

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Professional Development for Arts Educators

CFDA # 84.351C

PR/Award # U351C140064

Grants.gov Tracking#: GRANT11651085

OMB No. , Expiration Date:

Closing Date: May 19, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1237-GEPA Statement)	e10
5. Grants.gov Lobbying Form	e13
6. ED Abstract Narrative Form	e14
Attachment - 1 (1236-Abstract)	e15
7. Project Narrative Form	e16
Attachment - 1 (1239-Project Narrative Final V4)	e17
8. Other Narrative Form	e59
Attachment - 1 (1238-Key Personnel CVs)	e60
9. Budget Narrative Form	e83
Attachment - 1 (1234-2014 LAUSD DoED Budget Narrative)	e84
Attachment - 2 (1235-LMU Budget Narrative)	e86
10. Form ED_524_Budget_1_2-V1.2.pdf	e89
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e91

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/19/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="956001908"/>	* c. Organizational DUNS: <input type="text" value="0752849010000"/>
---	---

d. Address:

* Street1:	<input type="text" value="11380 West Graham Place"/>
Street2:	<input type="text" value="C-104"/>
* City:	<input type="text" value="Los Angeles"/>
County/Parish:	<input type="text" value="Los Angeles"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="90064-3725"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text" value="ESC West"/>
--	---

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Pamela"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Marton"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(310) 914-2107"/>	Fax Number: <input type="text" value="(310) 479-7172"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.351

CFDA Title:

Arts in Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031814-001

* Title:

Office of Innovation and Improvement (OII): Professional Development for Arts Educators (PDAE)
Program CFDA Number 84.351C

13. Competition Identification Number:

84-351C2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Integrating L.A.'s Culture & Context into Visual Arts Professional Development

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,225,629.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,225,629.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Pamela Marton"/>	TITLE <input type="text" value="Institutional Director"/>
APPLICANT ORGANIZATION <input type="text" value="Los Angeles Unified School District"/>	DATE SUBMITTED <input type="text" value="05/19/2014"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Los Angeles Unified School District - ESC West

* Street 1: 11380 West Graham Place Street 2: C-104

* City: Los Angeles State: CA: California Zip: 90064-3725

Congressional District, if known: CA-037

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Arts in Education CFDA Number, if applicable: 84.351
---	--

8. Federal Action Number, if known: []	9. Award Amount, if known: \$ []
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix [] * First Name: Joel Middle Name []

* Last Name: Packer Suffix []

* Street 1: 1640 Rhode Island Avenue NW, Suite 600 Street 2: []

* City: Washington State: DC: District of Columbia Zip: 20036

b. Individual Performing Services (including address if different from No. 10a)

Prefix [] * First Name: Joel Middle Name []

* Last Name: Packer Suffix []

* Street 1: 1640 Rhode Island Avenue NW, Suite 600 Street 2: []

* City: Washington State: DC: District of Columbia Zip: 20036

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Pamela Marton

* Name: Prefix [] * First Name: Pamela Middle Name []
* Last Name: Marton Suffix []

Title: Instructional Director Telephone No.: (310) 914-2107 Date: 05/19/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U351C140064

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. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA 427 Statements
Los Angeles Unified School District

Integrating L.A.'s Culture & Context into Visual Arts Professional Development

It is the mission of both the Los Angeles Unified School District (LAUSD) and Loyola Marymount University (LMU) to provide a top quality education for students in the Greater Los Angeles area. There is a shared vision that every student receives an exemplary education in a safe, caring environment, and every graduate is college-prepared and career-ready. There is a clear demonstration of a longstanding commitment to equity and access for all students and employees. Through the partnership of our institutions to implement and evaluate a model program for the 2014 Professional Development for Arts Educators (PDAE) competition, LAUSD and LMU will continue our traditions of provide equal access to staff, students and program participants.

In both recruiting and hiring of administrators and educators these organizations seek to reflect the diversity of the Los Angeles community. For example, the LAUSD Human Resources department offers programs to attract more diverse candidates to the District including teacher intern programs. The District maintains partnerships with parent, faith-based groups, community organizations, local government agencies, neighborhood organizations, and the business community in order to ensure that all options for obtaining supplemental and social services are available to our students.

Our proposed Project, Integrating L.A.'s Culture & Context into Visual Arts Professional Development, is reflective of our desire to intentionally equip students with the academic supports necessary to promote achievement in the 21st century. The legacy of the Federal No Child Left Behind initiative is to ensure that all students have highly qualified teachers, specifically those students from underserved communities. Improving opportunities for all students to learn is a constant focus of LAUSD and the strategies to accomplish this are embedded in our consolidated district plan. Many intervention programs (after school and during school, summer, etc.) are available to support struggling low income and minority students, and also transition/bridge programs between elementary and middle school and middle school and high school. We encourage the use of innovative classroom technology tools and assistive technology to help students meet their learning objectives, and the training in and use of technology tools both in the classroom and as part of the assessment methodology is a key design feature (and Competitive Preference Priority) of our proposed Project.

The teacher recruitment plan that will be developed during the first year of the Project will include strategies to ensure the professional development is equally available and accessible to a diverse group of qualified teachers. The selection of and support provided to teachers will intentionally address how to value and increase diversity and accessibility. This includes promotional strategies, application and selection guidelines, and the delivery of the curriculum in the proposed workshops.

The Project's evaluation plan will utilize key resources to ensure that the analysis of Project objectives and participant outcomes includes questions about accessibility, and provides an

opportunity to revise/adapt both practices and content to address issues and needs in this area. The District student information systems disaggregate data by grade level, ethnic group, gender, special education and English proficiency levels. This data is used to help align and coordinate communication among the various support programs such as Title I, ESL/Bilingual, Migrant Education, Gifted and Talented, school-to-work transitions, alternative educational options, adult schools, community college dual enrollments and home study programs. District staff participates in training designed to ensure that students, teachers, family members and the community all have equitable access to opportunities provided by the District without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.

