

### 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.

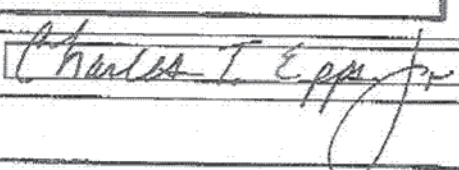
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this 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	
Jersey City Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Charles Middle Name: T.
* Last Name: Epps	Suffix: Jr.
* Title: Superintendent of Schools	
* SIGNATURE: 	* DATE: July 14, 2010

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-004

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Charles T. Epps Jr.</i>	TITLE Superintendent of Schools
APPLICANT ORGANIZATION Jersey City Public Schools	DATE SUBMITTED July 14, 2010




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**7500 N. Dreamy Draw**  
**Suite 220**  
**Phoenix, AZ 85020**  
**Phone: (602) 944-0644**  
**Fax: (602) 680-5743**

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**FAX**

**TO: Richard Payton**

**FROM: Eileen Sigmund**

**FAX NO.: (202) 205-5630**

**DATE: July 16, 2010**

**NO. OF PAGES 8:**

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Urgent     For Review     Please Comment     Please Reply

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**COMMENTS:**

Signed forms from the Arizona Charter Schools Association for CSP National Leadership Activities application.

**Included:**

- ED 424 Form - Cover Sheet, Application Form for Federal Education Assistance
- SF 424B Form - Assurances, Non-Construction Programs
- ED 80-0013 Form - Certifications Regarding Lobbying
- SF LLL Form - Disclosure of Lobbying Activities

OMB No.4040-0004 Exp.01/31/2012

<b>Application for Federal Assistance SF-424</b>		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation      * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
5/14/2010			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		NA	
<b>State Use Only:</b>			
6. Date Received by State:		7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>			
* a. Legal Name: Arizona Charter Schools Association			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
860791960		968693168	
<b>d. Address:</b>			
* Street 1:		7500 N. Dreamy Draw Drive	
Street 2:		Suite 220	
* City:		Phoenix	
County:		Maricopa	
State:		AZ	
Province:			
* Country:		USA	
* Zip / Postal Code:		85020	
<b>e. Organizational Unit:</b>			
Department Name:		Division Name:	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>			
Prefix:		Mrs.      * First Name:	
		Eileen	
Middle Name:			
* Last Name:		Sigmund	
Suffix:			

<b>Title:</b>	Chief Executive Officer
<b>Organizational Affiliation:</b>	
<b>* Telephone Number:</b> (602)944-0644	<b>Fax Number:</b> (602)680-5743
<b>* Email:</b> EILBEN@AZCHARTERS.ORG	
<b>Application for Federal Assistance SF-424</b>	<b>Version 02</b>
<b>9. Type of Applicant 1: Select Applicant Type:</b>	
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):	
<b>10. Name of Federal Agency:</b>	
U.S. Department of Education	
<b>11. Catalog of Federal Domestic Assistance Number:</b>	
84.282N	
CFDA Title:	
Grants for National Leadership Activities	
<b>* 12. Funding Opportunity Number:</b>	
84.282N	
Title:	
Grants for National Leadership Activities	
<b>13. Competition Identification Number:</b>	
N/A	
Title:	
N/A	
<b>14. Areas Affected by Project (Cities, Counties, States, etc.):</b>	
State of Arizona, particularly Apache County, Coconino County, Maricopa County, Navajo County, Pima County, Pinal County, and Yuma County.	
<b>* 15. Descriptive Title of Applicant's Project:</b>	
Arizona Charter Starter Program	

Attach supporting documents as specified in agency instructions.

**Attachment:**  
 Title :  
 File :

**Attachment:**  
 Title :  
 File :

**Attachment:**  
 Title :  
 File :

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**Application for Federal Assistance SF-424** Version 02

**16. Congressional Districts Of:**  
 \* a. Applicant: AZ-003 \* b. Program/Project: AZ-all

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

**Attachment:**  
 Title :  
 File :

**17. Proposed Project:**  
 \* a. Start Date: 9/1/2010 \* b. End Date: 8/31/2013

**18. Estimated Funding (\$):**

a. Federal	\$ 1179855
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 139618
g. TOTAL	\$ 1319473

**\* 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.)**

Yes  No

**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: Mrs. \* First Name: Eileen

Middle Name:

\* Last Name: Sigmund

Suffix:

Title: CEO

\* Telephone Number: (602)944-0644 Fax Number: (602)680-5743

\* Email: EILEEN@AZCHARTERS.ORG

\* Signature of Authorized Representative: 

\* Date Signed: 7.16.10

Application for Federal Assistance SF-424

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

- 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award, and will establish a proper accounting system in accordance with generally accepted accounting standards or agency practices.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicap; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act of 1970 (P.L. 91-515), as amended, relating to nondiscrimination on the basis of alcohol abuse or addiction; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 2304d-3 and 290 ee. 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other non-discrimination provisions in the nondiscrimination statute(s) which may apply to the application.
7. Will comply or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-335), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires residents in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisitions is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) installation of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-158) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11500; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(a) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 105 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by the award of assistance.
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17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative: Eileen Sennard
Name of Authorized Certifying Representative: Eileen Sennard
Title: CEO
Date Submitted: 05/02/2010

**CERTIFICATION REGARDING LOBBYING**

**Certification for Contracts, Grants, Loans, and Cooperative Agreements.**

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**APPLICANT'S ORGANIZATION**

Arizona Charter Schools Association

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mrs. First Name: Eileen

Middle Name:

Last Name: Sigmund

Suffix:

Title: Chief Executive Officer

Signature:

Date:

05/02/2010

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
Disclosure of Lobbying Activities

<p><b>1. Type of Federal Action:</b></p> <p><input type="checkbox"/> Contact</p> <p><input checked="" type="checkbox"/> Grant</p> <p><input type="checkbox"/> Cooperative Agreement</p> <p><input type="checkbox"/> Loan</p> <p><input type="checkbox"/> Loan Guarantee</p> <p><input type="checkbox"/> Loan Insurance</p>	<p><b>2. Status of Federal Action:</b></p> <p><input type="checkbox"/> Bid/Offer/Application</p> <p><input checked="" type="checkbox"/> Initial Award</p> <p><input type="checkbox"/> Post-Award</p>	<p><b>3. Report Type:</b></p> <p><input checked="" type="checkbox"/> Initial Filing</p> <p><input type="checkbox"/> Material Change</p> <p><input type="checkbox"/> For Material Change only:</p> <p>Year: 0 Quarter: 0 Date of Last Report:</p>
<p><b>4. Name and Address of Reporting Entity:</b></p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee</p> <p>Tier, if known: 0</p> <p>Name: Address: City: State: Zip Code + 4: .</p>	<p><b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b></p> <p>Name: Address: City: State: Zip Code + 4: .</p>	
<p><b>6. Federal Department/Agency:</b> Office of Innovation and Improvement</p> <p><b>7. Federal Program Name/Description:</b> Fund for the Improvement of Education</p> <p><b>8. Federal Action Number, if known:</b> CEDEA Number, if applicable: 84.282N</p>		
<p><b>10. a. Name of Lobbying Registrant (if individual, last name, first name, MI):</b> NA</p> <p>Address: City: State: Zip Code + 4: .</p>	<p><b>9. Award Amount, if known:</b> \$0</p> <p><b>b. Individuals Performing Services (including address if different from No. 10a)</b></p> <p>Name: Eileen Sigmund Title: Chief Executive Officer Applicant: Arizona Charter Schools Association Date: 05/02/2010</p> <p><i>Eileen Sigmund</i></p>	<p><b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b></p>
<p>Federal Use Only</p> <p>Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)</p>		

U351D100033

Application for Federal Assistance SF-424

Award #

040-0004 01/31/2012

Version 02

1. Type of Submission:  Preapplication,  Application,  Changed/Corrected Application

2. Type of Application: \* If Revision, select appropriate letter(s):  
 New,  Continuation,  Revision, \* Other (Specify)

3. Date Received: 3/15/2010

4. Applicant Identifier:

\* 5b. Federal Award Identifier:

5a. Federal Entity Identifier:

N/A

State Use Only:

7. State Application Identifier:

6. Date Received by State:

8. APPLICANT INFORMATION:

\* a. Legal Name: Jersey City Public Schools

\* c. Organizational DUNS:

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

077542942

226002012

d. Address:

346 Clairmont Ave

\* Street1:

Street2:

Jersey City

\* City:

Hudson

County:

NJ

State:

Province:

USA

\* Country:

07305

\* Zip / Postal Code:

e. Organizational Unit:

Division Name:

Department Name:

Visual and Performing Arts

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

Prefix:

Ms.

\* First Name:

Nancy

Middle Name:

Healy

\* Last Name:

Suffix:

FR/Award -

U351D100033

Title: Supervisor of Visual and Performing Arts

Organization / Affiliation:

\* Telephone Number:

(201)915-6043

Fax Number:

(201)915-6787

\* Email: NIEALY@JCBOE.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Public School District

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.351D

CFDA Title:

Arts in Education Model Development and Dissemination Grant Program

\* 12. Funding Opportunity Number:

84.351D

Title:

Arts in Education Model Development and Dissemination Program

13. Competition Identification Number:

Title:

Theater and Language Arts Integration Project

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

Jersey City New Jersey

\* 15. Descriptive Title of Applicant's Project:

A series of standards-based theater arts workshops and professional development workshops for 2nd and 3rd grade students and their teachers designed to improve student and school performance.

PR/Award\*

U351D1000331

Attach supporting documents as specified in agency instructions.

Attachment

Title :  
File :

Attachment

Title :  
File :

Attachment

Title :  
File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant: NJ-031

\* b. Program/Project: NJ-031

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

Attachment

Title : Congressional Districts of Jersey City  
File : C:\fak\path\Congressional Districts of Jersey City.doc

17. Proposed Project:

\* a. Start Date: 9/1/2010

\* b. End Date: 8/31/2014

18. Estimated Funding (\$):

a. Federal	\$ 150180
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 150180

\* 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.)

Yes  No

21. \*By signing this application, I certify (1) to the statements contained in the list of certification \*\* 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

PR/Award# -

U351D100033

claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 100)

MI\*\*IAG:LEE

\*\* 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: Dr. \* First Name: Charles  
 Middle Name: T  
 \* Last Name: Epps  
 Suffix:

Title: State District Superintendent of Schools

\* Telephone Number: (201)915-6201 Fax Number: (201)915-6084

\* Email: CEPPS@JCBOE.ORG

\* Signature of Authorized Representative:

*Charles T. Epps*

\* Date Signed: 3/15/10

Application for Federal Assistance SF-424

Version 02

\* Applicant Federal Debt Delinquency Explanation

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

0033

**U.S. Department of Education**

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**ARTS IN EDUCATION MODEL DEVELOPMENT AND DISSEMINATION GRANT  
PROGRAM**

**CFDA # 84.351D**

**PR/Award # U351D100033**

OMB No. 1894-0006, Expiration Date: 09/30/2011  
Closing Date: MAR 16, 2010



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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 c (for example, e1, e2, e3, etc.).

