.</b> Black History Event. Chicago, IL 2012</p> <p><b>20 North Gallery.</b> Annual Black History Exhibit. Toledo, OH 2010</p> <p><b>School of the Art Institute of Chicago.</b> "BareWalls." Sullivan Galleries, Chicago, IL 2008</p> <p><b>School of the Art Institute of Chicago.</b> "Art of Connection." Chicago, IL 2004</p> <p><b>Showcase Arkansas Gallery.</b> "Celebrating Arkansas' African-American Artists." 2004</p> <p><b>Hearne Fine Art Gallery.</b> "Voices from a Woman's Perspective." Little Rock, AR 2003</p> <p><b>Museum of Science and Industry.</b> "Black Creativity." Chicago, IL 2002</p> <p><b>Salle d'Acquitane.</b> "Realisme et Naturalisme." Monflanquin, France 2001</p> <p><b>Period Gallery.</b> "Realism." Omaha, NE 2000</p> <p><b>Toledo Art Museum.</b> "Breaking the Silence: Free Expressions on Race &amp; Ethnicity." 1999</p> <p><b>U.S. Department of Education.</b> Dialogue on Race and Education. Washington, DC 1998</p>

## REFERENCES

### **Phil Meyer, L.A.**

Chair, City of Wichita Design Council

Vice President, Director of Planning for Baughman Company, P.A.



### **Lavonta Williams**

Former Vice Mayor and District 1 City Council Member



### **Alejo Cabral**

Board of Park Commissioners, District 1

Executive Director, Young Professionals of Wichita

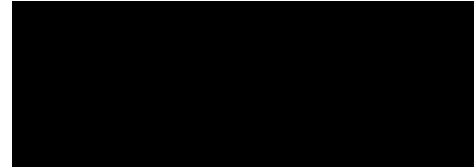
Wichita Regional Chamber of Commerce



### **Larry Dennis**

Retired, McAdams Park Director, Wichita Parks and Recreation





## PROFESSIONAL EXPERIENCE

### **Magnet Curriculum and Instruction Lead, Wichita Public Schools- August 2017 to present**

- Work collaboratively with personnel at various levels to support the development and revitalization of all magnet themes by:
  - Strengthening understanding and implementation of theme integration
  - Analyzing themes from a district perspective to determine areas of strong programming and themes that would benefit from revitalization
  - Determining avenues of providing fiscal resource to sustain themes
- Support learning for all students by:
  - Providing professional development that supports teachers in designing experiences that are strengths-based and interest driven for students
  - Enabling teachers to transform the classroom from a place to sit and receive instruction to one where learners share ideas, build team capacity, and leverage their individual talents
  - Providing opportunities for collaborative opportunities for teachers with experts in the field that support our district's magnet themes
- Engaging in the work of equity and diversity by:
  - Analyzing data related to various demographic groups
  - Working collaboratively with school-based and community-based groups to address deficits revealed
  - Strengthening and replicating programs that successfully address disproportionality in our system
  - Engaging in courageous conversations with all stakeholders
- Support engaging and rigorous learning by:
  - Modeling interactive and engaging professional development
  - Thoroughly analyzing and integrating Kansas College and Career Readiness Standards
  - Differentiating and targeting learning for depth rather than "activity" driven learning
  - Emphasizing the importance of high expectations for all students by examining lesson demands

**STEM (Science, Technology, Engineering, and Math) Project Curriculum Lead,  
Wichita USD 259-2014 to 2017**

- Supported buildings within the district that were awarded the Magnet School Assistance Program Grant by:
  - Facilitating purposeful planning with buildings integrating Language Arts Instructional Sequence Guides, Common Core Standards, and components of Science, Technology, Engineering, and Math (STEM)
  - Researching and coordinating grant expenditures, ensuring purchases are tied to planning
  - Serving as liaison with other district departments-ensuring district initiatives are met and that schools are engaging in instruction which emphasizes their magnet theme and components of STEM
  - Creating and facilitating professional development for Instructional Coaches hired by the grant
- Support building administration by:
  - Providing clarity concerning guidelines of the grant
  - Conducting walk-throughs and collaborating on strengths and areas for growth when observing instruction
  - Planning and acting proactively to ensure sustainability of practices once the grant cycle is complete
- Support teachers by:
  - Working with grade levels teams to building background knowledge in the components of STEM
  - Co-planning with teachers, building units and lessons plans incorporating STEM and Common Core
  - Modeling, co-teaching and supporting classroom instruction

**MTSS Lead Coach, Heights Cohort, Wichita USD 259-2010 to 2014**District Professional Development and Training

- Train and support district initiatives including Multi-Tier System of Support (MTSS)
- Member of a team responsible for providing initial and ongoing training of AIMSweb
- Create presentations and materials for district initiatives including:
  - MTSS Academic Training
  - Explicit Instruction Trainer of Trainer sessions
  - State Symposium Sessions sharing work of MTSS
- Support and provide training for new MTSS Facilitators
- Facilitate support for MTSS Facilitators in Heights cohort by answering questions concerning district initiatives, providing professional development and building a collaborative environment

Data-Based Decision Making

- Engage MTSS Facilitators in analysis of data as well as conversations concerning progress of students and developing action plans to target areas for student growth
- Conduct walk-throughs and provide feedback and reflective questions based on areas of concern depicted in data and observations
- Support coaches in Focus and Priority schools in gathering data and documenting progress on State Action plan goals
- Analyze diagnostic data and assist with student placement in interventions

Communication and Collaboration

- Serve as a member of the District MTSS Leadership Team
- Co-Facilitator of the Coaching Work Group, this group has assisted with:
  - Interviewing candidates for MTSS Facilitator positions
  - Collecting data, reviewing and making recommendations for strengthening format of Friday Learning Labs
  - Gathering input and providing clarity concerning the purpose of Friday Learning Labs
- Support district consultants including Explicit Instruction consultant & Safe and Civil consultant through:
  - Scheduling building visits and participating in building observations and feedback
  - Developing sessions, with consultant support, to sustain initiatives in the district
- Work with other district departments to sustain MTSS and provide clear communication to buildings
- Worked closely with State Coaches to ensure implementation of MTSS with fidelity as well as troubleshooting areas of concern

**Cultural Proficiency Facilitator, Wichita, USD 259-2008 to 2010**

- Developed Cultural Proficiency district trainings based on *Cultural Proficiency* resources
- Trained certified and classified staff with materials tailored to the roles and responsibilities of staff receiving training
- Initiated Cultural Proficiency building walk-throughs with goal of observing examples of Culturally Relevant instruction and conducting reflective conversations concerning how best to reinforce examples and encourage transfer throughout the building
- Currently develop Cultural Proficiency presentations and staff development at building request

**Campus Support Teacher, Wichita, USD 259-2003 to 2008**

- Provided staff development for buildings
- Supported individual teachers through coaching, co-teaching, and modeling in classrooms
- Provided assistance with assessment preparation
- Assisted with planning rigorous, high-quality lessons around standards
- Shared the latest in educational research with building staff members
- Worked closely with building principals to determine and address needs of staff

**Special Education Teacher, Wichita, USD 259-1995 to 2003**

- Provided developmentally appropriate instruction to students
- Supported teachers with strategies and resources to provide differentiation for students when in the regular education classroom
- Created work schedules for Special Education paraprofessionals
- Managed Individualized Education Plans (IEP) including: collaboration with Child Study team to write IEP, communication with parents student's progress toward meeting goals, and ensured that other special considerations on student's IEP were met

**CERTIFIED TRAINER**

- Adaptive Schools Training-training provided to district coaches, including magnet school personnel, to support effective collaborative teamwork among adults. This training teaches structures and strategies to support groups making impactful decisions which in turn support positive results for students.
- Cognitive Coaching <sup>SM</sup> Foundations Training-currently provide training to new coaches, peer consultants, magnet schools support staff, as well as other support staff in coaching roles. Cognitive Coaching <sup>SM</sup> is a structured conversation which utilizes communication tools to support the thinking of the person receiving coaching.
- Language Essentials for Teachers of Reading and Spelling (LETRS)-professional development that provides research-based best practice instruction. LETRS addresses the fundamental components that teachers must target to effectively provide instruction for students in the area of literacy.