The District and LMU are committed to assuring equity in access to rigorous standards based, college preparatory, curricula for Standard English Learners, English Learners, and other underperforming students attending LAUSD schools. The LAUSD Office of SEL Programs/AEMP provides direct support to Academic English Mastery Program schools through ongoing, comprehensive professional development and training for administrators, teachers, coaches, parents and other support staff relative to meeting the cultural, linguistic, and academic needs of students and eliminating achievement and proficiency gaps.

On the campus of LMU and at all sites throughout LAUSD, including the six elementary campuses in the ECS-West area that will be sites for the proposed teacher professional development project, all buildings are accessible to the physically handicapped and every campus has a number of available classrooms equipped with structures and restrooms to accommodate students with disabilities. In LAUSD all students requiring special education are provided with IEPs (Individualized Learning Plans) and the services to support those plans, whereas the university supports students in need of special education services and trains and equips future educators and education support service providers to identify and provided necessary instructional modifications for students with disabilities. In LAUSD, these students are integrated into mainstream classrooms, the least restrictive environments, whenever possible. Moreover, students for whom English is a second language have access to services and classes to acquire English language skills. Parent communications for these students are available in many translated languages and interpreters are available for parent conferencing.

LAUSD and LMU firmly believe that the entire community benefits from the multicultural richness of Los Angeles and the study of various cultures is embedded in the curriculum and specifically in this project. All elementary schools and nearly all middle and high schools have staffed parent centers to assist families in their communication with administrators and teachers. In addition, the university also works with parents to support post-secondary learning.

Fair Employment Practices: The District adheres to non-discriminatory hiring practices on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation. All personnel offices, school buildings and other district offices post statements summarizing the fair employment regulations, penalties for noncompliance and avenues for complaints. The District seeks to staff its offices and all schools with candidates who have outstanding qualifications and who have demonstrated a desire and ability to work effectively

with staff, students, families and community members from various ethnic/cultural and socioeconomic backgrounds.

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 Los Angeles Unified School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Pamela"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Marton"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Institutional Director"/>	
* SIGNATURE: <input type="text" value="Pamela Marton"/>	* DATE: <input type="text" value="05/19/2014"/>

Abstract

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

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

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

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

Los Angeles Unified School District

Integrating L.A.'s Culture & Context into Visual Arts Professional Development

Through a collaborative partnership between the Los Angeles Unified School District (LAUSD), Loyola Marymount University (LMU) Family of Schools Collaborative, LMU professors and students, professional artists and art educators, the Integrating L.A.'s Culture & Context into Visual Arts Professional Development Project will improve academic outcomes for Los Angeles-area students in underserved populations, and provide professional development to build teacher confidence and capacity for school wide integration of visual arts and content area instruction. During a 6-8 month planning period, the Co-Project Directors and Project Evaluator will refine the measurable objectives and outcomes proposed in our application as part of a comprehensive evaluation plan, which have been specifically written to address the Absolute Priority and Competitive Preference Priority for Technology that are a part of this grant competition.

Our research-based model will be implemented and evaluated over three years, impacting three cohorts (30 each cohort, 90 total) of first through fifth grade teachers from six LAUSD schools serving predominately low-income students. Participants will receive comprehensive training that incorporates knowledge building, practical application and lesson plan development. Thirty teachers each year will undergo a rigorous series of training, classroom-based coaching and mentoring, and reflective experiences that includes a minimum of 40 hours of hands-on learning experience. They will study African American and Latino cultural history, create art pieces, effectively use technology and collaborate to develop lesson plans that integrate art into content area instruction. It is hypothesized that the training curriculum will improve pedagogical practice, increase school site capacity for integrated visual arts instruction and enhance student achievement.

Through our robust partnership and the delivery of this dynamic professional development, it is anticipated that this scalable model can be duplicated in other LAUSD schools and local school districts. The need to provide students with access to the academic, aesthetic and technological skills that will equip them for 21st century success is apparent. Visual arts education supports the development of creativity and critical thinking. These abilities have a positive effect on content area instruction, as they translate into adept problem solving and higher order reasoning skills. In LAUSD, the implementation of Common Core State Standards mandates that teachers equip students to more readily and consistently incorporate these skills into everyday learning. Unfortunately access to visual arts education has been reduced. Arts are not integrated into other curriculum because of a lack of teachers' training and coaching support in strategies of effective arts integration. LAUSD and lead partner Loyola Marymount University believe this project is a means for achieving this end at schools participating in this Project.

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TABLE OF CONTENTS

	Page
Absolute Priority and Competitive Preference Priorities	1
1. Significance	4
a. Building Local Capacity to Provide Services that Address Target Population Needs	4
b. Disseminating the Results of the Proposed Project	6
2. Quality of the Project Design	7
a. Strong Theory of the Project	7
b. Potential and Planning for Sustaining Activities and Services	10
3. Quality of the Project Services	11
a. Strategies for Ensuring Equal Access and Treatment	11
b. Quality, Intensity and Duration of the Professional Development	12
c. Alignment of Project Services to Student Achievement	18
4. Quality of Project Personnel	19
a. District Recruitment of Underrepresented Employees	19
b. Qualifications, Training and Experience of Key Project Personnel	20
c. Qualifications, Training and Experience of Subaward Partners and Art Consultants	21
5. Quality of Management Plan	26
a. Plan to Align Objectives, Activities, Responsibilities and Budget	26
b. Time Commitments of the Key Project Personnel	32
c. Project Continuous Quality Improvement Strategies	33
6. Quality of the Evaluation Plan	34
a. Relationship between Objective Performance Measures, Outcomes and both Quantitative and Qualitative Data	34
b. Performance Feedback and Periodic Assessment of Progress	39
c. Potential for Producing Evidence of Promise	39
References	41

Absolute and Competitive Preference Priorities

The Project proposed by the Los Angeles Unified School District , Educational Services Center West (LAUSD) and the School of Education's Family of Schools (FOS) at Loyola Marymount University (LMU) **will meet the Absolute Priority** of the U.S. Department of Education's 2014 Professional Development for Arts Educators Program by implementing a minimum 40-hour professional development program for K-12 arts educators and other instructional staff that uses innovative instructional methods and current knowledge from education research and focuses on the development, enhancement of standards based arts professional development. Research has found that engagement in arts is positively related to outcomes such as attendance levels and standardized test scores (Schuler, 2010). Our purpose is to support teachers' level of confidence and skill in art, the context of art and the pedagogy of teaching art at the elementary level. Teachers will be equipped to integrate visual arts into content area instruction. We will specifically meet the State of California Visual Arts Historical and Cultural Standard for grades 1-5.