U351D/00033

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
3/15/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name: Jersey City Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
226002012	077542942

d. Address:

* Street1:	346 Clairemont Ave
Street2:	
* City:	Jersey City
County:	Hudson
State:	NJ
Province:	
* Country:	USA
* Zip / Postal Code:	07305

e. Organizational Unit:

Department Name:	Division Name:
Visual and Performing Arts	

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

Prefix:	Ms.	* First Name:	Nancy
Middle Name:			

\* Last Name:

Healy

Suffix:

Title: Supervisor of Visual and Performing Arts

Organizational Affiliation:

\* Telephone  
Number:

(201)915-6043

Fax Number:

(201)915-6787

\* Email: NHEALY@JCBOE.ORG

Application for Federal Assistance SF-424

Version 02

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

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**10. Name of Federal Agency:**

U.S. Department of Education

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Attach supporting documents as specified in agency instructions.

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**Attachment:**

Title :  
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**Attachment:**

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File :

Application for Federal Assistance SF-424

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: NJ-031

\* b. Program/Project: NJ-031

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

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Title : Congressional Districts of Jersey City  
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\* b. End Date: 8/31/2014

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d. Local	\$
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Yes  No

**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: Dr. \* First Name: Charles  
Middle Name: T  
\* Last Name: Epps  
Suffix:

Title: State District Superintendent of Schools

\* Telephone Number: (201)915-6201 Fax Number: (201)915-6084

\* Email: CEPPS@JCBOE.ORG

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Congressional Districts of Jersey City

NJ-031

NJ-032

NJ-033



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Jersey City Public Schools

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

\*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 [X] 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 0%

(3) 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 0%





U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Jersey City Public Schools

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 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)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> Dr. Charles T. Epps
<b>Title:</b> State District Superintendent of Schools
<b>Date Submitted:</b> 03/07/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -  Congressional District, if known:	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  Congressional District, if known:	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant (if individual, last name, first name, MI):</b> Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</b> Address: City: State: Zip Code + 4: -	
<small>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</small>	Name: Dr. Charles T. Epps Title: State District Superintendent of Schools Applicant: Jersey City Public Schools Date: 03/07/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## 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 any 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 or 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**

Jersey City Public Schools

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Dr.      First Name: Charles      Middle Name: T  
Last Name: Epps      Suffix:  
Title: State District Superintendent of Schools

Signature: \_\_\_\_\_

Date:

03/07/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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.

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.**

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA

File : C:\fakepath\GEPA.doc

## COMPLIANCE WITH GENERAL EDUCATION PROVISIONS ACT (GEPA), Section 427

The Jersey City public schools serve a multiracial and multiethnic student population. Over 30 separate language groups are represented, and over 16% of our students have been classified as having special needs. The district takes its responsibility in dealing with this diverse population very seriously, and takes all possible steps to overcome any barriers created by this level of diversity. Currently, Our Multi-Year Equity Plan is in place for 2008-2011. School and classroom practices in curriculum, staff development and student access have been developed and implemented.

A district-wide inclusion education program is being implemented for our special-education students, which will make each of our schools an inclusive education site by providing the full continuum of resource program services in all buildings. This will ensure that all students will have the opportunity to be educated in the least restrictive environment, as mandated by state and federal law. School level inclusion plans have made provisions for an inclusion teacher at every grade, and special needs students are being supported in their general education programs through the assistance of targeted district initiatives including behavioral support programs, adaptive physical education programs, art therapy programs, etc.

For the proposed *Theater and Language Arts Integration* project, the district will assure full participation, inclusion and access by all students, including students with special needs. Teachers and other staff are also assured equal access, and these provisions will be followed in our Arts Education program.



**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Ms. Nancy Healy

Address:

\* Street1: 346 Claremont Ave  
Street2:  
\* City: Jersey City  
County:  
\* State: NJ \* Zip / Postal Code: 07305 \* Country: USA

\* Phone Number (give area code) Fax Number (give area code)  
(201)915-6043 (201)915-6787

Email Address:

NHEALY@JCBOE.ORG

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes  No

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

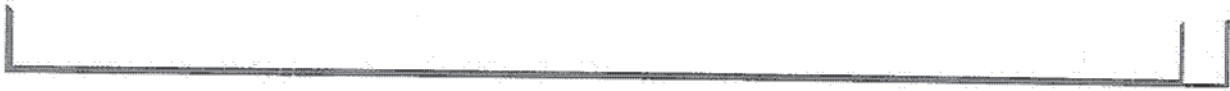
Yes Provide Exemption(s) #: 1

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title : Human Subject Exemption Narrative  
File : C:\fakepath\Human Subject Narrative Exemption.doc



### **Human Subject Narrative Exemption #1**

The proposed research will be conducted in regular classroom settings and will involve research on instructional strategies utilized in 2nd and 3rd grade classrooms. An independent team of evaluators will look at the effectiveness of instructional techniques and curricula utilizing a variety of surveys with students and teachers as well as teacher focus groups.

# Project Narrative

## Abstract Narrative

The project abstract should not exceed two double spaced pages and should include a concise description of the following information:

- a.) Project objectives and activities,
- ?b). Applicable priorities
- c). Proposed project outcomes
- d). Number of participants to be served
- e). Number and location of proposed sites

### Attachment 1:

Title: Project Abstract Pages: 2 Uploaded File: Project Abstract.doc

**Abstract:** Jersey City Public Schools (JCPS) and the Educational Arts Team (EAT) proposes to partner on a *Theater and Language Arts Integration* project, designed to improve student and school performance and grounded in state and national core curriculum content standards. The goals of the project are: improve teaching methods and increase academic performance for elementary school students (Grades 2 and 3) by infusing theater arts standards into the language arts curriculum (**Absolute Priority**); and conduct a rigorous evaluation utilizing scientific methods that will document and publish findings to demonstrate the efficacy of the arts to improve academic performance (**Competitive Preference Priority**). The project will develop and implement a series of theater arts lesson plans infused into the language arts curriculum to improve reading, writing and theater arts skills with randomly selected students; and provide professional development workshops with randomly selected teachers (**Invitational Priority 2**). Products will include dissemination district-wide, statewide and nationally of a *Handbook of Activities and Lessons*; training materials (DVD and training manual) for replication; conference presentations; web site postings and a journal article (**Invitational Priority 5**).

During year 1, the planning year, twelve 2nd and 3rd grade classes at 3 pilot schools (JCPS 8, 24, 33) will receive 30 integration lessons for a total of 360 lessons reaching 300 students. The twelve pilot teachers will assist in the development of the lesson plans and receive a pilot of 12 hours of professional development. Evaluators will research and develop pilot assessment and rubric instruments for assessing students' academic, artistic and social growth and teachers' attitude, knowledge and practice, in addition to taking baselines of year 2 and 3 treatment and control students.

In years 2 and 3, twenty-four classes at six randomly selected intervention schools (JCPS 3, 6, 11, 12, 20, 22, 23, 25, 28, 29, 30, 34; six of these will serve as control) will receive 30 lessons

for a total of 720 lessons reaching 600 students. Their 24 teachers will receive 12 hours of professional training each year. Evaluators will assess and evaluate treatment and control students' academic, artistic and social growth and treatment and control teachers' attitude, knowledge and practice in years 2, 3 and 4. Three targeted schools (11, 22, and 30) are identified by the State of New Jersey Department of Education Title I in "Corrective Action" status; three others (23, 24, and 34) in the "Restructuring" status (**Invitational Priority 3**). In year 3 EAT will complete and publish an Applied Lessons and Integrated Drama and Language Arts Handbook and 2 training materials (training manual and a DVD of strategies) for program replication among 2nd and 3rd grade JCPS teachers and elsewhere. In year 4, dissemination year, the project will provide 6 hours of professional development training on integrating theater arts strategies for all two-hundred 2nd and 3rd grade teachers in the 25 district elementary schools and 4 hours of theater arts integrated demonstration lessons with their five thousand 2nd and 3rd grade students for a total of 800 demonstration lessons.

The project will be evaluated by an independent team of researchers from Seton Hall University utilizing a randomized design. Findings will be published to add to the growing body of evidence that points to the efficacy of the arts to improve academic performance. The evaluators will compare the project's impact on the writing and reading skills (standardized State of New Jersey tests); pro-cognitive and social growth and attitudes towards the arts of the 600 treatment students with control group of 600 students in years 2, 3 and 4. In years 3 and 4 of the project, EAT will send out 150 e-mails and dissemination packages to school districts in the State of NJ with information about the project model including the evaluation results, training opportunities and how to access the training module, DVD and lesson plans on the JCPS and EAT website.

## Project Narrative

### Absolute Priority:

This priority is from the notice of final priority, requirements, and definitions for this program, published in the Federal Register on March 30, 2005 (70 FR 16234). For FY 2010 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

### This priority is:

This priority supports projects that enhance, expand, document, evaluate, and disseminate innovative, cohesive models that are based on research and have demonstrated their effectiveness in (1) integrating standards-based arts education into the core elementary or middle school curriculum, (2) strengthening standards-based arts instruction in the elementary or middle school grades, and (3) improving the academic performance of students in elementary or middle school grades, including their skills in creating, performing, and responding to the arts.

In order to meet this priority, an applicant must demonstrate that the model project for which it seeks funding (1) serves only elementary school or middle school grades, or both, and (2) is linked to State and national standards intended to enable all students to meet challenging expectations and to improve student and school performance.

**Note:** National standards refer to the arts standards developed by the Consortium of National Arts Education Association. The standards outline what students should know and be able to do in the arts. These are not Department standards.

### Attachment 1:

Title: Absolute Priority Pages: 2 Uploaded File: Absolute Priority.doc

### **Absolute Priority**

Jersey City Public Schools (JCPS) and the Educational Arts Team (EAT) proposes to partner on a *Theater and Language Arts Integration* project, designed to improve student and school performance and grounded in state and national core curriculum content standards. The goals of the project are as follows: improve teaching methods and increase academic and theater arts performance for 2<sup>nd</sup> and 3<sup>rd</sup> grade elementary school students by infusing theater arts standards into the language arts curriculum and conduct a rigorous evaluation utilizing scientific methods and document and publish findings to demonstrate the efficacy of the arts to improve academic performance. The project will develop and implement a series of theater arts lesson plans infused into the language arts curriculum to improve reading, writing and theater arts skills; and provide professional development workshops based on innovative methods and current research with randomly selected students and teachers. Products will include a *Handbook of Activities and Lessons*; training materials (DVD and training manual) for replication; conference presentations; and a journal article for dissemination, district-wide, statewide and nationally.