**EDUCATION**

Wichita State University-District Leadership Licensure	(2017)
Wichita State University-Master of Education, Special Education	(1998)
Wichita State University-Bachelor of Arts in Education	(1995)
Hendrix College-Conway, AR-Bachelor of Arts in Psychology	(1987)

## **Shawn Chastain, Executive Coordinator, Wichita Public Schools**

### **Biographical Sketch (Vitae)**

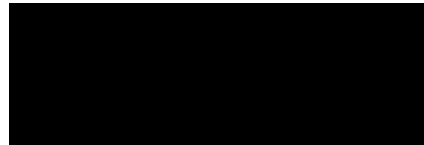
**Name:** Shawn Chastain

**Title:** Executive Coordinator of Fine Arts

**Role on Grant:** Program Liaison with Wichita Public Schools

#### **Contact Information:**

Fine Arts Office (Room 401)  
Alvin E. Morris Administrative Center  
903 S. Edgemoor  
Wichita, Kansas  
67208



#### **Professional Preparation:**

Wichita State University	Major: Music Education	Degree & Year: BME/1991
Wichita State University	Major: Music Education	Degree & Year: MME/1996
Wichita State University	Additional Graduate Course Work – 30+ hrs. 1996/Present	

#### **Appointments**

##### **Wichita Public Schools (USD259)**

2006-Present	Executive Coordinator of Fine Arts
1998-2006	Director of Vocal Music /Fine Arts Department Chair Wichita Heights High School.
1991-1997	Director of Vocal Music/Elective Team Leader Wichita Charles Curtis Middle School

#### **Synergistic Activities**

During the 30 years, Mr. Chastain has been active in Choral Music/Fine Arts in the state of Kansas Educational and Fine Arts Efforts, including:

- Grant Reviewer, Kansas Arts Commission, 2007 – 2008
- Portfolio Review Panelist – Friends University, 2008 -11
- Fulbright German-American Teacher Linkage Program Scholar (2005)
- President, Kansas Choral Director's Association (2004-2005), Board Member (1994-2007)



- Director, Wichita Choral Society (2001- Present)
- Director, A.R.I.S.E. (2005-Present)
- Kansas State High School Activities Association Adjudicator (2004-present)
- Kansas Music Educator's Association District Clinician and Music Festival Committee Member (2004-2006)
- Director, Wichita Area/All-City Choirs 1995, 1996, 1998, 2003, 2006, 2008
- Adjunct Faculty Member, Kodaly Certification Program Wichita State University School of Music, 2014-Present
- Chair, National Association for Music Education Council of Music Program Leaders, 2016-18, Member, 2014-Present
- Ex-Officio Board Member – Wichita Arts Council, 2017-Present, Education Committee Chair, 2018-Present
- Ex-Officio Board Member – Ballet Wichita, 2018-Present.

## Angel Mercier

### Education

Master of Science, Dance, 1983  
Illinois State University

Bachelor of Arts, Dance, Health, Physical Education, 1978  
Stephen's College

### Experience

- Dance faculty in higher education, 22 years. Illinois State University, Triton Community College. Dance and Health instruction, curriculum development, company director.
- Program Director, Arts Education, 18 years. Johnson County Community College. Program development, artist residency specialist, grant writer, researcher.
- State Arts Education Specialist, 2 years. Kansas Creative Arts Industries Commission. Program development, professional development implementation, strategic planning, and support for all creative endeavors across Kansas. Kansas Arts Education Manager Peer Group representative for the National Assembly of State Arts Agencies.

### Achievements

An injury took moved Angel out of the studio and into administration and academia. In 2000 Angel launched an Arts Education Program at Johnson County Community College (JCCC) Carlsen Center Performing Arts. In 2014, the program became the only Kansas John F. Kennedy Partners in Education program, offering arts integration workshops to teachers and artists across the region.

From 2000 - 2018, the arts education programs engaged over 250,000 students and teachers with professional development for teachers, lecture/demonstrations, master classes, and workshops for students from pre-school to college. From 2010 - 2018, Mercier received over \$250,000 in grant money, with most of the money going to low-income schools and innovative programming for schools.

Ms. Mercier has also overseen and co-developed six research projects: *Arts in Early Education* (one in dance and one in theater), *Jazz and Teens at Risk*, *Science and the Impact of Live Performance*, *Creativity to Innovation*, and *Primary and Secondary Arts Education Regional Survey*. In 2017, Mercier created a regional documentation and evaluation research study for the *KC Metro Arts Integration Project* to evaluate the impact of a regional professional development initiative, with analysis by Purdue University. In 2017 – 2018, she was part of a unique collaboration between Enchantment Theatre Company and Purdue University to conduct a national research study examining the impact of a live performance on a student's literacy skills, titled, *The Impact of Live Performance on Literacy*.

Research partners, collaborators, and funders for 2016 – 2018 include Francis Family Foundation, the National Endowment for the Arts, Hiersteiner Child Development Center, Kansas Alliance for the Arts in Education, ArtsKC, Mid America Arts Alliance, Kansas Creative Arts Industries Commission, Purdue University, University of Nebraska Munroe Meyer Institute, Heartland Chamber Music, Johnson County Libraries, Nerman Museum of Contemporary Art, Nelson-Atkins Museum of Art, JCCC Institutional Research, JCCC Foundation, Shawnee Mission Education Foundation, and the John F. Kennedy Center for the Performing Arts.

## Skills

Convenor, connector, strategist, developer, facilitator, creator, cheerleader.

## Awards and Honors

- Excellence Award. National Institute for Staff and Organizational Development recipient of NISOD. Excellence Award for outstanding contribution to teaching and leadership in higher education.
- Presenter. John F. Kennedy Center for the Performing Arts 2018 Annual National Partnership meeting.
- Community Service Award. Recognized by the Olathe District Schools Board of Education for supporting Olathe School District students. Earlier awards for service and partnership in supporting students and staff.
- Endowment Award. First-ever Arts Education Endowment for JCCC Foundation.
- Participant. Selected for JCCC Leadership Institute.
- Advocacy. Part of the Kansas Arts and Cultural Advocacy Task Force, overseen by Americans for the Arts.
- Panelist. Two-time National Endowment for the Arts Dance Panel in Washington DC.
- Pinnacle Award. Johnson County Library Foundation Pinnacle Award for Excellence in the Arts.
- National Arts Participant. Library of Congress, *Creativity Across America* initiative for teachers. JCCC Arts Education program selected as 1 of 6 national participating programs and hosted by JCCC.
- National Research Partner. National Dance Educators Association (NDEO) participant in a 2-year study to test Dance in Early Education at the Hiersteiner Child Development Center. One of six national sites.