Additionally, the proposed Project will address the Competitive Preference Priority—Technology by preparing the participating teachers to use high quality digital tools to improve instruction. LAUSD has implemented a program that provides an iPad to every student. The training curriculum of the **Integrating L.A.'s Culture & Context into Visual Arts Professional Development Project** includes instruction and strategies that teachers can use to integrate this existing technology at the participating schools into classroom-based arts education. The Project evaluation will measure the extent to which teachers adopt and adapt technology to aid instruction. This includes using online tools and databases to research about

diversity, history and culture, using existing software to create visual arts projects, evaluating existing digital tools or materials licensed to LAUSD for classroom use, and adapting social media apps to collect data.

There is a long history of research that illustrates that teachers' level of knowledge in the substantive material is related to their performance as instructors and ultimately student performance (Druva and Anderson, 1983; Hawk, Coble, and Swanson, 1985; Monk, 1994). Specifically, the professional development will respond to the components of the Historical and Cultural Knowledge Standard on Diversity of the Visual Arts in which students are tasked with both identifying diverse art forms and incorporating their own culture and history into their visual arts.

LAUSD teachers will have a multifaceted professional development experience inclusive of several elements of best practices in Arts Professional Development. Three cohorts, consisting of thirty participants each, during the three-year implementation will build content knowledge in several ways. First, they will expand their knowledge of history, culture and context through lectures and discussions by esteemed experts in the fields of African American Studies and Latino/a Studies. Second, teachers will create art pieces with local master artists allowing them both to experience the challenge of learning a new art form and building their confidence in doing so. Third, the teachers will work with master arts teachers to design particular units that utilize their new knowledge base to teach to the Visual Arts Historical and Cultural Standard. Through these experiences teachers will gain skills in artistic form and the knowledge to place this form and the work of youth in context.

The Project also meets the National Arts Education Association's professional development standard to create mentors. The Project partners will work with six elementary schools to create

both grade level mentoring opportunities across school sites and collaborative opportunities across grade levels within each school. Further, teachers who have participated in the professional development program are asked to share their work with teachers across the LAUSD through workshops during art exhibitions.

To accomplish these goals, we will augment the strong partnership that LAUSD has with LMU through its Family of Schools (FOS) to provide a high quality professional development opportunity to meet the Visual Arts Historical and Cultural Standard for grades 1-5.

1. Significance

a. Building Local Capacity to Provide Services that Address Target Population Needs.

Although arts education has a significant place in the State of California Common Core Standards, many schools within LAUSD are either not served or underserved in the area Arts Education. Research suggests that many teachers are not confident in their skills to teach Visual Arts and that Art education is not often prioritized among administration. This is partly a result of the emphasis on high-stakes testing, of which the arts are not a part. Further, even within arts education programs, there are few opportunities to help teachers link local culture and context to the art forms, art evaluations and knowledge of art in school. Of particular concern, is the need for LAUSD to provide high quality professional development opportunities to connect to local, diverse cultures and contexts as a means to help students apply personal meaning to art. The purpose of the proposed Project is to provide professional development that connects the history and culture of the two primary racial/ethno groups in LAUSD to 1st thru 5th grade visual arts education.

Latino and Black Culture has not been integrated well into the LAUSD Curriculum. This evidence-based professional development program is designed to uplift the cultures most

prominent among LAUSD students as a basis for meeting the California State Standards. Los Angeles has a rich diversity with populations from around the Globe. However, LAUSD is comprised primarily of those of African and Latino Descent. In LAUSD, African Americans make up 9% of the population and Latinos make up 74% of the population. In the specific schools that are part of the LMU Family of Schools, African Americans comprise 47% and Latino students comprise 22% of the populations. In her review of arts education, Gadsden (2008) argues that encouraging youth in diverse and under-resourced communities to learn about cultural history through art and to express themselves through art, ignites power and self-efficacy among these youth. California State Education Standards for the Visual Arts has a Historical and Cultural Standard for grades 1 through 5, which addresses this need to learn about diverse communities and art forms as a promotion of diversity and self-expression. This proposal seeks to support this standard by providing professional development that emphasizes culture and helps teachers to encourage student self-expression through art.

To accomplish this goal, we will augment the strong partnership that LAUSD has with Loyola Marymount University through its Family of Schools program to provide a high quality professional development opportunity to meet the Visual Arts Historical and Cultural Standard for grades 1-5. LAUSD teachers will meet the Historical and Cultural Standard by learning from LMU's African American and Chicano Departments' cultural and historical experts, and be trained by local Master artists and educators. This team will provide a master professional development course for teachers that will bring together diverse skill sets and knowledge to deliver a multifaceted and well-rounded program. LMU faculty members will provide an understanding of Black and Latino culture nationally, and within the Los Angeles region. They will make connections between the history and culture, emphasizing how art has been used to

express these groups' diverse experiences. A local artist will work with teachers to learn creative expression and show how they have integrated history and culture into their works of art. Finally two master visual arts instructors will work with teachers to create integrated lesson plans for their 1st through 5th grade classes.

Through this overall experience, teachers will meet the following goals:

1. Acquire specific knowledge about history and cultures of two diverse groups in Los Angeles;
2. Understand the connection between history, culture and art;
3. Experience several approaches to art that incorporates this knowledge;
4. Connect with local artists, museums and other art resources;
5. Develop robust arts curricula that meet their grade level standards for Culture and Context.

b. Disseminating the Results of the Proposed Project.