The Jersey City Board of Education (JCBOE), in collaboration with the Educational Arts Team (EAT), proposes to implement an innovative standards-based integrated arts education model program, "Theater and Language Arts Integration," to improve the academic performance in reading comprehension and oral/written language skills, as well as skills in creating, performing, and responding to the arts for 2<sup>nd</sup> and 3<sup>rd</sup> graders attending low performing, high poverty schools. These strategies will be linked to the NJ Core Curriculum Content (NJCCCS) in Language Arts and Theater and the National Theater Standards.

Through this project, a series of standards-based theater arts workshops and professional development workshops, based on innovative methods and current research, will be developed



and implemented with select 2nd and 3rd grade students and teachers. Theater arts strategies and lesson plans will be infused into the language arts curriculum to improve academic and artistic skills.

Theater activities infused into the language arts will immerse students within the rich verbal environment of drama inquiry and puppetry with the opportunity for reading, speaking and writing in a variety of forms and content to different audiences and purposes.

## Project Narrative

This section should be attached as a single document to the Project Narrative Attachment Form in accordance with the instructions found on <http://e-grants.ed.gov> and should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the Education approved file types detailed in the Federal Register application notice (.doc, .pdf or .rtf). If using Word 2007, save your file to an earlier version of Word before uploading. Also, do not upload any password-protected files to your application. When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

**Table of Contents** -The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed one double spaced page.

### **Application Narrative**

The application narrative responds to the selection criteria found in this application package and should follow the order of the selection criteria. We encourage applicants to limit this section of the application to the equivalent of no more than 50 pages and adhere to the application guidelines.

#### Attachment 1:

Title: Project Narrative Pages: 40 Uploaded File: Project Narrative Attachment Part4 2010FINAL.doc

#### Attachment 2:

Title: References Pages: 3 Uploaded File: References A.doc

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## Project Narrative

### 1) Need for project

#### *(1a) Extent the project will provide services to students at risk of educational failure...*

Jersey City, the second largest city in the state, is a densely populated urban community in Hudson County, NJ with a population of 241,114 (US Census Bureau, 06-08 American Community Survey). Approximately 52,000 children under the age of 18 live in Jersey City (US Census Bureau, 06-08 American Community Survey). The city is a melting pot of people, cultures, ideas, business and opportunities. Residents are 34.6% White, 27.9% African American, 20.1% Asian, 15.4% other races and 2.1% two or more races. A total of 27.3% of any race describe themselves as Hispanic. Residents of Jersey City suffer from numerous long-standing cultural problems such as poverty, racism, substance abuse, crime, a failed school system, and breakdown of the family. Youth who grow up in this distressed environment are increasingly at risk of succumbing to the influence of drugs and alcohol, crime and violence, teen pregnancy and other harmful behaviors.

A significant number of Jersey City children and families live in poverty: *15.1% of families and 16.8% of individuals*. Economically, the per capita income in Jersey City is below state and county averages. Census data revealed the per capita income for Jersey City in 2008 was 29,950. It is anticipated that the number of families and individuals living in poverty has increased since the 2008 Census data was collected due to the current economic crisis. The unemployment rate for Jersey City was 11.5% in December 2009, higher than the state rate of 10.1%.

The Jersey City school district has been designated by the state as at-risk based on a variety of factors including poor academic performance, inadequate school facilities, and lower than state average per pupil spending. Jersey City Public Schools (JCPS) have been state-run since 1989,

the longest running takeover of a failing system in the nation. High truancy and high drop-out rates characterize Jersey City's public schools. The district qualifies as a low income district and is approved to run a district-wide Title I program. The average free and reduced lunch rate for the Jersey City elementary schools targeted through this grant is 80%.

Jersey City Public Schools (JCPS) serves a diverse multi-racial and multi-ethnic population of 27,646 students. JCPS is distinguishable as the most diverse district in the state of New Jersey as exemplified by the more than 30 languages, other than English, that are spoken by the district students. Within the district's 38 Pre-K to 12 schools, 38% of the students are Latino, 37% are of African descent, 14% are Asian-American, 10% Caucasian and 1% Native American. The school district serves 8.96% limited English proficient students. The insufficient knowledge of the English language hampers some of these students from fulfilling state standards and excelling in school. The wide range of diversity and large number of bilingual language groups represented pose significant challenges for teachers and administrators.

The city's young people score among the lowest on NJ standardized tests of language arts literacy at all grade levels and a large number of students are in need of remedial help. Student assessment data clearly shows that many of Jersey City's students lack the basic skills necessary to become proficient readers and writers. The 2008-2009 4<sup>th</sup> grade Assessment of Skills and Knowledge (NJASK4) revealed that only 37.6% of 4<sup>th</sup> grade Jersey City students were proficient or above in language arts literacy compared to 63.2% for the State. The district's 8<sup>th</sup> graders performed below state standards in 2008-09 as well, as measured by the Grade Eight Proficiency Assessment (GEPA): only 61.9% of students were proficient or above in language arts literacy compared to 82.5% for the State. At the high school level, only 64.2% of 11<sup>th</sup> graders were proficient in language arts literacy compared to 84.5% for the State.

Among the targeted schools and grade levels, standardized scores for language arts literacy are among the lowest in the district. During 08-09, students at the 3 pilot schools tested proficient in the NJASK Grade 3 in language arts at the following rates: School #8 – 48.4%; School #24 – 17.1%; School #33 – 42%. The percent of students scoring proficient at the targeted schools (from which randomly selected treatment and control schools will be selected) was: School #3 – 40%; School #6 – 42.3%; School #11 – 50%; School #12 – 23.1%; School #20 – 48.7%; School #22 – 37.3%; School #23- 45%; School #25 – 45.8%; School #28 -26.1%; School #29 – 46.4%; School #30 – 26.6%; and School #34 -26.1%. Three targeted schools (11, 22, and 30) are identified by the State of New Jersey Department of Education Title I as in “Corrective Action” status; and three of the others (23, 24, and 34) are in the “Restructuring” status.

In 2008-2009, the percentage of students in grades 9-12 who dropped out during the school year was 6.2% compared to the State rate of 1.7%. The graduation rate in 08-09 was 78% for the district compared to 93% for New Jersey. Only 41.9% of Jersey City students in 2009 planned to attend a four year college after graduation and 26.4% planned to attend a 2 year college.

In addition, Jersey City's population tends to be highly transient. The school district reports a high student mobility rate—the average mobility rate is 13.63%. The transience of this population compounds other risk factors, such as low socioeconomic status and language barriers, and is an indicator of the disruption to teaching and learning caused by students entering and exiting the classroom during the school year.

*(1b)The extent to which specific gaps or weaknesses in services have been identified ...*

The alarmingly low student performance on standardized tests in the area of language arts literacy as outlined above has compelled the JCPS district to identify reading comprehension and oral/written language skills as a priority. As a result, the district has been open to integrating

innovative, research based models in their schools in order to improve student and school performance. Since 2005, the district has received funding through the Arts in Education Model Development and Dissemination Program in partnership with the Educational Arts Team (EAT) to enhance literacy skills while also addressing the NJ Visual and Performing Arts Core Curriculum Content Standards for 4<sup>th</sup> and 5<sup>th</sup> graders in 7 schools (2005-2008 Theater Arts Infusion grant) and 6<sup>th</sup> and 7<sup>th</sup> graders in 8 schools (2008-2011 Theater Arts Strategies grant). Independent evaluators found that the Theater Infusion project made a difference in how well students developed in the academic, pro-cognitive and pro-social domains (Finkelstein, and Walker, 2008). Evaluators noted that 90% of treatment students participating for two years passed the New Jersey language arts standardized tests as opposed to 70% of the control group. Additionally 17% of the treatment group scored advanced proficient to only 2% of the control group. Further analysis showed positive effects on special needs, bilingual and the lowest socioeconomic status students (Bosworth, 2008). Students in classes taught by a group of action research teachers in this project were proficient on NJASK language arts tests at a rate of 76% vs. 49.6% for control classes (Elder, 2008). Additionally, results on NJ ASK language arts tests from the first year (2008/09) of a Theater Strategies grant for 6<sup>th</sup> and 7<sup>th</sup> graders show a significant difference between treatment and control students. Among the treatment students a total of 56.6% passed the NJ ASK language arts tests (of these 3.1% were advanced proficient), relative to 43.1% of control students (of these 2.3% were advanced proficient).

Based on the success of the two previous AEMDD grants, the district is interested in expanding the program to address the literacy and visual and performing arts needs of 2<sup>nd</sup> and 3<sup>rd</sup> grade students in all 25 of the elementary schools in the district.

The NJ Department of Education *NJ Core Curriculum Content Standards* (2009) state that every student will be involved in experiences addressing all of the expectations set forth in each of nine NJ Core Curriculum Content Areas. One of the nine content standards, Visual and Performing Arts, is clearly not fully being addressed in JCPS, particularly at the elementary school level. The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the National Standards for Arts Education. Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education. By the end of 5th grade, the expectation of the NJ arts standards is that all students communicate *at a basic level* in each of the four arts disciplines, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. At the K-6 level, it is the expectation that students are given broad-based exposure through instruction as well as opportunities for participation in each of the four arts forms. In grades 7-8, students should gain greater depth of understanding in at least one of those disciplines. In grades 9-12, students should demonstrate competency in at least one arts discipline. The goal is that by graduation all students will be able to communicate at a basic level in the arts.

Presently, with the exception of the above mentioned grants and other district funding that targeted 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade students and teachers, Jersey City Public Schools is not able to provide the programming necessary to meet the standards for theater arts. Only five of the twenty five elementary schools in the JCPSs have drama teachers. The schools without drama teachers have occasional visits from visiting artists but no consistent and substantial approach to addressing the visual and performing arts standards, or including them in the rest of the



curriculum.

The only professional development that has been provided on theater arts standards was through the AEMDD Theater Arts Infusion (Grades 4 and 5) and a two year follow-up funded by the district for every 4<sup>th</sup> and 5<sup>th</sup> grade teacher; and the AEMDD Theater Strategies (Grades 6 and 7) grants. No opportunities exist for district-wide professional development related to arts integration at the 2<sup>nd</sup> and 3<sup>rd</sup> grade elementary level.

For many of Jersey City's at-risk youth, limited access to the arts continues beyond the school day. The combination of low income families in the district, high incidence of immigrant populations, low literacy levels, limited English proficiency, and family mobility and disintegration, operate to further impede access to the arts. Research has shown that children from high poverty populations are much more likely to experience low levels of participation in any arts outside of the school day. Affluent youngsters are much more likely to have higher engagement in art experiences (Catterall, Chapleau, & Iwanga, 1999).