## Program Development

- Launched. The John F. Kennedy Center for the Performing Arts Washington, DC, Partners in Education Program, Kansas 2014 Team. JCCC Carlsen Center Arts Education & the Shawnee Mission School District.
- Authored. The concept paper for the first-ever KS/MO regional research project explores the impact of regional partnerships and the validity of evaluation sources.
- Founded. The Arts Integration League in 2016, a bi-annual forum for teachers and artists to share their success stories with documentation via videos and round table conversations.
- Designed. The Arts Integration initiative, including both sides of the state line, is known as the KC Metro Arts Integration Project, 2017. The second national bi-state partnership.
- Planned. Team member and JCCC Facilitator for the Kansas City String SPROUTS, 2015. An early childhood violin music program for underserved children, ages 3-8.
- Instituted. JCCC *CavStArts*, connecting middle school and high school students to the arts as part of campus tours initiative.
- Created. *Stages and Studios*, a program designed to host regional students on campus all day with a visual arts experience at the Nerman Museum of Contemporary Arts and the Carlsen Center Arts Education program.
- Planned. Member of JCCC Promotores Committee to promote Latino community engagement. The planning committee for Diversidad Hispanic Conference. Contracted Latino artists to teach/entertain during the conference.
- Participated. Diversity Programming Council, Carlsen Center Program Advisory Committee, and Arts Education Committee at JCCC.
- Developed/Facilitated. Over fifty artist residencies, lasting two days – three weeks long.
- Directed. Executive Director, Kansas Alliance for Arts Education.
- Co-Authored. Kansas Department of Education Dance Standards, K-12.
- Created. First Dance Lab for graduate students at Illinois State University.

## Grant Review

- Two-time National Endowment for the Arts Dance Panel in Washington DC.
- Midwest Arts Conference Artist Selection Committee.
- Kansas Creative Arts Industry Commission Grant Panelist for program reviews and artist touring rosters.

## Partnerships – Higher Education Campus and Community

- Presenter and Host. JCCC English Department and Johnson County Library. Host to *Elementia*, an annual poetry magazine, and the Common Read author presentations.
- Partnerships. The Kansas Studies Institute and the JCCC Center for Sustainability host outreach workshops with practicing artists who focus on environmental change using their art form as a platform.
- Creator. *Up & Coming Jazz Artist* residency program for high school students, pairing them with world-class jazz artists.
- Planner. Jazz Winterlude for five years, offering Jazz master classes by known Jazz artists to students.
- Student Services Partnerships. Securing speakers for programs such as the STOP THE HATE, Gender and Sexuality Alliance, LUNA, Veterans Club, Autism Spectrum Support.
- Co-presenter. JCCC Women's Studies, month-long activities. 360 of Women's lives Series.

## Arts Education Community Partners

- Afterschool Ballroom Dance. JCCC partnership with a local dance studio to offer Dance program for elementary and middle school students.
- Afterschool and summer acting classes by Coterie Theater and Starlight Theatre. Elementary and middle school.
- Summer Adult strings workshops with Heartland Chamber Music.
- Summer Children's Theatre with Missoula Children's Theatre.
- Heartland Chamber Music Festival. A summer intensive music program. Organized, facilitated, hosted the Heartland Chamber Music 9-day Summer Music Festival. Audition only, teaching and mentoring by world-renowned musicians.
- At Risk Teen Program with Johnson County Library.

**Prisca Barnes**  
**Founder and CEO of Storytime Village, Inc.**

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Prisca Barnes is a passionate advocate for equity in education, social justice, and the importance of literacy to further the economic competitiveness in her local community.

After publishing her first children's book, she became painfully aware of the many underserved children in her local community and state that lacked the quality literacy skills essential for future success in school and life. While the nation's reading proficiency rates have improved for most demographic groups over the last decade, large disparities still exist by race and income status. Kansas is among the states where the literacy achievement gap widened. A national assessment for educational progress study (NAEP) shows that the gap in proficiency between low-income and high-income Kansas students grew from 24 percent to 32 percent over the last ten years. According to the Annie E. Casey Foundation's KIDS COUNT report, currently, 85 percent of African American fourth graders in Kansas are below proficient in reading.

In 2009, she founded Storytime Village, Inc., a nonprofit organization with a mission to serve low-income Kansas children and families. Since its beginning, Storytime Village has worked to help underserved children thrive through partnerships that provide early childhood development, family engagement around reading, and access to books.

As the leader of a literacy nonprofit, Prisca is especially dedicated to improving the disparities in reading proficiency rates that exist by race and income in her state. To accomplish this goal she has worked with leaders from across the Kansas community to address the challenges our community faces. She has participated in leadership programs like Advanced Kansas, which focuses on diversity leadership; Leadership Wichita, a program that provides inspiration and information to take increasingly significant roles in her local community; the Kansas Leadership Center, an organization committed to fostering leadership for stronger, healthier and more prosperous Kansas communities.

## **Employment and Professional Roles**

**STORYTIME VILLAGE, INC., Wichita, KS**

**Founder & CEO, 2009-Present**

Founded nonprofit dedicated to motivating and inspiring children to become lifelong lovers of reading.

**THE KANSAS AFRICAN AMERICAN MUSEUM (TKAAM), Wichita, KS**

**Executive Director, 2010-2013**

Strategy leader for the museum, created the vision for the state-wide and regional institution's board of directors.

## **Education and Training**

INSTITUTION AND LOCATION	DEGREE	YEAR	FIELD OF STUDY
Wichita State University, Wichita, KS	EdD	2022	Educational Leadership
Kansas Leadership Center, Wichita, KS		2014	Poverty Leadership
Wichita State University, Wichita, KS	Mini MBA	2012	Business Leadership
Center for Management Development - Wichita State University , Wichita, KS		2011	Women's Leadership Training
Kansas Leadership Center, Wichita, KS		2010	Leadership Training
Advance Kansas, Butler Community College, Andover, KS		2010	Diversity Leadership
Wichita State University, Wichita KS	Master of Arts	2009	Communication
Clark Atlanta University, Atlanta, GA	Bachelor of Arts	2003	Communication

## **Community Leadership and Service**

### **Leadership**

- Leadership Wichita Trustee Board, The Wichita Regional Chamber of Commerce (present)
- Leadership Wichita, The Wichita Regional Chamber of Commerce (class of 2010)

### **Volunteering**

- Alpha Kappa Alpha Sorority, Inc.: Member (2006-present)
- Junior League of Wichita: Member (2006-present) Diversity & Inclusion Chair (2014-2015)
- Link's Incorporated: Member (2010- present)
- Rotary Club of Wichita: Member (2010-present), Visioning Team (2013), Rotaract Young Professional Liaison (2013-2015), Board Member (2015-2018)

- Wichita Branch NAACP: Member (2010-2019) Youth Advisor (2016-2018)

### **Art & Cultural**

- ARISE -Spirituals Music Organization, Member (present)
- Mayor Carl Brewer Ghana, West Africa Delegation, Cultural Exchange Ambassador (2012)
- Ulrich Museum Curator Search Committee (2013)
- Wichita Art Museum: Board Member (2015-2020), DEI Committee Co-Chair (2020-present)
- Wichita Festivals: Board Member (2011-2016)
- Garvey Institute Advisory Board (Friends University): Board Member (2012-2013)

### **Civic**

- District I Advisory Board (City of Wichita): Member (2016-2019)
- Kansas Non-Profit Chamber of Service: Board Member (2011-2013)
- Visit Wichita (Greater Wichita Convention & Visitors Bureau): Board, Member (2011-2013)
- Wichita Public Library: Board Member (2015-2018)

### **Children & Youth**

- Child Start, Inc. (Head Start): Board Member (2016-present)
- Fundamental Learning Center: Board Member (2020-present)
- Kansas Action for Children: Board Member (2016-2019)

Prisca is a children's book author and recently published a book about the Dockum Sit-in, America's first student-led lunch counter sit-in. She also serves on the Humanities Kansas speakers bureau traveling the state sharing the Dockum Sit-in story. She has been afforded a variety of speaking engagements in the civic, educational, community, and faith-based arenas. Recently, she led a community workshop and series of conversations with the faith-based community for Storytime Village's initiative called It Takes a Church to Raise a Village, an effort to mobilize the church community to become active in educating their congregations about the literacy issue and compelling them to partner with neighboring schools to increase family literacy engagement. Prisca has also led community forums, such as Too Many Children Left Behind: How Can We Close the Achievement Gap in both Wichita in 2014 and Topeka, KS in 2018, utilizing the community forum curriculum by the Public and Public Education Research Kettering Foundation.