Information that is gained from this Culture and Arts education model will be disseminated in several ways.

Within District Activities: First, the model is set up to reach one teacher in each of 5 grade levels teachers across 6 schools. These teachers will work both within their school teams to develop an integrated, developmental arts education plan and across schools with teachers in their same grade levels. Within the schools, these trained teachers will serve as grade leaders who encourage other teachers to use the methods and resources developed within the professional development training.

Second, the Family of Schools currently sponsors an annual art exhibit at Loyola Marymount University. This serves as an opportunity for students to display their work. Starting in 2016, arts teachers from across LAUSD will be recruited to attend the arts exhibition and participate in workshops led by the trained teachers on how they teach art.

Third, this model will be documented through a robust evaluation and documentation plan that will tell us not only what we accomplished, but also how it was accomplished through detailing each element of how the Project was implemented. The data collected for the process evaluation and implementation will be written in a program model report and disseminated widely.

Fourth, program stakeholders will write at least one article for journal publication and present the program elements and findings at two professional conferences.

2. Quality of the Project Design

a. Strong Theory of the Project

Art teachers are often strapped with developing lesson plans and have neither the expertise nor the time to fully develop integrated and robust lessons for their students (Bae, 2004). This is of particular concern because research suggests that teachers need a high level of comfort both with art forms and pedagogies to share this information productively. Teachers indicated that working with artists and being exposed to these art forms had a positive impact on their teaching confidence (Bae, 2004) and should be the focus of high quality arts education (Allison 2013). However, Sabol (2013) found that art itself is becoming less of a focus for professional development.

Arts education professional development should be a progressive and ongoing activity. No Child Left Behind (NCLB) standards indicated that professional development should be active, focused on content, sustained over time, and have connections to other learning activities. However, most teachers have not been receiving such educational opportunities (Allison, 2013).

TABLE 1 Standards and Goals for High-Quality Professional Development

No Child Left Behind (NCLB)	National Art Education Association (NAEA)*	Topics Not Addressed in Current Standards
Increases teachers' content knowledge of the subject they teach	Encourages teachers to reflect on both self and practice	Reducing teacher stress
Occurs over a span of time	Encourages teachers to clearly articulate their teaching philosophies	Recognizing the culture of the school
Allows for active learning (i.e., learning related to real-life classroom situations)	Helps teachers link current art education research to classroom practice	Enabling teachers to solve educational dilemmas
Is classroom-focused	Shows teachers how to accurately document their teaching progress	Connecting the content of the professional development to the teacher's classroom
Correlates with other learning activities	Creates mentors	Creating a community of practice among teachers
		Helping teachers see the connection between their work as teachers and their work as artists

Note: *This table is found in Allison (2013), p. 182. The authors notes are: This table is*

*compiled from NCLB's definition of high-quality professional development (U.S. Department of Education 2009), NAEA's Professional Standards for Visual Arts Educators (2009), and the author's observations and research (Allison 2010). *NAEA standards are aligned with those of the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education Programs (NCATE).*

The value of the current proposal is that it follows best practices in several ways. We are working within an established partnership between LMU and the LAUSD through our Family of Schools. Therefore, teacher and school officials are familiar with LMU and are assured of the continuing commitment and relationship between these two entities. Because of the diversity of knowledge and skills at LMU, for this project we are able reach outside of the school of education to the Bellarmine College of liberal arts and partner via Engaged Learning with faculty members having key expertise in culture, history and art in Los Angeles.

This partnership is further strengthened by our approach of bringing in artists-educators to focus on both the art and the pedagogy independently and in a combined manner. This allows us to value teachers' identities as Artists and Educators. Allison (2013) states:

Teaching is indeed a form of artistry. Designing learning experiences that are substantive and transformative is an intentional act, akin to creating a painting....

When teaching is viewed as artistry, one's agency as a teacher is honored: teachers realize that they are able to design empowering learning experiences.

They can adapt curricula to meet all students' needs." (p. 185).

Gadsden (2008) argues that arts education and therefore, professional development should be framed around understanding cultural and social contexts that shape the learner. This framing of arts education is multilayered and complex and helps one consider diversity of the visual

presentation (Green & Dixon, 2003 – as reported by Gadsden, 2008). Our approach to professional development honors the artist, teacher and learner in each of us by including aspects of artistic creation, lesson planning and acquiring cultural and historical knowledge through classroom work and field experiences. This approach also honors an active and engaged learning approach in which we will model learning through different modalities.

As teachers learn these activities, we expect for teachers to integrate the content and the pedagogy of engaged-learning in to their classrooms and that this integration will impact students' academic performance and persistence. Gadsden (2008), p. 46 states “because of their participation in the arts, [students] come to school more often, get better grades, and/or graduate from high school.”

b. Potential and Planning for Sustaining Activities and Services.

This Project proposes to bring together a diverse and complementary group of partners that can provide multiple modalities to arts professional development in ways that will be inspiring to many schools and universities. Further, the program is designed as a cohort model in which activities will be sustained as teacher-participants support one another at the site level, and coordinate activities with other schools and the LMU Family of Schools.

The LMU Family of Schools (FOS) is a University-community collaborative dedicated to promoting student success and educational equity for the schools in the Westchester and Playa communities. Focused on promoting academic achievement, building healthy school cultures and developing students who are college and career ready, LMU FOS accomplishes its mission through service, partnerships, professional development and research. The LMU FOS collaborative leverages university resources to address student success, develop community

partnerships, and provide critical support in areas of educational need. LMU is redefining the role of a university partner through our commitment to learning, leadership and service.

Serving as a conduit for faculty, staff, and students to identify and participate in a variety of programs supporting PreK-12 education in our community, the LMU FOS promotes partnerships that facilitate a myriad of opportunities to support schools in addressing various local and national education initiatives. As a critical anchor to help foster a cohesive and coherent vision of educational excellence, the LMU FOS continues to promote best practices for university/PreK-12 partnerships.