These combined factors, along with the very successful evaluation findings from the previously funded AEMDD grants, present a compelling need for innovative strategies to engage Grade 2 and 3 at risk youth in stimulating arts based learning opportunities. Theater and arts activities infused into the language arts will immerse students within the rich verbal environment of process drama and puppetry with the opportunity for speaking in clear, concise, organized language in a variety of forms and content to different audiences and purposes (language arts literacy standard 3.3). The proposed Theater and Language Arts Integration project plans to expand upon previous grants to bring the program to additional schools, grade levels, teachers, and students in the district to address the theater arts standards and alleviate the deficit of theater arts teachers in the elementary grades. Second and third grade treatment teachers at targeted

schools will be trained to utilize Theater and Language Arts Integration methods into the regular classroom curriculum with future classes. During the final year of the project training will also be offered to all 2nd and 3rd grade teachers in the district and the district will explore the possibility of funding teacher development in arts integration beyond the final year of the grant. Replication materials (Handbook, DVD and Training Manual) will also be developed for district use and dissemination purposes.

## 2) Significance

### *(2a) The likely utility of the products that will result from the proposed project ...*

The Jersey City Public Schools (JCPS) will partner with the Educational Arts Team (EAT) and Seton Hall University (SHU) to develop several products based on the results of this project with the primary intention of district-wide implementation as well as state and national replication including: *A Theater and Language Arts Integration Handbook*; *A Training Guide*; *A Training DVD*; *Model Implementation Design and Evaluation Findings Report from the Project*; *A Journal Article*; *Conference Presentations*; and *Web Site Postings*.

➤ *A Theater and Language Arts Integration Handbook* to provide teachers with concrete activities and standards based lesson plans with specific objectives easily integrated into the curriculum. The handbook will be designed to reduce teacher preparation time in order to increase the likelihood they utilize the handbook on a regular basis and include a list of materials and handouts, the standard(s) that the activity will address, learning objective(s), a suggested duration time of lesson, and a background knowledge section to prepare students for the activity. The handbook will also explain how the activities can be connected to the reading program used in the district. The handbook could also be used in after school program settings for remedial and enrichment work.

➤ **A Training Guide** with suggested training topics and strategies will also be developed to enable trainers to provide training in house for new teachers in Jersey City and teachers from other parts of the state and nation. The guide will be designed for utilization by district visual and performing arts supervisors, as well as curriculum and training specialists or related disciplines. It will be based on the pilot and treatment teacher trainings taking place in years one, two and three of the project.

➤ **A Training DVD** to provide an overview of the methods in the handbook. The DVD can be used by trainers to help teachers visualize the methods and complement the training guide for the implementation of lesson plan preparation and coaching/mentoring purposes.

➤ **Model Implementation Design and Evaluation Findings report from the Project** including an overview of the implementation process will be developed into a report which will be disseminated to educators nationwide to guide the future development of research studies and arts in education programming.

➤ **A Journal Article** will be published in a national journal documenting the model implementation and evaluation findings. JCPS and the EAT in coordination with the researchers will seek to publish findings in professional journals (i.e. Youth Theatre Journal) and present the findings at the American Educational Research Association.

➤ **Conference Presentations** The availability of the materials and training modules from this project will also be made available to other school districts in NJ through conference presentations such as the statewide NJ Educational Association Teachers Convention, Arts Educators of NJ, the annual Superintendents Conference and School Boards Conference. The handbook, trainer's guide and DVD along with the research findings report will also be presented at other state and national education conferences, such as the International

NETWORK of Schools for the Advancement of Arts Education, Southeast Center for Education in the Arts, the American Alliance for Theater in Education, and the National Council of Teachers of English Conference.

➤ **Web Site Posting** Findings from the implementation and evaluation of the project, as well as information on professional development training; handbook strategies and lesson plans; videos, and other related project materials, will be posted on the JCPS and the EAT websites. In addition, links to this information will also be made available with other resources such as the NJ DOE and the US DOE.

As stated above, several products will be developed as a result of this project, designed specifically to increase the potential replicability of this project beyond Jersey City, NJ. During year 4 of the project, these products will be made available to educators interested in implementing this program. The program will be designed to be implemented in educational settings including private, charter or public schools serving students from a variety of communities including urban, suburban and rural, as well as university forums.

### **3) Quality of the project design**

#### *(3a) Design reflects up-to-date knowledge from research and effective practices.....*

Scientifically based principles from a variety of recent studies as described below will be applied to all of the proposed grant activities, including sound pedagogical research linking drama use to academic success; effective instructional strategies and materials; successful professional development practices, and arts integration classroom-based instructional assessments. The proposed goals and objectives will also be aligned to both NJ and National Core Curriculum Content Standards for the Visual and Performing Arts and Language Arts.

Many recent research studies point to arts-in-education practices that have demonstrated improved academic success, especially for students from low income families. Stevenson and Deasy (2005) studied 10 schools where students from economically disadvantaged circumstances were succeeding. These 10 schools identified the arts as a key reason for that success. Moreover, teachers in the case study schools said they derived delight, professional renewal and satisfaction from incorporating arts into their teaching. Another example is the study of the Chicago Arts Partnerships in Education (CAPE) program that partnered artists and art agencies with teachers at all grade levels in low socioeconomic urban public schools. Findings demonstrated that CAPE schools clearly outperformed the control schools in a wide variety of outcomes, such as: positive changes in school climate and improved reading and math scores (Catterall and Waldorf, 1999). A growing body of research (Adomat, 2009; Catterall, 2002; Furman, 2000; Moore and Caldwell, 1993, Popovich, 2006) points to consistent positive associations between dramatic enactment and reading comprehension, oral story understanding, and written story understanding. Grumet (2004) writes on the importance of integrating arts into the literature curriculum, "When children understand literature as something meaningful and complex, they sense its capacity to inform their lives. This is the kind of literacy that influences reading scores in middle school and high school, when we often see the gains of intensive reading instruction diminish in national assessments" (p. 67). A successful Theater Infusion AEMDD project (2005 to 2008) in the JCPS for 4<sup>th</sup> and 5<sup>th</sup> graders directed by co-author of this proposal Nancy Healy, resulted in 90% of the treatment students participating for two years passing the New Jersey language arts standardized tests as opposed to 70% of the control group and 17% of the treatment group scoring advanced proficient to only 2% of the control group (Walker, Finkelstein & Bosworth, 2008). In the third year of the project an action research component for seven

teachers yielded significant results. On standardized language arts state tests, students in the classes taught by these teachers outperformed students of the control group teachers by 26%. In Action Research classrooms 76% of the students were proficient in language arts, in contrast to 49.6% in control classrooms (Elder, 2008).

A key part of this proposed project will be to build on and adapt the use of integrative arts strategies from previous projects; and research the most recently developed and effective drama strategies for younger students. The project will use learning approaches such as process drama (O'Neill, 1995), the creation of a make-believe world through improvised encounters; puppet making, the integration, construction and projection of characters into art and role (Tabone, 2004) and drama inquiry, exploring issues and themes through role (Edmiston, 2010). These approaches demonstrate tremendous potential for improving elementary school students' reading comprehension, writing skills and social learning by empowering students to question, think, reflect and problem solve by working in and out of role on the issues, themes and characters of stories and books being used in the classroom curriculum. (Edmiston and Enciso, 2002; Edmiston and Wilhelm, 1998; Toye and Prendiville, 2007).

These ways of working will immerse 2<sup>nd</sup> and 3<sup>rd</sup> grade students in a rich verbal environment through playing in role and grappling with problems that arise from story texts (Toye and Prendiville, 2000). In a series of vigorously designed neuro-scientific studies researchers looked at the brain's response to early training in the arts (Hardiman and others, 2009). One of the key findings suggests that early theater work appears to lead to memory improvement through the learning of general skills for manipulating general semantic information. Catterall (2005) believes that arts learning and experiences, to varying degrees, reorganize neural pathways, or the way the brain functions. Extended and or deep learning in the arts reinforces these

developments. The development and reorganization of brain function by learning in the arts may impact how and how well the brain processes tasks (p 7).

Our project plan is to use integrated arts strategies with a drama inquiry/projects-based learning approach, exploring topics and story books found in the Making Meaning Framework currently in use in the JCPS curricula. (The Making Meaning® Framework uses nonfiction and fiction read-aloud books to teach students nine different comprehension strategies while also developing their social values.) This approach is very much in-line with research that shows a curricular focus on any "big idea" or "shared concept" and represents a more unified and complex means to curriculum design (Burnaford, 2007). The "big idea concept" guards against a superficial integration of topics and creates a pathway for deeper thinking (Beane, 1997).

The potential for puppet use in literacy development is considerable. EAT worked in partnership with the JCPS for 3 years with all the 3<sup>rd</sup> graders in the district. Tabone, Executive Director of EAT and co-author of this application, studied over 6,000 Jersey City 3<sup>rd</sup> graders from September 1999 to June 2002 that participated in a 20 lesson puppet drama project. Over a two-year period, standardized language arts test scores for third graders in the district improved by 36.6% (Tabone, 2004).

To build capacity and insure sound educational practice, the district will include an early childhood literacy specialist; language arts supervisors; 2nd and 3rd grade classroom pilot and treatment teachers; and EAT teaching artists in the development and refinement of the lesson plans during the planning year and subsequent years. Lesson plans will include classroom-based instructional assessments: arts portfolios and student and teacher developed rubrics.

The professional development for this project will be focused on providing various ways for teachers to understand the efficacy of drama integration, build upon and extend existing

knowledge and provide opportunities for practice and ongoing support. It will employ hands-on methods, reflection, lesson planning, a review of the evaluation literature, student demonstrations and mentor coaching to achieve success. Cawthon and Dawson (2009) note that for professional development to be effective it must include: active engagement within a constructivist framework, an agreed upon partnership, treating teachers as adult learners; and authentic learning practices for their students, all methodologies we plan to incorporate into this project.

*(3b) Proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students...*

The proposed project will be part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. Unacceptably low student performance on standardized tests, particularly in language arts, has compelled the JCPS district to identify literacy as a priority. In the past five years the JCPS has created many literacy initiatives to improve student achievement including a K-4 Reading First program at the four lowest achieving elementary schools; a Reading Recovery program; district-wide early grade literacy blocks; and the Study Island test prep program.

While the JCPS is known for its strong visual arts and music program, it has been unable to fully implement the theater arts standards and does not at this time have a systematic approach to integrating visual and performing arts into the language arts curriculum. If awarded, this project will be coordinated with the above mentioned district efforts to both improve literacy scores and strengthen the existing performing arts curriculum at the elementary school level.