Additional links:

<https://twitter.com/storytimevillag?lang=en>

[www.storytimevillage.org](http://www.storytimevillage.org)

<https://www.facebook.com/storytimevillage/>

## Professional Experience

- National Touring Artist - Roomdad Productions [1995-Present]
- Arts Partners Teaching Artist, Wichita, KS [1995-Present]
- Arts Partners Wichita Artist Coordinator [2010-2016]
- Hope Street Youth Development. Founder and Director [1990-2009]
- Wichita Public School, USD 259. Middle School Choral Music teacher [1984-1995]

## Affiliations/Memberships

- AFM Local 1000 (non-geographic) [2002-present]  
Ex. Board US Vice President 2016-current, Midwest Rep. 2010-2016
- AFM Local 297 (Wichita) [2017-present]
- Arts Partners Wichita [1995-present]
- Young Audiences Teaching Artist [1995-present]
- Children's Music Network

## Public Performance Experience

- Founder and Director *Sing It Out!* ([www.singitout.org](http://www.singitout.org)), Public performance in association with each residency in 25 communities across the country.
- National Sumer Library Tours- 2016-Present (30-60 shows each summer across the country)
- Kansas Touring Artist Rooster-2010-2018  
Performances with Hays Kansas Arts Council 2012, 2016, 2020) Kansas Historical Society Celebration , Lawrence KS Public Library, Kansas Storytelling Festival (2012)
- Kansas Sampler Festival performer, 2008-2017 (Salina, KS., Concordia, KS., Winfield, KS., Garden City, KS., Leavenworth, KS.)
- Walnut Valley Festival, Feisty Kids Camp-Co-Director, Winfield, KS 2018 & 2019
- Friends General Conference evening plenary music, 2001-2018

## Awards & Recognitions

- Arts Partners recognition awards 10 year and 20 year of service (2005, 2015)
- Master Teaching Artist with Wolf Trap, Vienna, VA. (2016)
- Kansas Storytelling Festival featured storyteller, (2012)
- 3 Albums - Awaken, (2015), Live from the Heartland (2004), At Our Place (2004), When We Gather (1997)

## Education

M.M E. Wichita State University, 1994. MME-Emphasis in Choral Conducting

B.A. Friends University, 1984. BA-Music Education  
PR/Award # S351A210124



# AARON FOWLER-TEACHING ARTIST VITAE

## SCHOOL WORKSHOP & RESIDENCIES (1995-2019)

### Arts Partners -Wichita area (1995-2019)

Adams Elementary, Allen Elementary, Allison M.S., Anderson Elementary, Beech Elementary, Benton Elementary, Black Elementary, Blessed Sacrament Catholic School, Bostic Elementary, Brooks M.S., Buckner Elementary, Caldwell Elementary, Cessna Elementary, Chester Lewis Elementary, Clark Elementary, Cloud Elementary, Curtis M.S., Earhart Elementary, Enterprise Elementary, Goddard High School, Gordon Parks Elementary, Hadley M.S., Hamilton M.S., Heights High School, Holy Savior Catholic Academy, Irving Elementary, Jackson Elementary, Jardine M.S., Mead M.S., North High School, Park Elementary, Pleasant Valley Elementary, Sowers Alternative High School, St. Patrick Catholic School, Woodland Elementary, Woodman Elementary

### Kansas Wolf Trap-Wichita, KS. (2010-2019)

Allen Elementary, Black Elementary, Blessed Sacrament Catholic School, Buckner Elementary, Clark Elementary, Cloud Elementary, Discovery Place, Holy Savior Catholic School, McLean Elementary, Midtown Early Childhood Center, Mueller Elementary, Payne Elementary, Rainbow United, Wichita State Childhood Center

### Sing It Out, INC (2010-2019)

#### Stories to Songs Residencies

Demar, KS., Glasco, KS, Meltonville, KS, Parsons, KS., Portland Friends School, Portland, MA., Scott City, KS., Topeka, KS

### Wolf Trap Institute for Early Learning Through the Arts - Master Teaching Artist (2016-2019)

Accamack County Public School District, Accamack, VA., Charlottesville Public School District, Charlottesville, VA., Stratton Meadows and Pikes Peak Elementary, Colorado Springs, CO., Mary Chapa Literacy and Technology Academy, Greenfield, CA., Child Care Aware of North Dakota, Minot, ND., Highland Park Elementary, Seattle, WA., Williams Science and Fine Arts Magnet, Topeka, KS., Virginia Association for the Education of Young Children

PR/Award # S351A210124

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## SUMMER LIBRARY WORKSHOPS

### (2016-2019)

Ames, IA	Lacon, IL
Alma, KS	LaCygne, KS
Ashland, KS	Lexington, NE
Baxter Springs, KS	Liberal, KS
Beloit, KS	Lime Springs, IA
Beatrice, NE	Lincoln, NE
Bison, KS	Madison, WI
Blue Mound, KS	McCune, KS
Bradford, IL	Moline, KS
Chanute KS	Mound Valley, KS
Cedar Vale, KS	Minneola, KS
Centrallia, KS	Mulvane, KS
Coffeerville, KS	Olatha, KS
Columbus, MO	Oswego, KS
Colby, KS	Parker, KS
Corning, NE	Parsons, KS
Crawford, KS	Pittsburg, KS
Eureka, KS	Pleasanton, KS
Fall River, KS	Plymouth, NE
Fort Scott, KS	Protection, KS
Fredonia, KS	Rantoul, IL
Galena KS	Russell, KS
Garnett, KS	Satanta, KS
Girard, KS	Savonburg, KS
Gridley, KS	Sebetha, KS
Hastings, NE.	Stanton, KS
Henry, IL	Topeka, KS
Howard, KS	Toledo, OH
Humbolt, KS	Waverly, KS
Iola, KS	Wichita, KS
Jetmore, KS	Winchester, IN.
Kerney, NE	Yates Center, KS
Kilgore, NE	York, NE
Knoxville, IA	

## **FESTIVALS, CAMPS, VENUES**

- Co-Director of Feisty Kids Camp-Walnut Valley Festival (2018, 2019)
- Envision Drum Camp (2019)
- Folk Alliance International Kids Camp (2016)
- Hastings Museum, Hastings, NE. (2017)
- Art Start, Wichita Art Museum, Wichita, KS (2016, 2017, 2018, 2019)

## **TEACHER TRAINING WORKSHOPS (2015-2019)**

- Broadus Wood Elementary, Earlysville VA. (2019)
- Hollymead Elementary School, Charlottesville, VA. (2019)
- Stratton Meadows Elementary & Piles Peak Elementary, Colorado Springs, CO. (2019)
- Mary Chapa Literacy and Technology Academy, Greenfield School District, CA. (2018)
- The Smith Center, Las Vegas, NV. (2018)
- Child Care Aware of North Dakota, Minot, ND. (2018)
- Williams Science and Fine Arts Magnet School, Topeka, KS. (2017)
- Highland Elementary School, Seattle, WA. (2019)
- VAAAYEC Conference, Vienna, VA. (2018)
- Wichita Public Schools, Wichita, KS (2015, 2016, 2017, 2018, 2019)
- Wolf Trap Early Learning Through the Arts, Vienna VA. (2016)
- Young Audience Conferences (2015 & 2016)

**BIOGRAPHICAL SKETCH**

Provide the following information for the Senior/key personnel and other significant contributors.  
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Julian Adrian Dedeaux,

eRA COMMONS USERNAME (credential, e.g., agency login): [REDACTED]