Our plan for sustainability is structured to advocate, via supporting data and outcomes, for LAUSD to earmark funding for the continuance of this work and expanding it to other LAUSD schools. This work will also be sustained and strengthened at the school site level as each summer cohort is trained and builds capacity at the site-level. In addition to committed key Project personnel, with data-supported successes being publicized via conference presentations and articles, the potential exists to engage other artists, art educators and LMU faculty in the project during both the near and long term. As student achievement is improved, the outcomes of this project will be shown to promote instructional practices consistent with the expectations of the Common Core State Standards. Consequently, teacher participants will be further encouraged to collaborate and develop projects together.

3. Quality of Project Services

a. Strategies for Ensuring Equal Access and Treatment.

Equal access and treatment for Project participants and students will be ensured via LAUSD and LMU policies and human resource guidelines. Both partners employ non-discriminatory hiring practices consistent with the mandates of the Federal Government, more specifically the

Office of Civil Rights. This Project supports and promotes the inclusion of faculty serving students in the schools targeted for this project. No participant, who is a certificated teacher in the state of California, will be excluded from participation nor discriminated against for any reason.

Moreover, the 2012-15 LAUSD Strategic Plan states: “We believe in possibilities. We believe in futures. We believe in transformation . . . and a commitment to equity and access to excellent schools for all of its 655,716 students.” This project will also promote cultural understanding and appreciation for all students and ethnic groups. The focus on African American and Latino cultural history will serve to encourage intercultural unity and promote cross-cultural discourse.

b. Quality, Intensity, and Duration of the Professional Development.

The quality of this Professional Development correlates with the quality of partners and personnel associated with this project. In this professional development model, LAUSD Teachers will work with LMU Faculty, Art Educators and Community Professional Artists to develop lesson plans to be implemented over the course of the academic school year. This training will combine an intensive summer institute with a series of quarterly follow up trainings that allow the participants to engage with university faculty in a deeper manner. Moreover, in Y1, each participating school will have 6 teacher participants (30 in total) with an additional six teachers being trained each subsequent year. As a result of this Professional Development training, an estimated 75-80% of the faculty at each of the participating schools will matriculate through these summer workshops and learn the skills necessary to incorporate cultural history into arts education. Further, this design includes an Engaged Learning component that will allow LMU faculty to construct academic year courses wherein LMU students are included, with the

intention of supporting content instruction and visual arts education at the various school sites.

“If these students experience success in the art form linked to the academic subject, they may then believe they can succeed in the academic subject. Or, if they experience success in the subject when it is viewed through an artistic lens, their willingness to stay with the subject may increase. Increased confidence should lead to increased motivation and effort, which in turn should result in higher achievement” (Arts Education Policy Review, May/June 2001, Vol. 102 Issue 5, p3, 4p). In the effort to improve academic outcomes for African American and Latino youth, it is critically necessary that content area instruction be connected to various affective and socio-cultural measures.

The intentionality and intensity of this professional development is evidenced in the experiential aspect of the project. Participants will be trained using a variety of modalities and they will learn concepts as a student, and then receive intentional instruction on how to apply them as classroom teacher. Learning is a social concept. Therefore this three-week summer workshop, with year-round follow-up activities that allow participants to interact with a variety of colleagues, will increase learning and is consistent with models of professional development that have proven effective in a different content areas. This model will also include instruction in strategies needed to implement technology into visual arts education. This allows the Project to support the development of teacher efficacy and student learning as it relates to STEM/STEAM instruction.

The funded duration of this project is four years, beginning with a 6-8 month period planning in the first year to develop a rigorous evaluation design, build capacity to execute the evaluation and ensure the program design and implementation is aligned with evaluation requirements. This supports the gradual building of site-based capacity to sustain the impact and outcomes of

the Project beyond the funding period. Over the course of these 4 years, the professional development opportunities provided will be refined, and instructional best practices will be shared with other schools in the LAUSD. All schools participating in the Project currently have either a STEM or arts education focus. This model incorporates art and technology thus allowing the schools to develop a STEAM focus, which is consistent with current trends in education.

Professional Development Components and Calendar:

- Start Date - October 1, 2014
- Planning Period – October 1, 2014 – June 30th, 2015
- Professional Development/Seminar Workshops – Daily - July 6 through July 24, 2015
- Ongoing training opportunities. 9am – noon: September 19th, November 14th, February 13th & April 16th (subject to change based on university and school calendars).

Participants. Six public elementary schools in the Westchester and Playa Vista communities of Los Angeles, where the schools' average 55% percent of students from low-income families (lausd.net, 2014), will participate in the professional development program. These elementary schools include: Loyola Village ES; Playa Vista ES; Cowan Avenue ES; Kentwood Avenue ES; Westport Heights ES; and Paseo del Rey ES. One teacher from each of the grades 1 -5 across all 6 public elementary schools will participate annually over the four-year Project period. In years 2 through 4 of the grant period, 30 teachers will participate each year, resulting in 90 teachers, or 75% of the teaching population being trained.