The proposed *Theater and Language Arts Integration* project is grounded in state and national core curriculum content standards and is designed to improve student and school performance. Through this project, a series of standards-based theater arts workshops and professional



development workshops, based on innovative methods and current research, will be developed and implemented with select 2nd and 3rd grade students and teachers. Theater arts strategies and lesson plans will be infused into the language arts curriculum resulting in a *Handbook* and training materials to be used for replication and dissemination district-wide, statewide and nationally.

Year One of the four year project will be utilized as a planning year. During the planning year, 12 classes at 3 pilot schools will receive 30 theater and language arts integration lessons focused on the Making Meaning literacy framework (as described previously) used by the district for a total of 360 lessons reaching 300 students and 12 teachers. The 12 pilot teachers will assist in the development of the lesson plans and receive a pilot of the 12 hours of professional development from EAT. Evaluators will research existing instruments as well as develop pilot assessment and rubric instruments with pilot students and teachers. They will also collect baseline data for treatment and control group students in preparation for Year Two.

In Years Two and Three, 24 classes at 6 randomly selected intervention schools (from among 12 of the lowest scoring schools in the district) will receive 30 lessons focused on the Making Meaning literacy framework for a total of 720 lessons reaching 600 students. Their 24 teachers will receive 12 hours of professional training per year in both year 2 and 3. Teachers will co-lead lessons in year 3 with EAT teaching artists. Evaluators will assess and evaluate treatment and control students in years 2, 3 and 4.

In year 4, the project will provide 6 hours of professional development training on integrating theater arts strategies to all 2nd and 3rd grade teachers (for their approximately 200 classes and 5,000 students) in the 25 district elementary schools to enable them to implement the 30 lesson plans in their language arts classes. Treatment teachers will participate in the trainings as

mentors, sharing their experiences in the project and their action research narratives. The proposed Goals and Objectives for the *Theater and Language Arts Integration Project* are as follows:

***Goal 1: Improve teaching methods and increase academic performance for elementary school students by infusing theater arts standards into the language arts curriculum.***

**OBJECTIVE 1.1 a:** By April 30, 2011, a series of 30 drama and language arts lessons and rubric assessments, based on National and New Jersey Core Curriculum Content Standards (NJCCCS) and integrated into the language arts and performing arts curriculum, will be developed and piloted by JCPS and EAT with six 2nd and six 3rd grade classes from three low-achieving JCPS schools (PS 8, PS24, PS33) in which more than 60% of the students live below the poverty level for a total of 360 lessons.

**OBJECTIVE 1.1 b:** By April 30, 2011, 12 hours of training and 30 hours of coaching will be developed and piloted by JCPS and EAT with twelve 2nd and 3rd grade JCPS teachers from three low-achieving JCPS schools (PS 8, 24, 33).

**OBJECTIVE 1.2 a:** By April 30, 2012 and 2013, implement the 30 drama and language arts lessons that had been developed in Year One with twelve 2nd and twelve 3rd grade classes (approximately 600 students) from six low-achieving JCPS schools randomly-selected from twelve schools (PS 3, 6, 11, 12, 20, 22, 23, 25, 28, 29, 30, 34) in which more than 60% of the students live below the poverty level for a total of 360 lessons.

**OBJECTIVE 1.2 b:** By April 30, 2012 and 2013, 12 hours of training and 30 hours of coaching will be carried out by JCPS and EAT each year with the twenty-four 2nd and 3rd grade JCPS teachers of the randomly-selected treatment classes enabling them to implement the 30 lesson

plans with their future classes for a total of 24 hours of training and 60 hours of coaching over two years.

**OBJECTIVE 1.3:** By April 30, 2013, develop and publish an Applied Lessons and Integrated Drama Arts Techniques Handbook of theater and literacy integration strategies and 2 training materials (training manual and a DVD of strategies) for program replication among 2nd and 3rd grade JCPS teachers and elsewhere.

**OBJECTIVE 1.4 a:** By April 30, 2014, all 2nd and 3rd grade JCPS teachers (approximately 200) will have received 6 hours of professional development training on integrating visual and performing arts strategies to enable them to implement the 30 AEMDD developed lesson plans with their future classes.

**OBJECTIVE 1.4 b:** By April 30, 2014, all 2nd and 3rd grade JCPS teachers (approximately 200) will have received 4 hours of classroom demonstrations with their classes (5,000 students) on integrating visual and performing arts strategies to enable them to implement the 30 AEMDD developed lesson plans with their future classes for a total of 800 demonstration lessons.

**OBJECTIVE 1.5:** By April 30, 2013 and 2014, JCPS and EAT will send out 150 e-mails and dissemination packages to school districts in the State of NJ with information about this implementation model including the evaluation results, training opportunities, and instructions on how to access the training module, DVD and lesson plans on the JCPS and EAT websites.

*Goal 2: Conduct a rigorous evaluation utilizing scientific methods and document and publish findings to demonstrate the efficacy of the arts to improve academic performance.*

**OBJECTIVE 2.1:** By April 30, 2011, research, develop and pilot instruments to evaluate treatment teachers' attitudes toward the use of integrated arts and their knowledge; rubric forms to measure student improvement in the arts standards based on student portfolios; student

improvement in their pro-cognitive and pro-social growth; and student attitudes towards the arts.

**OBJECTIVE 2.2:** In years two and three, increase the average effect on treatment teachers' attitudes and knowledge toward the use of integrated arts by 10% more than control teachers from the test instrument survey's initial administration in September to its second administration in April of each project year.

**OBJECTIVE 2.3 a:** In years two and three, the average score for treatment 2<sup>nd</sup> and 3<sup>rd</sup> grade students (approximately 600) receiving passing scores will be 10% higher than the average score for control students (approximately 600) on Terranova and NJASK language arts standardized tests.

**OBJECTIVE 2.3 b:** In years two and three, increase by 10% the number of treatment 2<sup>nd</sup> and 3<sup>rd</sup> grade students who show an improvement in the arts standards based on a December and April analysis of student portfolios in the arts.

**OBJECTIVE 2.3 c:** In years two and three, increase by 10% the number of treatment 2<sup>nd</sup> and 3<sup>rd</sup> grade students who show an improvement in their pro-cognitive and pro-social growth based on a September and April analysis of the Teacher Classroom ratings form.

**OBJECTIVE 2.3 d:** In years two and three increase by 10% the number of treatment 2<sup>nd</sup> and 3<sup>rd</sup> grade students whose attitudes towards the arts improve between the September and April administration of the Arts Integration Student Survey.

*(3c) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.*

A comprehensive, sequential program of theater arts infusion addressing student needs will build the capacity of JCPS to continue development and achievement of strategies that will positively impact teaching and learning. Through the joint collaboration of teaching artists and

teachers, the *Theater and Language Arts Integration and Immersion* project will develop useful standards-based lesson plans that can be applied in the trained teachers' classrooms beyond the grant funding at no cost to the district, as has been the case in the two previously funded AEMDD grants. Ongoing research from the 2008 Theater Arts Infusion grant found: In a follow-up survey assessment with 4<sup>th</sup> and 5<sup>th</sup> grade teachers district-wide conducted in 2009, the number of classroom demonstrations and training sessions corresponded to the likelihood of teachers using drama in the classroom. 30.7% of teachers with no training and no classroom visits used drama, while 90.2% of teachers with twelve hours or more of training and eight hours or more of student classroom demonstrations were using drama strategies with their students. The more training and classroom demonstrations a teacher received the more likely they were to do the strategies with their students. 87% of the teachers who attended the 2009 training session planned to use the drama strategies they learned that school year.

The district will also be able to use the *Applied Lessons and Integrated Theater Arts Techniques Handbook* and companion training materials to train new teachers after the grant period ends. In the previous AEMDD grant all new 4<sup>th</sup> and 5<sup>th</sup> grade teachers attended 12 hours of training sessions and received copies of the Handbook in the 2 years after the grant ended (2008 and 2009).

The *Theater and Language Arts Integration and Immersion* project will include a professional development component consisting of four different types of training activities: skill training, curriculum integration, coaching and mentoring. During the four year grant period, targeted teachers will be provided with training to understand the theory and rationale for the infusion of drama in the curriculum; the opportunity to see the model in action to conceptualize the process; time to develop, incorporate and practice the arts integration strategies through

meetings and trainings with their colleagues and the teaching artists; the opportunity to practice implementing their own integrated arts lessons with their students and receive information on other educational opportunities for learning more on this topic. This process will allow participating teachers to make changes to classroom instruction and reflect on their work with their colleagues as they put these ideas into practice. Sustained coaching and mentoring throughout the school year by the teaching artists and the District Supervisor for the Visual and Performing Arts will allow the teachers to further develop their skills and customize the lesson plans and strategies used based upon their students' needs and growth and classroom dynamics.

The proposed project will build capacity and yield results that will extend beyond the period of Federal financial assistance in a number of ways. Several products will be developed as a result of this project with the primary intention of district-wide implementation as well as state and national replication including: *Theater and Language Arts Integration Strategies Handbook*; A Training Guide; A Training DVD; Model Implementation Design and Evaluation Findings Report from the Project; A Journal Article; Conference Presentations; and Web Site Posting. These products will be posted on JCPS and EAT websites and presentations at conferences will continue in the years following the project.

We anticipate that subsequent to the end of the grant period, the JCPS district will include a district wide follow-up project to include professional development workshops for all 2nd and 3<sup>rd</sup> grade teachers and classroom demonstrations for all 2nd and 3<sup>rd</sup> grade students. (It should be noted that the district funded a follow-up project to an AEMDD 2005-2008 grant in which JCPS in partnership with EAT provided 12 hours of professional development for all 250 4<sup>th</sup> and 5<sup>th</sup> grade teachers over a 2 year period. These teachers made use of the handbook, learned additional strategies, planned new lessons, and implemented those lessons in the classroom.

It is expected that the Director of Visual and Performing Arts will continue the mentoring and coaching, and provide on-going in-service training on the use of this model with her staff beyond the grant period. Teachers will be made aware of arts related graduate courses to further their knowledge of the integration of the arts. The EAT will develop and disseminate supplementary curriculum lessons through in-school and professional development training after the end of the grant period.

The effectiveness of the workshops on improving student achievement and classroom teaching will be documented by an independent team of evaluators from Seton Hall University (see evaluation plan). With evidence as to the effectiveness of the approach, it is anticipated that teachers will be more willing to incorporate theater standards into their work.

Presentations of the model, the findings, and strategies will be made at the following educational conferences: the New Jersey Education Association, the Art Educators of New Jersey, the Southeast Center for Education in the Arts, and the American Alliance for Theater and Education. Presentations at state, regional and national conferences and forums will continue after the conclusion of the grant period. It should be noted that presentations for the previous AEMDD grant have taken place during and subsequent to the grant period at the following venues: American Alliance for Theater and Education, the Art Educators of New Jersey, New Jersey Education Association, the Southeast Center for Education in the Arts Forum and Forums at New York University, Indiana State University and The Ohio State University. Dissemination of the handbook, DVD, and student/teacher reports will continue after the final grant year as has been the case for the previous grant. The EAT and JCPS will continue to present at other national conferences and university settings as the opportunities arise after the grant ends.