POSITION TITLE: Senior Research Associate

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Wichita State University, Wichita KS	BA	05/2013	Biological and Cultural Anthropology
Wichita State University, Wichita KS	MA	05/2015	Criminal Justice
Wichita State University, Wichita KS	MA	12/2018	Community Psychology
Wichita State University, Wichita KS	PhD	05/2019	Community Psychology

**A. Personal Statement** – My multidisciplinary education background and work experience has provided me with the ability to observe work from multiple viewpoints. As a result, I have gained a passion for collaborative work and research which relies on multiple organization coming together with a shared vision for positive public health and health promotion. Most of my work has had an emphasis on public health promotion and prevention for disadvantaged youth (ages 5 – 17) through educational programs including after-school programs, youth mentorship, and college exposure. Additionally, I have engaged in preventative work with both elementary and middle-school aged children regarding exposure to sexual abuse and human trafficking. These programs provided on-site group educational courses to youth that aimed to prevent technology misuse, being exposed to unsafe adults, and being sexually exposed by way of educational programming. Furthermore, I have been an integral team member in the evaluation of these programs including survey/scale development and data analysis.

**B. Positions and Honors****Positions and Employment**

2016 – 2018 Program Associate, Public Policy and Management Center – Wichita State University  
 2018 – 2019 Research Associate, Center for Combatting Human Trafficking – Wichita State University  
 2019- Senior Research Associate, University of Kansas School of Medicine – Wichita, Department of Pediatrics, Pediatric Research  
 2020 - Adjunct Faculty, Department of Psychology – Wichita State University

### **Other Experience and Professional Memberships**

2013 - 2015 American Society of Criminologists  
2015 - Society for Community Research and Action  
2015 - AbPsi – American Black Psychologist Association

### **Honors**

2015 Distinguished Graduate Student Award, Wichita State University, Criminal Justice Department

### **C. Contributions to Science**

My early work during my educational career was focused on public policy and management, which resulted in multiple (non-journal indexed) executive summary publications at the local and state level. My most recent publication was focused on Veteran Physical Health regarding their behavioral health.

1. Dedeaux, J. A., & Lewis, R. K. (2019). Does the physical and mental health of veterans differ by military branch?. *Journal of Prevention & Intervention in the Community*, 1-14.

### **D. Additional Information: Research Support and/or Scholastic Performance**

#### **Executive Summary Publications at Local and State Level**

Wichita State University – College Experience Summer Camp – 2017

[https://www.wichita.edu/administration/diversity/ppmc/documents/College\\_Experience\\_Camp\\_Report.pdf](https://www.wichita.edu/administration/diversity/ppmc/documents/College_Experience_Camp_Report.pdf)

Kansas Department of Commerce – Workforce Center Evaluation and Process Improvement – 2018

<https://ksworksstateboard.org/wp-content/uploads/2019/03/2018-Evaluation-2.pdf>

#### **Program Evaluation**

1. “Dear Neighbor” Hilltop Community Resource Center Program Evaluation  
Survey Development, Focus Group Facilitation, Data Analysis w/ Dr. Michael Birzer and Bob Holland
2. Wichita Public Schools GEAR UP At-Risk Youth Academic Readiness Program – Program Evaluation  
Focus Group Development, Thematic Analysis, Report Generation, General Research. Sole Responsibility
3. Robotics Equipment Purchasing Innovative Campus (REPIC) Program Evaluation  
Co-Investigator with Lisa Dodson and Matt Stiles - Survey Development
4. Wichita Public School and YMCA after School Program Evaluation - Co-Investigator - Survey Development (Parent and Youth). Sole Responsibility.
5. Program Evaluation Development for Real Men, Real Heroes, Inc.  
w/ Randy Barbour Jr., MBA
6. Evaluation of the Teaching Insight Recruiting Test by Gallup for Wichita Public Schools. Sole Responsibility
7. Active Shooter Training Curriculum Development. Wichita State University w/ Dr. Michael L. Birzer, Dr. Delores Craig, Kristen Brewer, Julian A. Dedeaux.

## **Ongoing Research Support**

VDORA: Vitamin D Oral Replacement in Asthma

Gretchen Homan, MD (Site Investigator/PI), Julian Dedeaux, PhD

Role: Logistical Support

The goal of this projects is to have the KUSOM-W Pediatric faculty clinic to serve as a subsite for the investigation of the effects of Vitamin D administered orally in lieu of other medication in asthmatic children.

SPECTRE: iAmHealthy

Gretchen Homan, MD (Site Investigator/PI), Julian Dedeaux, PhD

Role: Logistical Support

The goal of this study is to analyze the impact of weight management plans for obese and underweight children during their well child visits.

## **Completed Research Support**

*Descriptive Analysis of Substance Exposed Newborns in a Faculty Pediatric Clinic*

Kerri Weeks, MD (PI), Cari Schmidt, PhD, Pavithra Saikumar, MD, Julian Dedeaux, PhD

Role: Data Analysis

This descriptive study looked at the demographic characteristics and patient provider continuity of newborns born exposed to illicit substances.

*Wichita Public Schools GEAR UP At-Risk Youth Academic Readiness Program*

Misty Bruckner, MPA (PI), Matt Stiles MPA, Lisa Dodson, MPA, Julian Dedeaux, PhD

Role: Program Evaluator

This project served to formatively evaluate the GEAR-UP At-Risk Youth Academic Readiness Program implemented by USD259.

*Wichita State University College Experience Camp*

Julian Dedeaux, PhD (PI), Lisa Dodson, MPA, Misty Bruckner, MPA, Kayla Vix, MA

Role: Principal Investigator, Program Evaluator

The WSU College experience camp brought K-12 youth onto Wichita State University Campus for two weeks during the summer with the goal of exposing youth to college possibilities. The program was funded by the Knight Foundation.

*Kansas Department of Commerce Workforce Center Evaluation and Process Improvement*

Misty Bruckner, MPA (PI), Lisa Dodson, MPA, Matt Stiles, MPA, Julian Dedeaux PhD

Role: Research Support

This Kansas Department of Commerce funded project evaluated the efficiency and quality of customer care of all of the Wichita, Kansas workforce centers.



Arts Partners is a comprehensive Pre K-12 arts in education organization. Arts Partners facilitates a partnership between the school districts, over 35 teaching artists, and over 26 local arts and cultural organizations to impact the learning of thousands of students annually. The organization focuses on creating and implementing curriculum that uses visual, performing, and literary arts to enhance learning in math, science, language arts, social studies and social-emotional learning. Programs include: teacher training in using the arts across the curriculum; artist-led workshops, residencies, and performances (in-person, live-streaming and pre-recorded); field trips to partnering organizations for concerts, dance/theater productions; art exhibitions and tours. Arts Partners seeks a Education Program Manager to fulfill its vision to transform young lives and learning environments as an expert in arts integration by expanding the reach of the organization across Kansas.

### **EDUCATION PROGRAM MANAGER**

#### **Position Description:**

Reporting to the Executive Director, the Education Program Manager oversees the Pre K-12 arts-in-education program which serves thousands of students annually. The Education Program Manager will build and sustain key relationships with school personnel at all levels and work with the Program Scheduler. The Education Program Manager recruits teaching artists and provides professional development for current teaching artists. The ideal candidate will have a background in and passion for youth education, strategic communication, strong facilitation, an innovative vision for its future in our region, as well as the people skills, resilience, adaptability needed to realize that vision.