TABLE 2. Three-Week Professional Development Seminar, Weekly Schedule

	Morning 9am-11:30am	Faculty Assigned	Afternoon 1pm-3:30pm	
Week 1				
Monday	History and Culture in the African Diaspora	LMU-African American Studies	Background lesson on Assemblage Art to tell cultural story	Master Artist
Tuesday	African Diaspora and Local History	LMU-African American Studies	Teaching Assemblage Art project to tell cultural story	Master Artist
Wednesday	African Diaspora and Local History	LMU-African American Studies	Teaching Assemblage Art project to tell cultural story	Master Artist
Thursday	Technology and Art	LMU-African American Studies	Teaching Assemblage Art project to tell cultural story	Master Artist
Friday	Contextualizing	Los Angeles Art Museums	Art culture	Community learning opportunities Tour

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Week 2				
Monday	History and Culture of Latin@s	LMU-Chican@ Studies	Approaches to incorporating arts knowledge into the classroom.	Arts Education Specialist
Tuesday	Local History of Latin@s	LMU-Chican@ Studies	Approaches to incorporating arts knowledge into the classroom.	Arts Education Specialist
Wednesday	Local History of Latin@s	LMU-Chican@ Studies	Approaches to incorporating arts knowledge into the classroom.	Arts Education Specialist
Thursday	Technology and Art	LMU-Chican@ Studies	Approaches to incorporating arts knowledge into the classroom.	Arts Education Specialist
Friday	Contextualizing	Los Angeles Art Museums	Art culture	Community learning opportunities Tour
Week 3				
Monday	Art in Public Spaces	Michael Massenburg	Curriculum Development	Art Educator Specialist
Tuesday	Youth and Visual	Tasha Johnson	Curriculum	Art Educator

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	Arts		Development	Specialist
Wednesday	Art in Schools	Nickie Burrell	Curriculum Development	Art Educator Specialist
Thursday	Technology and Art	Guest Lecturer	Curriculum Development	Art Educator Specialist
Friday	Lesson Plan Discussions	All Teachers	Lesson Plan Demonstrations	All Teachers

LMU Faculty Expectations. Three LMU faculty members will participate

1. Professional development lections
 - Three 2 ½ hour lectures/discussions on African American History and Culture
 - Three 2 ½ hour lectures/discussions on Latin@ History and Culture
 - Two 2 ½ hour lectures on art and technology
2. LMU Faculty to teach engaged learning courses and have LMU students work with teachers and evaluators.

Engaged Learning (often called community-based learning) courses will have students who are learning about history/culture to provide ongoing mentoring and tutoring support to students in the classrooms of teachers participating in the Project. Developed in collaboration with the teacher participants, LMU students will practice and reinforce what they are learning during that semester about African American and Latino History and Culture, while supporting teachers who have learned this information the summer before. LMU students will be involved in a number of activities with the teachers including leading specific arts activities, and giving mini lectures to the elementary school students on specific cultural and historical concepts about which they are

learning. There are several benefits of LMU students engaging with the schools. First, university students are creative and can take the lessons about history and culture and offer them in interesting and engaging ways. Second, they can provide tutoring and mentorship to the students. Third, students can also be observers in the classroom, supporting the work of the evaluation of the overall Project.

c. Alignment of Project Services to Student Achievement.

Academic achievement for elementary-aged students is a primary focus of this project. The emphasis on constructing site-based teams provides for vertical articulation. This allows students to have instructional consistency as they matriculate from grades one through five. Teachers can co-construct lessons and meet regularly apart from times prescribed in this project. Additionally, by engaging a new cohort each summer, the Project assist schools in developing site-based capacity to support content specific art education for students beyond the duration of the grant award. The impact of visual arts education on the development and transfer of creativity and critical thinking skills is well documented. The opportunity to engage with university faculty and students, as well as being taught by professional artists and expert art educators, will foster professional learning communities at the school sites wherein teachers can engage in the sharing of best practices regarding professional collaboration and instructional pedagogy. Ultimately, this professional development creates stronger overall learning environments as teachers receive ongoing and varied instructional support that is transferred to their teaching practices and impacts student learning.

The project has an intentional focus on African American and Latino history and culture. The focus on these two educationally underserved groups, in the context of the cultural demographic of the participating schools, will directly and indirectly impact student achievement

and work towards closing the opportunity gap (Kuykendall, 1989). Moreover, “low-income students, students of color, and English language learners often do not have the same access as others to qualified teachers, high-quality curriculum, and well-resourced classrooms.” (Darling-Hammond, 2010). By providing high quality professional development that equips teachers to connect visual arts to academic content instruction, the Project changes the traditional narrative regarding achievement, and addresses the practices of low income students and students of color receiving inadequate educational opportunities. This project incorporates measurable student outcomes that will give evidence to the efficacy of the training delivered and implemented by teacher participants.

4. Quality of Project Personnel (15 points)

a. LAUSD District Recruitment of Underrepresented Employees

The majority of our key expert personnel are from traditionally underrepresented groups, primarily African American and Latino. The teachers who will participate in the professional development will be recruited from schools within the Los Angeles Unified School District. Each school’s hiring and staffing practices are reflective of the larger LAUSD policy that seeks to employ an administrative and teaching staff that reflects the diversity of the Los Angeles community. The Human Resources Department continues to develop programs to attract more diverse candidates to the District including teacher intern programs. LAUSD maintains partnerships with parent, faith-based groups, community organizations, local government agencies, neighborhood organizations, and the business community in order to ensure that all options for obtaining supplemental and social services are available to students.

LAUSD adheres to non-discriminatory hiring practices on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation. All personnel

offices, school buildings and other district offices post statements summarizing the fair employment regulations, penalties for noncompliance and avenues for complaints. The District seeks to staff its offices and all schools with candidates who have outstanding qualifications and who have demonstrated a desire and ability to work effectively with staff, students, families and community members from various ethnic/cultural and socioeconomic backgrounds.

b. Qualifications, Training and Experience of Key Project Personnel.

LAUSD Project Director: Pam Marton is the Instructional Director supervising the principals at twenty-two Elementary Schools in the Los Angeles Unified School District for the last two years. She supervises all of the elementary schools that are part of the LMU Family of Schools. From 1992 to 2012, Pam Marton served as the Principal of Community Magnet Elementary School, an affiliated charter, full school magnet elementary school in the LAUSD. In her tenure as Principal, Community Magnet was recognized as a California Distinguished School and a National Blue Ribbon School. The focus of the school program at Community Magnet is a Humanities- Arts magnet with a multicultural emphasis. The school had a strong focus on Arts Education. The school was selected as one of 36 schools in the nation to transform education through the arts as part of the TETAC, Transforming Education through the Arts Challenge, a multi-million dollar, five year grant, funded by the Annenberg Foundation and the Getty Arts Education Trust. Prior to becoming a Principal, Pam served in many Assistant Principal positions, out of classroom instructor positions and teaching positions in LAUSD. Pam Marton received her undergraduate degree from UCLA with a major in Art Design. Her graduate work, Masters, Multiple Subject and Single Subject-Art Teaching Credentials and Administrative Services Credentials were also earned at UCLA. She has completed all of the coursework and a comprehensive exam for her doctorate in Educational

Leadership from UCLA.

c. Qualifications, Training and Experience of Subaward Partners and Consultants.