#### 4) Quality of project personnel

##### *(4a) Qualifications, including relevant training and experience, of key project personnel...*

The JCPS will be the lead institution in the partnership and will provide overall program oversight. The JCPS business administrator will manage the legal and financial aspects of the grant. The JCPS District Supervisor for the Visual and Performing Arts (since 1991), Nancy Healy, will act as Project Director and will have full administrative oversight spending 20% of time on project (in-kind) including fiscal oversight, coordinating school principals and teachers, securing and managing subcontracts and ensuring services are provided and evaluated. She has an MA in education with a concentration in art curriculum from NJ City University and has served on the NJ Department of Education panel for NJCCCS in the Arts (1996) and accompanying frameworks, as well as the Assessment Panel in the Arts. In 2002, she served as co-chairperson for the NJDOE revision of the arts standards, and in 2003 she was awarded the NJ Governor's Award in the Arts for Leadership in Arts Education. Currently she is serving on the 2009/10 Revision of the NJCCCS. Throughout her tenure, Ms. Healy has spearheaded the development and implementation of interdisciplinary programs and curriculum for making the arts more accessible to classroom teachers.

The JCPS will partner with the Educational Arts Team to implement the program. The JCPS and the EAT, a Jersey City based arts in education agency, has had a successful relationship for over 30 years. The EAT offers a menu of in-school and after-school workshop programs, operates a summer arts camp for urban children, and provides professional development training for educators. The day-to-day administration of the project will be managed by the Executive Director of the EAT, Carmine Tabone. Tabone will act as Program Manager for the project responsible for: monitoring the subcontract budget, supervision of Teaching Artists and other



consultants, overseeing the development of lesson plans and publishing of project materials, providing the professional development training, coordinating activities with the evaluator, and disseminating information about the project. Tabone will devote 45% of his time to this project. He has served as a board member and vice-president of the American Alliance of Theater and Education and Regional Governor for the Children's Theater Association of America. He has been an adjunct faculty member at NYU in the theater education program and has conducted in-service training workshops at regional, national and international conferences. In addition, he is a co-author of *Drama Activities for K-6 Students: Creating Classroom Spirit* and author of several articles on the subject of arts in education. He successfully implemented the two previously funded AEMDD Theater Infusion grants (2005-present). He holds an M. A. from New York University in Educational Theater and an Ed. S. from Seton Hall University in Education.

The Teaching Artists hired and supervised by the EAT, will be responsible for implementing the workshops, coaching/mentoring classroom teachers, attending professional development training and assisting in the development of the lesson plans, handbook and training materials. Teaching Artists will have an MA in theater education or the equivalent in theater arts classroom experience. Five part-time Teaching Artists will be hired (20 hrs per wk for 40 wks each year). EAT will also hire additional consultants to assist in the design and development of the Handbook and the district will provide a media specialist (in-kind) to develop the DVD.

The JCPS will subcontract with Seton Hall University (SHU) to conduct an independent evaluation of the project. The evaluation team will be led by Dr. Elaine Walker, Associate Professor and Research Fellow Department of Education Leadership, Management and Policy at SHU. Dr. Walker has worked extensively on federal, state and district evaluations including the two previously funded JCPS AEMDD grants. In 2009, Dr. Walker published an article on the

impact of integrated theatre arts on the cognitive development of low socioeconomic students; and her research on the use of process drama in improving student learning in language arts and mathematics is a finalist for the outstanding research award being given by the American Alliance for Theatre and Education (AATE). The article was selected through a peer review process for the methodological approach it adopted in studying the contribution of arts integration to student learning. Currently, Walker is editing a special issue journal in conjunction with the Department of Health and Human Services on evaluation findings culled from school-based randomized studies that have been sponsored nationally by the agency.

**5) Quality of the management plan**

*(5a) The adequacy of the management plan to achieve objectives on time and within budget ...*

*(5b) Extent to which the time commitments of staff are appropriate and adequate*

See timeline below for specific activities to be carried out in order to achieve project objectives within budget and on time. Previous grant collaborations have been successfully carried out within time constraints as indicated above and on the following timeline. Please note the Project Director is the JCPS District Supervisor for the Visual and Performing Arts, the Project Manager is the Executive Director of EAT, and the Project Team consists of Project Director, the Project Manager and the Evaluator.

Theater and Language Arts Integration and Immersion

YEAR 1(10-11): Activity Description	Person(s) Responsible	S	O	N	D	J	F	M	A	M	J	J	A
Sign subcontract letter of agreement	Director, Manager	X											
Meet with budget officer to develop fiscal procedures	Director, Manager	X											
Hire Teaching Artists as needed	Manager	X											
Order Program Materials and Supplies	Manager, Teaching Artists		X	X	X	X	X	X	X	X			
Hold Partner Meetings	Director, Manager, Evaluators	X	X	X	X	X	X	X	X	X	X		X
Hold EAT – Teaching Artist Meetings	Manager, Teaching Artists	X	X	X	X	X	X	X	X	X	X		X
Kick-off meeting with principals and teachers	Director, Manager	X											
Meet with Language Arts and Early Childhood Literacy	Director, Manager, Teaching	X	X			X	X						
Supervisors re trainings and integration strategies	Artists												
Select 12 teachers from 3 schools for pilot	Project Team	X											
Develop and schedule lesson plans	Manager, Teaching Artists	X	X	X	X	X	X	X	X	X	X		
Develop and revise 12 hrs teacher training	Manager, Teaching Artists	X	X			X	X						
Conduct two 6 hour trainings with pilot teachers	Manager		X			X							
Provide workshops in pilot classrooms	Teaching Artists		X	X	X	X	X	X	X	X	X		

YEAR 1 (10-11): Activity Description (cont.)	Person(s) Responsible	S	O	N	D	J	F	M	A	M	J	J	A
Develop Theater & Language Arts Integration Handbook	Manager, Teaching Artists		X	X	X	X	X	X	X				
Disseminate first draft of Handbook to pilot teachers	Manager, Teaching Artists								X				
Select 6 treatment and 6 control schools for year 2 & 3	Project Team	X											
Notify principals and provide project overview	Project Director and Manager			X									
Develop and test teacher and student assessment tools	Evaluation Team	X	X	X	X	X	X	X	X				
Review and evaluate student portfolios	Manager, Evaluator, Readers			X	X				X	X	X		
Release Year One report	Project Team								X				
Collect baseline data: treatment/control teachers/students	Evaluation Team								X	X	X		
YEAR 2 (11-12): Activity Description	Person(s) Responsible	S	O	N	D	J	F	M	A	M	J	J	A
Hold Partner Meetings	Project Team	X	X	X	X	X	X	X	X	X	X		X
Hold EAT - Project Team Meetings	Manager, Teaching Artists	X	X	X	X	X	X	X	X	X	X		X
Meet with budget officer	Project Director, Project Manager	X											
Hold Kick-Off Event for targeted principals and teachers	Project Director, Project Manager	X											
Conduct two 6 hour trainings with treatment teachers	Manager, Teaching Artists		X			X							
Revise and conduct 30 lessons in the 24 2 <sup>nd</sup> / 3 <sup>rd</sup> grades	Manager, Teaching Artists		X	X	X	X	X	X	X	X	X		

YEAR 2 (11-12): Activity Description (cont)	Person(s) Responsible	S	O	N	D	J	F	M	A	M	J	J	A
Conduct and coach integrated arts lessons	Teaching Artists		X	X	X	X	X	X	X	X	X		
Collect portfolio assignments	Manager, Teaching Artists		X	X	X	X	X	X	X	X	X		
Revise Handbook based on lesson plans and methods	Manager, Teaching Artists		X	X	X	X	X	X	X	X	X		
Collect pre-test data: treatment/control teachers/students.	Evaluators		X	X									
Collect post-test data.	Evaluators							X	X				
Analyze the data.	Evaluators								X	X			
Prepare Evaluation Report	Evaluators								X	X	X	X	
Review and evaluate portfolios	Evaluators, Readers			X	X				X	X	X		
Project Staff Produces Year 2 Report	Project Team							X	X				
Hold Planning Meetings for Year 3	Project Team									X	X		
Disseminate 2nd draft of Handbook to treatment teachers						X							
YEAR 3 (12-13): Activity Description	Person(s) Responsible	S	O	N	D	J	F	M	A	M	J	J	A
Hold Kick-Off Event with principals and teachers	Project Director, Project Manager	X											
Meet with budget officer	Project Director	X											
Hold Partner Meetings	Project Team	X	X	X	X	X	X	X	X	X	X	X	X

YEAR 3 (12-13): Activity Description (cont.)	Person(s) Responsible	S	O	N	D	J	F	M	A	M	J	J	A
Hold EAT - Project Team Meetings	Manager, Teaching Artists	X	X	X	X	X	X	X	X	X	X		X
Conduct two 6 hour trainings with treatment teachers	Manager		X			X							
Conduct integrated arts lessons in 2 <sup>nd</sup> / 3 <sup>rd</sup> grade classes	Teaching Artists, Teachers		X	X	X	X	X	X	X	X	X		
Provide support & coaching in target classrooms	Teaching Artists		X	X	X	X	X	X	X	X	X		
Continue data collection for treatment and control groups	Evaluation Team		X	X				X	X				
Collect portfolio assignments			X	X	X	X	X	X	X	X	X		
Distribute Handbook to treatment teachers	Project Manager		X										
Develop a training manual based on the professional development training from year one, two and three.	Project Manager Teaching Artists		X			X	X	X	X	X			
Develop a DVD for dissemination with the integrated arts strategies handbook	Project Manager, Teaching Artists and JCPS media specialist						X	X	X	X	X		
Analyze evaluation data.	Evaluators								X	X	X		
Prepare and disseminate Year 3 Report	Evaluators, Project Manager								X	X	X		X
Review and evaluate student portfolios	Evaluators, Readers		X	X					X	X	X		
Disseminate information on the project	Project Manager								X	X	X		X

Present model, findings and methods at conferences	Project Manager; Evaluators							X											X
Develop article for publication in research journal.	Project Manager; Evaluators										X	X	X						X
Hold planning meeting for Year 4	Project Team																		X
<b>YEAR 4 (13-14): Activity Description</b>	<b>Person(s) Responsible</b>																		
Hold Partner Meetings	Project Team	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hold EAT - Project Team Meetings	Manager, Teaching Artists	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Meet with budget officer	Project Director	X																	
Hold Kickoff event for principals/teachers	Project Director, Project Manager	X																	
Conduct 6 hours of training with 200 teachers	Project Manager		X								X								
Demonstrate 4 lessons for all 2 <sup>nd</sup> / 3 <sup>rd</sup> grade classes	Teaching Artists		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Complete DVD for dissemination with Handbook	Manager, JCPS Media Dept		X																
Evaluators continue to collect final data	Evaluators	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Disseminate reports, findings and strategies	Project Team	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Present findings and strategies at conferences	Project Team																		X
Evaluation Team to complete final research report	Evaluators																		X
EAT and JCPS posts findings/Handbook/materials on web	Project Manager	X	X	X															X

*(5c) The adequacy of procedures for ensuring feedback and continuous improvement ...*

As indicated in the above timeframe, the JCPS Supervisor of VPA and the EAT Program Manager will meet monthly during Years 1, 2, 3 and 4 to discuss program status; organize trainings; develop program materials and discuss the evaluation. Other JCPS staff (i.e. language arts supervisors; performing arts teachers), EAT staff/consultants and evaluators may also attend so all can be kept abreast of the program's progress. The District Supervisor and Program Manager will hold an initial meeting with the Principals of targeted schools and meetings throughout the grant to discuss implementation. The Program Manager will hold weekly group meetings with the Teaching Artists and meet individually for supervision. The District Supervisor/Program Manager will meet regularly with the evaluation team and on an as needed basis with the Handbook Editor and Video Producer. A kick-off event and a year end event will be held annually.