#### **Major Areas of Responsibility:**

1. Manage relationships with Arts Partners teaching artists
  - Recruit, provide orientation, and secure contracts
  - Manage and evaluate program delivery
  - Schedule and provide professional development opportunities
2. Collaborate and build relationships with schools and community partners
  - Work with colleagues to expand the reach of the organization through strategic marketing, community outreach, creating and distributing communications, including social media
  - Meet with principals, teachers, parent leaders and other school staff to learn about their needs and promote Arts Partners programs
  - Identify, cultivate, and engage new schools and community partners across the state of Kansas
3. Curate all arts education program content
  - Assist teaching artists in lesson plan development and writing so that lessons are aligned with national, state, and/or local academic standards and indicators
  - Assist teaching artists in creating scripts for the production of virtual and pre-recorded programs.
  - Work with Marketing team to produce well-designed, aesthetically pleasing and engaging extended learning resources for teachers and parents.
  - Manage public art projects including site visits, planning meetings, project scope, artist recommendation, supply budgets, and installation plan.
4. Other administrative responsibilities
  - Oversee and manage the work of the Program Committee of the Board of Directors, under the direction of the committee chair, including scheduling of meetings, drafting agenda with the committee chair, distributing minutes and support materials.
  - Research best practices nationwide and engage with national affiliate network
  - Quality Control, Assessment and Reporting including conducting surveys and collecting data, using methods such as interviews, questionnaires, focus groups, satisfaction surveys, public opinion polls, literature reviews, academic performance, student engagement and file reviews.
5. Other duties as assigned by the Executive Director

PR/Award # S351A210124

Minimum Qualifications:

- Excellent communication, management and problem-solving skills.
- Broad knowledge and demonstrated experience in Pre K-12 education, curriculum development and instruction or educational technology.
- Leadership skills and the ability to manage the work of creatives
- Excellent organizational skills/project management; able to handle heavy work flow, develop innovative solutions, be self-motivated and detail-oriented
- Position requires schedule flexibility to include some evenings and weekends.
- Experience working with diverse communities and a commitment to cultural sensitivity and fluency
- Proficient knowledge of Microsoft Office Suite and Adobe Acrobat Pro
- Access to reliable transportation
- Ability to pass a school background check

Preferred Qualifications:

- Sales and/or marketing skills
- Experience in one or more arts disciplines, arts in education/arts integration programming, or arts administration
- Experience in digital storytelling using Social Media platforms
- Graphic design or media skills
- Experience in a school environment and knowledge of school systems and cultures
- Proficiency with Salesforce

Compensation and Benefits: Salary is commensurate with experience. Medical insurance, dental, and disability benefits. Paid personal days.

To apply: Email a resume with cover letter and three professional references to Ellamonique Baccus, Executive Director at [REDACTED]

Job Type: Full-time



April 9, 2021

To: US Department of Education

Re: Assistance with Art in Education RFP

Please accept this letter on behalf of Wichita Public School District as an indication of our commitment to collaborating with Arts Partners in their application for the DoE Arts in Education grant and the five-year program to be implemented in seven Title 1 Elementary Schools.

Integrating arts in education builds on the 20-year partnership between **Wichita Public Schools** (WPS) and Arts Partners to recruit, train and deploy over 30 teaching artists to provide professional development for our teachers and vital, responsive and engaging arts integrated programming to our students. WPS educates more than half of all school-aged children in Sedgwick County. The 50,303 students in USD259 come from 97 countries and more than 105 languages are spoken in the homes of district students. 76.5% of students are from homes of poverty. Arts Partners goes beyond the traditional scope of bringing artists into classrooms to teaching youth empowerment and increasing student well-being

through an arts and public health approach. Many of the youth that will be participating in this project are experiencing [REDACTED] program provides students with the literacy skills and social-emotional skills to give [REDACTED] know-how and mentoring relationships to improve their own neighborhoods and communities, equipping them for lives as community problem-solvers. We believe delivering the program in art and music classrooms will provide a creative space for increasing student engagement, reading and writing proficiency and social/emotional skills through immersive, experiential arts-based curriculum.

Arts Partners will also provide essential training to art and music teachers, in collaboration with the Wichita Public School Fine Arts department, to align arts programming with English Language Arts and Social Emotional and Character development standards that builds upon our district-wide objectives to increase research-driven approaches to educational attainment. In 2019, Arts Partners Just add Arts Symposium was attended by about 50 of our teachers. Many still describe this symposium that gave teachers access to local and national experts in arts integration as “life changing” and “the best conference they had ever been to.” Teachers left the conference with skills in how to strengthen social emotional learning through arts integration that they could immediately apply to the classroom. Arts Partners delivers impactful, empowering, innovative PD for teachers that is tangible and long lasting.

Wichita Public schools has designated seven K-5 Title 1 schools to participate in this project because of their educational failure risk factors that include low income and low literacy. WPS has a district-wide goal to increase 3<sup>rd</sup> grade reading proficiency scores, on the annual state assessment 10% annually (from 21.93% to 44.0% by 2023). Our district has



developed a strategic plan and identified [REDACTED] academic standards at each grade for our educators to focus on to improve the [REDACTED] Assessment of program success will be evaluated through the standards referenced grading system and quantitative assessment that are used by our district. Through this partnership and potential grant, K-5th grade students and teachers in the identified schools will show improvement measured by:

- Increased Student's Proficiency in ELA Tracked Standards and State Assessment
- Increased Student's Behavioral/Work Habits Proficiency Scale
- Increased teacher efficacy and self-care

WPS will provide the following support to ensure the success of this program:

- Access to building level data to measure outcomes - proficiency grades + standardized testing
- Showcase students' achievements (i.e. Family Engagement night, assembly, etc.)
- Quarterly PD will be incorporated into Specials PD day
- Co-teach 9 sessions in Music and 9 sessions in Art per grade/per year using ELA + Arts integrated curriculum

Respectfully,

[REDACTED]  
Alicia Thompson  
Superintendent, Wichita Public Schools



March 18, 2021

To Whom It May Concern:

Please accept this letter in support of Arts Partners and their educational initiatives in Kansas outlined in their grant application. As Executive Director of Storytime Village, convener of the Kansas African American Literacy Coalition and Kansas Literacy Festival, and producer of a children's literacy television program, my team and I are prepared to provide programmatic support in a number of areas.

Storytime Village will provide development and implementation of the advanced training (fellowship) program. We will also provide networking, strategic partnership, and planning meetings for program expansion across Kansas through our African American Literacy Coalition. This includes the following communities:

- Kansas City, KS
- Junction City
- Lawrence
- Topeka
- Wichita

In addition, we will provide consultation on the production of videos to be broadcast on television promoting literacy and the arts, and we will curate and coordinate the "Literacy Track" and family/community outreach events in conjunction with the national symposium. Finally, Storytime Village will deliver arts integrated performances to students as a roster organization with Arts Partners.

We view this opportunity as aligning well with Storytime Village's mission of inspiring a lifelong love of reading to underserved Kansas children from birth to age 8. Please feel free to contact me at [REDACTED] if you have questions. Thank you for your consideration.

Respectfully submitted,

[REDACTED]

Prisca Barnes, Founder & CEO

Storytime Village, Inc.

April 15, 2021  
Arts In Education National Program  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Grant Review Committee:

The University of Kansas Medical Center Research Institute, Inc. (KUMCRI) agrees to participate as a subcontractor in the Arts Partners Office of Elementary and Secondary Education proposed research project entitled "Evaluation of Arts Partners AAE Project." The KUMCRI portion of the work will be under the primary direction of Dr. Cari Schmidt.

The amount requested for KUMCRI's participation in this research project is \$[REDACTED] for anticipated project period 10-01-2021 - 09-30-2026. Please see the attached budget and budget justification for a detailed explanation of costs.