Subaward Partner, LMU: Co-Project Director, Darin Earley, M.S.Ed: Since November 2009, Darin has served as Director for the LMU Family of Schools. During this time he lead and supervised the growth of the LMU Family of Schools from a university initiative to a collaborative partnership serving thirteen schools. Darin is responsible for overseeing the daily operations of the FOS, managing various programs and projects that support our partner schools, and serving as a liaison between university departments/division and partner schools. Darin also provides support in instructional design and implementation, coordinating professional development opportunities for teachers, supervising grant –funded projects and working with school site staff members to address culture and climate issues that impact student achievement.

Having worked as an administrator, classroom teacher and human relations facilitator, Darin brings with him over 18 years experience with the Los Angeles Unified School District. A native of Los Angeles, he attended both Loyola Village Elementary and Westchester High School before going off to Howard University where he graduated with a Bachelors Degree in Business Administration ('88). He has a Masters degree in Educational Administration and is currently enrolled in the USC Rossier School of Education Doctoral program with a concentration in “Educational Psychology”. The founder of BridgeBuildersNetwork.com, Darin is an author, speaker, husband and father of five. He is part-time faculty in the LMU Department of Elementary and Secondary Education, serves on several boards and is active in community service.

Principal Investigator: Deanna Cooke, Ph.D.: Dr. Cooke received her doctorate in psychology from the University of Michigan in 2002. She has expertise in community-

university partnering, community-based research, evaluation methods and a focus on African American youth and adult well-being. Currently she serves as the Director of Engaged Learning at LMU's Bellarmine College of Liberal Arts. In this capacity Dr. Cooke is responsible for cultivating faculty interest in engaged learning, increasing the visibility of and relationships for BCLA, developing procedures and standards for engaged learning in College, supporting departments and faculty to integrate community-based/engaged learning into their existing curriculum and pursuing local, state, federal, and private foundation resources to support local and international engaged learning courses and activities. Prior to LMU, Dr. Cooke served as part of the leadership of the Advancement Project, a civil rights, social policy organization that addresses community safety, community health, educational equity, and economic equity in California, particularly Los Angeles. Additionally, Dr. Cooke directed the community-based research programs for Georgetown University for over eight years, and co-directed the regional Community Research and Learning Network for several of these years. Dr. Cooke has been an evaluator of community and school based projects for over 15 years on projects that have included assessments of school readiness in Washington, DC; evaluations of community organizing activities in four sites nationally, and evaluation of the local Empowerment Congress with the Los Angeles County Supervisor's office. Dr. Cooke's role in the current project is to provide oversight of the project, ensure the participation and integration of the university faculty and serve as the onsite facilitator for evaluation activities.

University Faculty Instructors: Dr. Marne Campbell received her PhD from UCLA in US History, and currently is an Assistant Professor in LMU's African American Studies. She is an expert in African American history, the American West and Latin American History. She has written a number of articles and serves as the Associate Editor of the Journal of African

American History. She has a specific focus on the history of African Americans in Los Angeles, with her most recent work being a book entitled: *Arrival and Revival in the American West: African Americans Through the Lens of Race, Class, and Gender in Los Angeles (1850 – 1915)*. Dr. Campbell's role in this Project is to develop and deliver the history of African Americans nationally and in Los Angeles in a manner that illuminates the culture and context of Art in the traditions of this group of people.

Dr. KarenMary Davalos received her doctorate from Yale University in Cultural Anthropology and currently is Professor and Chairperson of LMU's Chicana/o Studies Department. She is an expert in Latina/o history and cultures and specifically in Latina/o art history on which she has published numerous articles. She has served as co-editor, 2003-2009, of *Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social*, the only interdisciplinary Chicano or Latino studies journal of a professional organization. She has curated two exhibits, Linda Vllejo: Make 'Em All Mexican" at the Avenue 50 Studio; and *Margaret Garcia: Visions of Phantasmagoria*, Fremont Gallery, South Pasadena, California, May 2-28, 2009. Dr. Davalos' latest academic efforts include an upcoming book on Chicana/o art entitled, *The Errata of Chicana/o Art: fifty years of improbable subjects and political gestures*.

Subaward Partner: Evaluator, Jacqueline Mattis, Ph.D.: Dr. Mattis, a Clinical Psychologist, received her doctorate from the University of Michigan and is now on faculty at New York University's Steinhardt School of Education where for eight years she served as chair of the Counseling Psychology program. In 2013 Dr. Mattis was Interim Vice President of Bacasir University in Istanbul, Turkey. In Fall 2014, Dr. Mattis will join the faculty of the University of Michigan and serve as the Director of the Center for the Study of Black Youth in

Context. Dr. Mattis is an expert in both quantitative and qualitative evaluation methodology, has published numerous research articles, and is chair an annual Ford Foundation review panel for minority researchers. Her substantive area of expertise is on positive psycho-social outcomes among African Americans, and has focused on the role of spirituality and religion in the positive development of African Americans. In Dr. Mattis' role as evaluator she will bring to bear her extensive knowledge of African American youth, quantitative and qualitative design and implementation and prolific writing acumen.