**6) Quality of the project evaluation**

*(6a) Extent to which the methods include objective performance measures . . . .*

*(6b) Extent to which evaluation methods will provide performance feedback . . . .*

**Evaluation Hypotheses:** The research hypotheses below are linked to the theory of change underlying the Theatre and Language Arts Integration and Immersion project (Objectives are listed under Section 3c of the proposal). The theory of change posits that an arts integration and immersion project which uses process drama and improvised encounters can lead to improvements in young learners' reading comprehension, writing skills and social learning. Moreover, it is assumed that a professional development experience for teachers of these young students which is founded on a constructivist framework can enhance teachers' sense of efficacy with respect to their ability to implement language arts lessons that integrate the performing arts.



However, a number of mediating factors are identified for both teacher and student outcomes. For students, these mediating variables are such pro-cognitive behaviors such as time on task, completion of assignments and classroom behaviors as well as their attitudes towards the arts. For teachers, we use the Theory of Planned Behavior (Ajzen) to identify a number of factors that mediate their behaviors. These include attitudes toward and knowledge of arts integration techniques; perceived support and encouragement from others (principals, peers and district supervisors) to teach arts integrated lessons and perceived behavioral control that is the extent to which teachers feel competent in their abilities to deliver an arts-integrated language arts lesson.

**Research Hypotheses:**

*Hypothesis 1:* In the pre-intervention assessment of language arts assessment and other relevant outcome measures, no significant difference is expected between students in the intervention schools and control schools.

*Hypothesis 2:* In all subsequent assessments, students in the intervention schools will perform significantly better on language arts assessments than students in the control schools.

*Hypothesis 3:* Students in the intervention school will show significant improvement in mastery of the arts standards from pretest to posttest.

*Hypothesis 4:* Students in the intervention schools will form more significantly positive attitudes towards the arts than student in the control schools.

*Hypothesis 5:* Overall the level of pro-cognitive growth will be higher for students in the treatment as opposed to control schools.

*Hypothesis 6:* Teachers in the Theatre and Language Arts Integration and Immersion project will develop more positive attitudes toward arts integration; have greater understanding of how

to integrate the arts in the teaching of language arts and form greater positive intention to teach an arts integrated lesson than teachers in the control schools.

**Evaluation Design:** The study calls for a cluster randomized design in which schools are randomly allocated to either the treatment or control group. Among the treatment group, there are two distinct groups of students, those who would have participated in the arts integration project for only one year, and those who would have participated for two years as second and third graders. Data collection for the impact or outcome studies is cross-sectional with two waves of instrument administration at baseline and 10 months from the start of school for students in the one year cohort (Group A) in both the treatment and control schools respectively; and longitudinal with four waves of data collection for students belonging to the two year cohort (Group B) in both treatment and control schools respectively. This design allows us to test whether length of exposure to arts integrated instruction is differentially related to outcomes. In addition to the outcome studies there will be a process evaluation that measures the extent to which the intervention's implementation adhere to what was proposed in the logic model.

**Sampling Size/Sampling Strategy:** Sample size estimations are based on power calculations for cluster randomization. We are assuming that intraclass correlation for students within schools will be similar, but that there will be differences across schools. In determining the appropriate parameters, we calculated the minimally detectable effects (MDE) based on our past findings and using the guidelines established by Bloom (1995). Optimum design a software program for determining sample size for cluster design was used. We believe that the study will be properly powered with power at .80 and the probability level at .05 and a total sample size of approximately 600 in the treatment and 600 in the control group respectively across all 12 schools thus yielding about 50 students per grade level per school.

**Randomization:** The proposed randomization entails two stages. First, the random assignment of six schools to treatment and six schools to the control groups respectively. Twelve schools have been recruited for inclusion in the study. Six matched pairs have been formed based on percentage of students eligible for free and reduced lunch; percentage of students passing the New Jersey Assessment of Skills and Knowledge in language arts; percent of student mobility; average attendance and the percentage of students whose first language is one other than English. From each pair of matched schools one school will be randomly selected to be in the treatment group, and the other to the control. The second stage of randomization entails the random selection of two second and two third grade classrooms respectively in each school to constitute the study group. In all there will be 24 randomly selected classrooms that will participate in Theatre and Language Arts Integration and Immersion project (12 second and 12 third grade classrooms) and 24 classrooms that will be in the control.

**Data Analyses:** We propose to use a number of statistical techniques with our data. First, for our SMART objectives (formulated for teachers and students), simple descriptive statistics will be calculated and reported for the Grants Performance Project Reports. Using the Department of Education's benchmark of 10% representing significant results, we will be reporting the extent to which our objectives meet and or exceed this benchmark. Second, for the research hypotheses, multi-level fixed effects models will be the primary statistical technique employed because of the cluster sampling design used in the study in which students are nested within schools. Third, in testing for statistical differences between the treatment and control teachers, an Analysis of Variance Model will be used with knowledge, attitudes and behavior as outcome measures. Fourth, grounded theory will be used to analyze the qualitative data that will be yielded from our interviews with teachers and teaching artists; and finally, critical incident techniques will be used

by teachers who will be engaged in action research projects during year four of the grant to describe their experiences in implementing the integrated lessons within their classrooms.

**Instrumentation:** During Year 1 (Planning Year) we will be working on the development and refinement of all data collection instruments. There are three instruments which we have used in past studies of arts integration projects. These are: An Integrated Theatre Arts Student Questionnaire (baseline and follow-up versions), Teacher Attitudes toward Arts Integration and the classroom teacher student pro-cognitive rating scale. The reliability coefficients for all three questionnaires range from .80 for the teacher questionnaire to .96 for the classroom pro-cognitive rating scale. All three are self-administered instruments. However, while we have used the student questionnaire with fourth through seventh grade students, we have not used the instrument with younger aged pupils. Thus, particularly for the second graders we will be developing and piloting during the planning year, alternative ways of measuring students' attitudes toward the arts, as well as different methodological approaches to gathering their opinions- such as one-on-one or small group administration. These techniques have been used in past attitudinal as well as cognitive studies of younger aged students' development. For the third grade, we will be refining the Integrated Theater Arts Student instrument in order to make it developmentally appropriate for this subgroup. The pro-cognitive rating scale which covers a number of critical dimensions such as attentiveness in class, completing work in a satisfactory manner; getting along with peers in class, turning in homework on time, attendance, volunteering in class, responding to teacher questioning and respect for other students will be revised to reflect the critical pro-cognitive expectations for students in the third and second grades. We will be working with second and third grade teachers in the three pilot schools to assist us in the refinement of this instrument.

### **Process Evaluation: Monitoring of Implementation and Aiding Replication**

The goal of the process evaluation is threefold: first, to collect data on the actual implementation of the intervention with a view to establishing the degree of implementation fidelity achieved by the intervention; second, to provide ongoing monitoring of the intervention and to use the monitoring data to aid in improving implementation; and third to collect systematic data on the intervention that can be used by others who might have an interest in replicating the intervention within their own school districts. The process evaluation will draw on a multiplicity of data sources to include the following: interviews with teachers and teaching artists; collection of dosage information at both the student and teacher level; review of the lesson plans developed; classroom observations of lessons, observations of teacher training and meetings held on the project and document reviews. Standard protocols will be developed for the process evaluation. Table 1 delineates the major evaluation questions to be addressed in the process evaluation.

Table 1: Link between Process Evaluation Questions, Data Sources, & Data Collection

#### Techniques

<b>Evaluation Questions</b>	<b>Data Sources</b>	<b>Data Collection Techniques</b>
What process was used by (JCPS) and EAT to foster involvement with major stakeholders?	JCPS and EAT staff, school staff,	Focus groups, review of agendas and minutes of meetings.
What was the quality of the planning that was undertaken?	EAT staff, documents	Individual interviews, document reviews, agenda and minutes of meetings.

What is the level of internal resources committed to the project?	EAT staff, organization charts	Individual interviews, review of organizational chart and documents.
What are the mechanisms for communicating with major stakeholders?	EAT, school and JCPS staff	Focus Groups, agendas, minutes of meetings, identification of communication structures.
What training has been provided for teachers and teaching artists?	EAT and JCPS Staff,	Focus group Interview with Project Director Training documents Observation of training systems
What is the degree of participation by teachers in the training?	EAT and Teachers	Attendance records, teachers' workshops evaluations
How involved are students in the arts-integrated classrooms?	Students; teaching artists and teachers	Classroom Observations
What is the quality of the lesson plan development process and the lesson plans themselves?	EAT, teachers	Lesson plan review; interview with project director
How well are co-taught arts integration lessons delivered in the classrooms?	Teachers; teaching artists	Review of reflection logs completed jointly by teachers and teaching artists after each lesson

***Data Collection- Implementation***

During the planning year, data will be collected on the planning process, lesson plan development, classroom piloting of the lessons and organizational infrastructure to support the

intervention. Interviews will be held with the project director and staff and a critical analysis of the lesson plans for their developmental appropriateness, pedagogical soundness and extent of articulation between the language arts standards and arts standards will be done. Extensive interviews (six in total) with the teachers in the pilot schools soliciting their feedback on the extent to implementation of the lesson plans within their classrooms will be conducted.

### *Students*

During the planning year, baseline data on student academic performance will be collected for all first and second grade students in the twelve schools. These students will be eligible for inclusion in the study during year 2 when full implementation of the project begins. In the fall of 2011, baseline attitudinal and pro-cognitive data will be collected for students in the randomly selected control and intervention schools. In subsequent falls of each ensuing project year, baseline data will be collected only for new students to the study. Posttest data will be collected for all students at the end of each academic year. These data include attitudinal and pro-cognitive information as well as information on student performance on state and district assessments. In 2012, student performance with respect to the national arts standards will be collected via portfolios. These portfolios will be collected at two time points in the fall and spring and on a random sample of students from each classroom involved in the intervention.