The appropriate programmatic and administrative personnel of each organization involved in this grant application are aware of the NIH consortium agreement policy and are prepared to establish the necessary inter-organizational agreement(s) consistent with the policy. We understand that a subcontract agreement will be negotiated between the University of Kansas Medical Center Research Institute, Inc. and the Arts Partners Office of Elementary and Secondary Education should an award result from the proposal being submitted.

KUMCRI certifies that it has implemented and is enforcing the new PHS regulations on Conflict of Interest as of August 24, 2012 and is in compliance with the updated provisions of 42 CFR Part 50, Subpart F & 45 CFR Subtitle A, Part 94. Additional information available through the Federal Demonstration Partnership Clearinghouse (<https://fdpclearinghouse.org/organizations/87>).

We appreciate your consideration of this request and look forward to a rewarding and productive research effort.

Sincerely,

[REDACTED]

Assistant Director – Pre-Award, Sponsored Programs Administration  
University of Kansas Medical Center Research Institute, Inc.

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

DEPARTMENT OF THE TREASURY

Date: **OCT 22 2002**

ARTS PARTNERS INC  
C/O DONALD F SMITH  
201 N WATER STE 300  
WICHITA, KS 67202-1292

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

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 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.

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.

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

Letter 1050 (DO/CG)

ARTS PARTNERS INC

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,

A large black rectangular redaction box covering the signature area.

Bois G. Lerner

Director, Exempt Organizations

Letter 1050 (DO/CG)

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## **ARTS PARTNERS**

### **Budget Narrative**

#### **A. PERSONNEL**

**Ellamonique Baccus, Executive Director, Art Therapist/Clinical Counselor, Arts Partners** is budgeted to provide 35% effort during the project. Ellamonique will be responsible for providing administrative and programmatic oversight of the project; including overseeing curriculum design, training and implementation of curriculum as well as strategic partnerships. She also has unique expertise to contribute to project development and implementation as an art therapist, clinical counselor and director of an arts in education organization with experiences at the intersection of community engagement through the arts, youth development, and social/emotional learning. 3% increase is calculated for cost of living increase annually.

**Education Program Manager, Arts Partners** is budgeted at 1.0 FTE per year. Program Manager will be responsible for program management, mentor recruitment and engagement, organizing professional development, liaison with partners (school district, university, teaching artists), supply procurement, coordinating with evaluator, and symposium coordinating. 3% increase is calculated for cost of living increase annually.

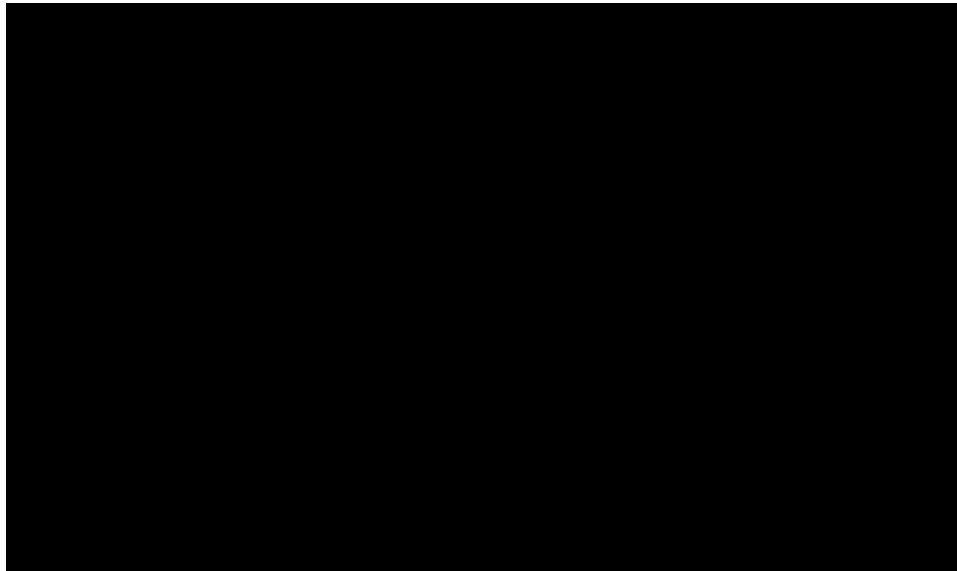
#### **Shawn Chastain, Executive Coordinator of Fine Arts, USD259**

Shawn Chastain will be the district liaison and executive coordinator of the art and music educators implementing the program in the pilot schools. He will contribute to collaborative planning, training and curriculum development to ensure alignment with Music and Fine Arts Standards at a flat rate of \$ [REDACTED] based on USD259 Supplemental Salary Schedule.

**Phyllis Cottner, Curriculum and Instruction Lead, Trainer/Literacy, SPED and Cultural Competency Specialist, USD259**

Phyllis Cottner provides expertise and professional development in cultural competency training, instructional methods for children with disabilities and developing curriculum and training teachers to provide instruction using data driven and reading science based methods. She will contribute to curriculum development, standards alignment and training at a flat rate of [REDACTED] based on USD259 Supplemental Salary Schedule.

**Teachers, USD259 + 3 additional districts (TBD)**



**Dr. Julian Dedeaux -Evaluator KU School of Medicine-Wichita Department of Pediatrics**

**Division of Research.** Dr. Dedeaux is budgeted to provide evaluation and statistical support for 4 hours a week, or 1.2 calendar months for the year. [REDACTED]

total. Includes building a REDCap database for tracking outcome variables, assisting with data cleaning and screening, conducting data analysis of student outcomes on reliable and valid instruments already being used by the school district including state assessment, screeners of academic, social and emotional behaviors and grading proficiency scales; develop tables and



figures and assist with reports, specifically methods and results sections; support survey development for training attendees, teachers implementing the program.

**One Arts Partners Program Scheduler** is budgeted for 25% of time for academic year and summer and is responsible for booking programs with designated schools, scheduling, and contracts for teaching artists. 3% increase is calculated for cost of living increase annually.

**One Arts Partners Marketing/Communications Staff** is budgeted for 35% of time for academic year and summer and is responsible for teaching artist recruitment, audition scheduling and review, orientation and training. 3% increase is calculated for cost of living increase annually.

## **2. Fringe Benefits**

ED, Program Manager and Program Scheduler fringe benefits include Payroll taxes, employee insurance, medical insurance. 3% increase is calculated for cost of living increase annually.

**Fringe benefits of teachers and school district personnel calculated by USD259.**

Teacher [REDACTED] fringe

USD259 staff, Shawn Chastain and Phyllis Cottner 8.9% fringe

## **3. Travel**

No travel.

## **4. Equipment**

No equipment.

## **5. Supplies**

Project Supplies and Materials

Year 2: Classroom Art Materials = \$ [REDACTED] per classroom x 71 (K-2) classrooms = \$ [REDACTED]

Year 3, 4, 5: Classroom Art Materials = \$ [REDACTED] per classroom x 143 classrooms = \$ [REDACTED]

Year 1,3,5 Symposium Materials (books, binders, art materials)

\$ [REDACTED] x 100 attendees = [REDACTED]

Teacher Curriculum Training Materials (binders, art materials)

Year 2: 14 participants x \$ [REDACTED] = \$ [REDACTED]

Year 3: 14 participants x \$ [REDACTED] = \$ [REDACTED]

Year 4: 26 participants x \$ [REDACTED] = \$ [REDACTED]

Year 5: 26 participants x \$ [REDACTED] = \$ [REDACTED]

Fellowship Materials (binders, art materials)

Year 1: 12 participants x \$ [REDACTED] = \$ [REDACTED]

Year 2: 12 participants x \$ [REDACTED] = \$ [REDACTED]

## **6. Contractual**

Arts Partners follows the procedures for procurement under 2 CFR 200.317-200.326.