### *Teachers*

#### **All Teachers (Treatment and Control):**

Baseline and follow-up surveys with teachers in the treatment and control group will begin in the fall of 2011 and continue through 2014. For treatment teachers only, feedback on the training received will be garnered after each workshop. All teacher questionnaires will be self-administered. Interviews with teachers will be conducted twice in the Fall and twice in the

Spring to garner their feedback on the project. These data will be particularly beneficial in helping the project to remain sensitive to teacher reactions and to make ongoing adjustments to the implementation process. These interviews will be augmented with the teacher/teaching artist reflective logs which we have used in the past. These logs are completed after each lesson jointly by the teacher and teaching artists. They contain such information as the extent to which the lesson was perceived to have gone over well with student; how engaged students were in the lessons, and the classroom teachers' perception of his or her role in the lesson. In addition, classroom observations will be done in a randomly selected number of classrooms. We will be using similar techniques to the ones which we have previously used, where a leading expert in drama techniques observes the delivery of the lessons and documents the critical meta-cognitive strategies students used in their processing of the techniques and their relating of the arts strategies to language arts skills. All 24 treatment teachers during year 4 will be asked to participate in action research projects in which they will be asked to provide reflective narratives on their experiences in teaching an arts integrated lesson on their own. These will be shared with other teachers at the district wide training sessions in year 4. These narratives will be collected at four time periods twice in the fall and twice in the spring.

### **Confidentiality**

Institutional Review Board approval through Liberty IRB will be secured for the project. Research Assistants and project staff involved with the project will be trained on issues related to confidentiality and will be required to take the human subjects protection training available through [www.citiprogram.org](http://www.citiprogram.org).



**Dissemination of Findings to Project Staff, Local Stakeholders, Academic Community,  
School districts and Policy Makers**

Monthly meetings focusing on providing ongoing feedback from the process evaluation will be held between the evaluation team and the project staff. At the end of each project year, an evaluation report capturing the salient findings from the process and outcomes-based evaluation will be developed and shared with the project staff and district personnel. In the fall of each year, similar to what has been previously done a newsletter capturing the progress of the intervention will be created and disseminated to all local stakeholders as well as other educators in the state. The newsletter will also be posted on the Education Arts Team website. Each year, at least one proposal will be submitted to a national peer reviewed conference for presentation and at least one journal article will be submitted for publication. Graduate students with an interest in arts integration will be encouraged to pursue dissertation studies on the topic using the Theatre and Language Arts Integration and Immersion project as their subject of study. To date, we have had three doctoral dissertations that have been written on arts integration from a leadership and policy perspective.

Logic Model for the *Integrated Theatre and Arts Strategies Program*

Components	Target Population	Intervening Factors	Short-Term Outcomes	Long-Term Outcomes
<u>Program Components</u>			<u>Teacher Outcomes</u>	<u>Long-term Impact</u>
❖ Professional Development	❖ 24 randomly selected treatment classrooms (600 students in grades 2 & 3) and their teachers	❖ Student demographics ❖ Teacher demographics ❖ School context	❖ Knowledge, comfort and implementation in integrating the arts	❖ Sustained improvement in student academic performance
❖ Theater Workshops	students in grades 2 & 3) and their teachers	<u>Program Characteristics</u>	<u>Student Outcomes</u>	
❖ Action Research		❖ # of training sessions	❖ Pro-social & Pro-cognitive growth	
❖ Lesson Plan Development	❖ 24 randomly selected control classrooms (600 students in grades 2 & 3) and their teachers	❖ Efficacy of teacher training	❖ Attitudes and outcomes in the arts	❖ Sustained improvement in student mastery of arts standards
<u>Arts Strategies</u>		❖ # of in-class workshops conducted by the teaching artists	❖ Academic outcomes in language arts	❖ Sustained teacher practice with arts integration
❖ Process Drama		❖ Quality of the Action	❖ Mastery of arts standards	
❖ Inquiry-based		❖ Quality of the lessons		

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## Project Narrative

**Competitive Preference Priority:** This priority is from the notice of final priority for Scientifically Based Evaluation Methods published in the Federal Register on January 25, 2005 (70 FR 3586). Under 34 CFR 75.105(c)(2)(i) we award up to an additional 20 points to an application, depending on how well the application meets this competitive preference priority. These points are in addition to any points the application earns under the selection criteria.

When using the priority to give competitive preference to an application, we will review the applications using a two-stage review process. In the first stage, we will review the applications without taking the competitive preference priority into account. In the second stage of the process, we will review the applications rated highest in the first stage of the process to determine whether they will receive the competitive preference points. We will consider awarding additional (competitive preference) points only to those applicants with top-ranked scores based on the selection criteria. We expect that approximately 50 applicants will receive these additional competitive preference points.

This priority is:

The Secretary establishes a priority for projects proposing an evaluation plan that is based on rigorous scientifically based research methods to assess the effectiveness of a particular intervention. The Secretary intends that this priority will allow program participants and the Department to determine whether the project produces meaningful effects on student achievement or teacher performance.

Evaluation methods using an experimental design are best for determining project effectiveness. Thus, when feasible, the project must use an experimental design under which participants--e.g., students, teachers, classrooms, or schools--are randomly assigned to participate in the project activities being evaluated or to a control group that does not participate in the project activities being evaluated.

If random assignment is not feasible, the project may use a quasi-experimental design with carefully matched comparison conditions. This alternative design attempts to approximate a randomly assigned control group by matching participants--e.g., students, teachers, classrooms, or schools--with non-participants having similar pre-program characteristics. In cases where random assignment is not possible and participation in the intervention is determined by a specified cut-off point on a quantified continuum of scores, regression discontinuity designs may be employed. Please see the Notice of Closing for the full narrative.

Attachment 1:

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## Competitive Preference Priority

**Evaluation Design:** The project study calls for a two-stage randomized cluster sampling design. In the first stage of sampling, schools will be randomly allocated to either the treatment or control group. In all, six schools will be in the treatment group and six in the control group. The second stage of sampling involves the random selection of 24 treatment classes and 24 control classes. The study is adequately powered with a sample of size of approximately 600 students in the treatment and 600 students in the control groups respectively. In addition, the design allows us to test for intensity of exposure to arts integration instruction through the creation of two cohorts of students within the treatment group; students who would have participated in the arts integration project for only one year, and those who would have participated for two years as second and third graders.

At the student level, outcomes include academic performance on the State of New Jersey state-wide standardized language arts and mathematics test (NJASK); student pro-cognitive and pro-social growth (pre-post assessment surveys) as well as student mastery of the performing arts standards (portfolio assessments). For participating teachers (24 in all) their attitudes toward arts integration, knowledge of and classroom implementation of arts integrated lessons will be studied and compared to teachers (24) in the control group.

The JCPS will subcontract with Seton Hall University (SHU) to conduct an independent evaluation of the project. The evaluation team will be led by Dr. Elaine Walker, Associate Professor and Research Fellow Department of Education Leadership, Management and Policy at SHU. Dr. Walker has worked extensively on federal, state and district evaluations, including the two previously funded JCPS AEMDD grants.



## **Project Narrative**

### **Invitational Priority 1.**

**Applications that support activities to enable students to achieve proficiency or advanced proficiency in mathematics.**

# Project Narrative

## Invitational Priority 2.

Applications that support activities to enable students to achieve proficiency or advanced proficiency in reading.

### Attachment 1:

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## Invitational Priority #2

Through this project, a series of standards-based theater arts workshops for 2<sup>nd</sup> and 3<sup>rd</sup> grade students and professional development workshops for their teachers, based on innovative methods and current research, will be developed and implemented for integration into the language arts curriculum to improve reading and writing skills. The project lesson plans will be incorporated into and make use of the story books and themes being used in the classroom. Theater and arts activities infused into the language arts will immerse students within the rich verbal environment of process drama and puppetry with the opportunity for speaking in clear, concise, organized language in a variety of forms and content to different audiences and purposes (language arts literacy standard 3.3) to improve student academic performance in reading comprehension and oral/written language skills, as well as skills in creating, performing, and responding to the arts.

# Project Narrative

## Invitational Priority 3.

Applications that support activities to enable students attending schools in corrective action or restructuring under Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA) to achieve proficiency or advanced proficiency in reading and mathematics.

Attachment 1:

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### Invitational Priority #3

The federal *No Child Left Behind Act of 2001* (NCLB), a reauthorization of the *Elementary and Secondary Education Act* (ESEA) requires states to implement a single accountability system.

The accountability requirements under NCLB were built on the foundation of the former *Improving America's Schools Act* (IASA). Three of the schools we have targeted (11, 22, 30) are identified by the State of New Jersey Department of Education Title I in **Corrective Action** status. Three of the schools we have targeted (23, 24, 34) are identified by the State of New Jersey Department of Education Title I in **Restructuring** status.

(<http://www.state.nj.us/education/title1/accountability/ayp/0910/>)

## **Project Narrative**

### **Invitational Priority 4.**

**Applications that focus on increasing access to arts education for students who attend rural schools, as defined by the National Center for Education Statistics.**

## Project Narrative

### Invitational Priority 5.

Applications that provide for the development and dissemination of grant products and results through Open Educational Resources (OER). OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or repurposing by others. This invitational priority encourages applications that describe how the applicants will make their AEMDD grant products and resources freely available online, in an effort to share arts content, proven teaching strategies, and lessons learned in implementing AEMDD projects with the wider community of educators.

Note: Each applicant addressing this priority is encouraged to include plans for how the applicant will disseminate resources, for example through a website that is freely available to all users. Each of these applicants is also encouraged to include plans specifying how the project will identify quality resources, such as lesson plans, primary source activities, reading lists, teacher reflections, and video of quality arts education teaching and student learning in action, for presentation to the wider community.

#### Attachment 1:

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### **Invitational Priority #5**

The Jersey City Public Schools (JCPS) will partner with the Educational Arts Team (EAT) and Seton Hall University (SHU) to develop several products based on the results of this project with the primary intention of district-wide implementation as well as state and national replication including: *A Theater and Language Arts Integration Handbook*; A Training Guide; A Training DVD; Model Implementation Design and Evaluation Findings Report from the Project; A Journal Article; Conference Presentations; and Web Site Postings. JCPS and EAT will make their AEMDD grant products and resources freely available online, in an effort to share arts content, proven teaching strategies, and lessons learned in implementing AEMDD projects with the wider community of educators. These products will include lesson plans, source activities, reading lists, teacher reflection, reports on the implementation model, and a video demonstrating how to carry out the classroom activities.