### **National Symposium Presenters year 1, 3 and 5:**

4 National Teaching Artists at \$ [REDACTED] each which includes artists fees.

4 Presenters x \$ [REDACTED] = \$ [REDACTED]

Local Presenters/teaching artists professional development workshop rate

\$ [REDACTED] x 14 presenters = \$ [REDACTED]

### **Virtual Regional Training Presenters year 2 and 4**

Yr 2: Presenters fee \$ [REDACTED] x 2 = \$ [REDACTED]

Yr 3: Presenter fee \$ [REDACTED] x 2 = \$ [REDACTED]

**Aaron Krone, Fine Arts Professor, Friends University**

**Kassia Waggoner, English Professor, Friends University**

Instructors of record for fellowship, develop syllabus, grading, instruction, year 1 and 2

Yr 1: \$ [redacted] grading + \$ [redacted] instruction fee x 2 instructors = \$ [redacted]

Yr 2: \$ [redacted] grading + \$ [redacted] instruction fee x 2 instructors = \$ [redacted]

**Prisca Barnes** – Director of Literacy Advocacy NFP, Storytime Village, convener of the Kansas African American Literacy Coalition and the Kansas Literacy Festival, Producer of children’s literacy television show. Prisca will provide development and implementation of advanced training (fellowship) program; networking, strategic partnership and planning meetings for program expansion across Kansas through the African American Literacy Coalition; consultation on the production of videos broadcast on television promoting literacy and the arts; curate and coordinate Literacy track and family/community outreach events in conjunction with national symposium for a fee of \$ [redacted] annually. Thru Storytime Village deliver arts integrated performances to students as a roster organization with Arts Partners at a rate of \$ [redacted] per performance.

**Aaron Fowler, Artist Coordinator, Arts Partners** - National Teaching Artist (35 years); Arts Partners Teaching Artist (22 years) Credentialed Teaching Artist with Young Audiences and on the National Training team at Wolf Trap Early Learning Through the Arts. He will provide oversight of a teaching artists internship to expand the practice of arts integration locally and across the state at a rate of \$ [redacted]/hr. Professional development training as an expert in Arts Integration at the rate of \$ [redacted]/hr. coaching meetings teachers \$ [redacted] per hour. Curriculum development and training development \$ [redacted] per hour

Year 1,2: Fellow guest speaker = \$ [redacted]

Year 3,4,5: Internship Supervision: 50 hrs x [redacted]

Year 1: Curriculum development and training development 48 hrs x \$ [redacted] = \$ [redacted]

Year 3,4,5: Teacher Coaching 1.5 hrs x 7 x \$ [redacted] = \$ [redacted]

**14 Teaching Artists (TA)** are visual and performing artists who have been trained to deliver arts integration. The rates are based upon a contract with Arts Partners that establishes a fee schedule for roster teaching artists who have completed an application process that includes a background check and audition. Four of these are Master Teaching Artists (MTA) who have over 8 years of experience in Arts Integration.

Teaching Artists will participate in:

Curriculum development and training development \$ [REDACTED] per hour

planning meetings teachers \$ [REDACTED] per hour x 6 grades = \$ [REDACTED] x 7 schools = \$ [REDACTED]

Residencies in schools [REDACTED] x 18 session = \$ [REDACTED] per class x 143 classes = \$ [REDACTED]

#### **Artists to Authors Fellows year 1 and 2**

Twenty-Four Teaching artists and educators from various disciplines will be selected for a competitive, paid fellowship. Fellows will develop culturally relevant books and videos that will be published and disseminated to participating schools focused on increasing K-5 ELA proficiency and SECD skills through arts integration and art therapy methods.

Year 1: 12 fellows x [REDACTED]

Year 2: 12 fellows x [REDACTED]

#### **Teaching Artists Paid Internship year 3, 4 and 5**

Paid internship/service learning course in partnership with universities and/or community colleges to develop new teaching artists that will increase access to arts integration to rural and urban communities across the state of Kansas.

Year 3: 7 interns x 50 hrs x [REDACTED]

Year 4: 7 interns x 50 hrs x [REDACTED]

Year 5: 7 interns x 50 hrs x [REDACTED]

## **Bookkeeper/Grants Manager**

Bookkeeper will track grant expenditures and necessary reporting one 8 hr day per week for 52 weeks annually. \$ [redacted] x 8 hrs x 52 wks = \$ [redacted]

## **7. Construction**

• **Not applicable.**

## **8. Other**

Book Publishing and Printing Costs: \$ [redacted]/book x 200 books = \$ [redacted]

Printing/Copies = \$ [redacted]

Videographer/Photographer - \$ [redacted] annually

Public Television 30 minute broadcast \$ [redacted] x 4 = \$ [redacted]

3 min broadcast - \$ [redacted] x 10 = \$ [redacted]

**Friends University graduate level credit**, supporting the needs of educators seeking re-licensure opportunities, salary advancement and professional development.

**Fellowship Friends University Graduate Credit Tuition + Fees = \$ [redacted]**

\$ [redacted] x 3 credit hrs = [redacted]

\$ [redacted] x 12 participants = \$ [redacted]

**Symposium** - 1.5 credit hours for cohort of 14 WPS teachers paid at 1.5 x \$ [redacted] x 14 = \$ [redacted]

Friends Univ. Tech fee - \$ [redacted] x 14 participants = [redacted]

**Teacher Curriculum Training** - yr 2&3 cohort of 14 WPS teacher;

yr 4&5 state wide 12 teachers

Year 2: 2 credit hours x [redacted] per year

Year 3: 2 credit hours x [redacted] per year

Year 4: 2 credit hours x [redacted] per year

Year 5: 2 credit hours x [REDACTED] per year

**9. Total Direct Costs**

**TOTAL DIRECT COST:** \$ [REDACTED]

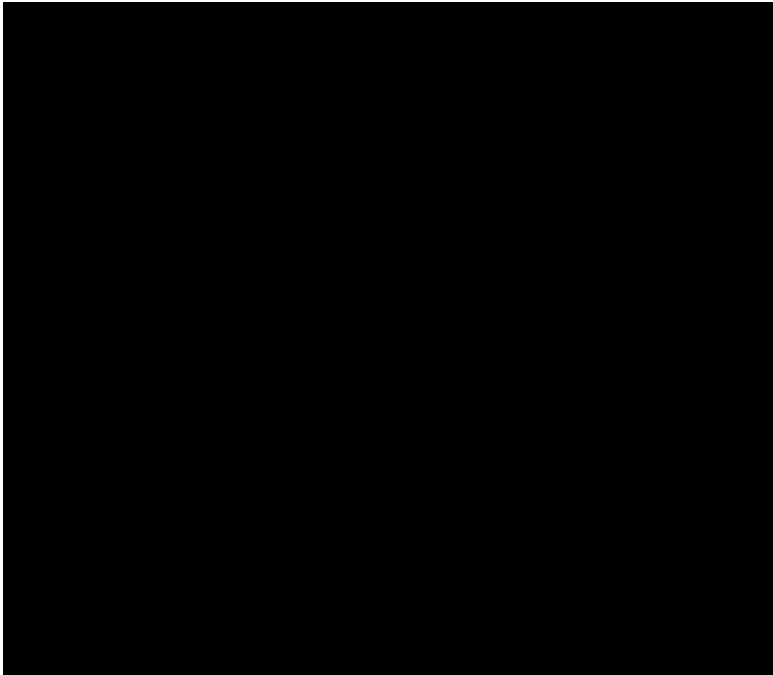
**10. Indirect Costs**

Arts Partners indirect cost rate is [REDACTED] of modified total direct costs.

**11. Training Stipends**

**Not applicable.**

**12. Total Costs**





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

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

Name of Institution/Organization

Arts Partners, Inc

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

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

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

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

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

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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.
Arts Partners, Inc	

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Arts Partners, Inc</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								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

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