Art Consultants: Master Artist/Art Expert, Michael Massenburg: Michael Massenburg was born in San Diego and raised in Los Angeles. He received his education from California State University, Long Beach and Otis Art Institute. Through out the years Massenburg has exhibited in galleries and museums, completed private commissions, and worked on public art projects throughout the country and abroad in Mexico, Senegal and Haiti. Some of his public works were created for Metro Farndale Expo line, LA County Arts Commission, ESPN, American Jazz Museum and most recently The Fabulous Forum in Inglewood. He is the recipient of grants from the Los Angeles Department of Cultural Affairs and the California Arts Council and his work resides in many collections such as California Community Foundation. Active in the community, Michael serves as board president for Inglewood Cultural Arts non-profit as well as an art educator in teaching for various organizations throughout Los Angeles County.

Art Educator, Nickie Burrell: Nickie Burrell was born in Santa Monica, California and studied at Loyola Marymount University, University of California San Diego and El Camino College studying the arts. As owner of a Landscape Design company, Nickie has created many designs in our local area over the past 30 years. She was a fashion designer for two years selling

from a show room in Los Angeles as well as New York City. Her art has been seen at many shows throughout California. Her love is teaching art to children. She currently teaches at Loyola Village Performing Arts Magnet to 400 children. The art gallery, classroom and ceramic lab displays the dedication she has for the arts. “Art motivates children as it integrates writing, cultural history, critical thinking, focus, designing, mathematics and science and stimulates their creativity. When my students walk into a classroom with their imagination, they walk out with the tools, knowledge and fundamentals of art, building their confidence and self-esteem while learning about themselves and their world. My greatest success in this endeavor is when a child expresses the joy of accomplishment and I see that the perception of themselves has been elevated.”

Art Educator, Tasha Johnson: Tasha Johnson graduated with a BA in English from Grambling State University. She has been working with youth for over 10 years. She began working in politics, but soon discovered that her calling was working with youth while living in Washington DC. Her first year as a middle school English teacher was humbling to say the least, but she enjoyed being a classroom teacher for 5 years while also volunteering for a the College Bound program. Tasha moved to Los Angeles and began working for youTHink, a social justice arts organization dedicated to empowering students and giving them a sense of agency. She has served for over 6 years in the capacity of a School Services Coordinator and travels throughout the greater LA area facilitating lessons around critical social issues that relate to the students' everyday life. She has been a three time presenter at the California Association of Teachers of English on critical pedagogy and incorporating arts into the curriculum. She serves on the steering committee for the CREWS program through the Southern California College Access Network and is a certified facilitator (CCEJ) in conflict resolution.

5. Quality of the Management Plan (30 points)

a. Plan to Align Objectives, Activities, Responsibilities and Budget.

The LAUSD and LMU Co-Project Directors will meet regularly during the planning period in the first year to identify and assign areas of responsibility, and to establish the system for managing and reporting on Project activities and expenditures, and a timeline for reviewing progress towards Project objectives and participant outcomes. This will ensure the Project is completed on time, within budget, and that the Principal Investigator and Evaluator have aligned the outcome measures to the proposed activities. Regular meetings will continue in Years 2-4.

TABLE 3. Project Activities and Responsibilities

Date	Task	Person Responsible	Description	Metric/ Outcomes
October 2014 (or upon Receipt of Grant Award)	LAUSD Start-up Meeting	LAUSD Project Director & LMU Project Director (Co-Directors)	LAUSD holds initial Project meeting. Distributes sub-award to LMU, sets up LAUSD grant account. Reviews budget and accounting procedures	Meeting Minutes Established Grant account
November 2014	Project Meeting	LMU Project Director; Faculty and Consultants	LMU holds initial Project meeting; sets up LMU grant account. Review Project objectives and outcomes; budget/	Meeting Minutes Established Grant account

LAUSD & LMU/Integrating L.A.'s Culture & Context into Visual Arts PD

Date	Task	Person Responsible	Description	Metric/ Outcomes
			accounting procedures	
December 2014	Planning Meeting (Objectives & Outcomes)	Project Team*	Review plans for Project implementation, Assign specific task responsibilities; implementation timeline	Meeting Minutes; Project Task Assignments; Task assignment checklist created and reviewed at every meeting.
January to May 2015	Planning Meeting (Evaluation Plan and Training Curriculum)	LAUSD and LMU Co-Directors	Project Team meets monthly to develop an evaluation plan; draft lesson plans; determine teacher recruitment process.	Draft elements of Evaluation Plan (methodology, instruments, etc.); teacher recruitment plan; Drafts of presenter lesson plans
March 2015	Meeting w/site principals School site-based faculty	LAUSD and LMU Co-Directors	Review Project with principals, share teacher-participant recruitment information, present summer institute plan and 3 year PD to faculty at all	Completed teacher applications, Presentations to teachers, feedback forms, Teachers for year 1

LAUSD & LMU/Integrating L.A.'s Culture & Context into Visual Arts PD

Date	Task	Person Responsible	Description	Metric/ Outcomes
			six schools	should be identified.
March 2015	Internal Logistics Meeting External Logistics	Project Team	Project Team meets with LMU Facilities to coordinate room assignments; Identify and coordinate Community Based Learning Opportunities	Room confirmations; Summer Parking finalized; Finalize Community-Based Learning Opportunities.
April 2015	Project Planning Meeting	Co-Directors	Project Team, review all applications, select year 1 participants; Inform principals; Notify teachers.	Teachers selected according to selection rubric; Meeting Minutes
April 2015	LMU/LAUSD Meeting	Project Team	Project team will meet with LAUSD Project Director for a progress/budget check in.	Meeting Minutes Confirm stipends for Teacher participants have been processed.

Date	Task	Person Responsible	Description	Metric/ Outcomes
May-June 2015	Selected Teachers	LMU Project Director	Letters will be sent to selected teachers.	Signed letters and paperwork received

LAUSD & LMU/Integrating L.A.'s Culture & Context into Visual Arts PD

Date	Task	Person Responsible	Description	Metric/ Outcomes
	Notified		Teachers will receive information packet to be completed. This includes commitment forms and stipend paperwork.	by 1/31/15. Final Evaluation Plan Due; May 1, 2015
May –June 2015	Summer PD Correspondence Project Team meeting	Project Director	Final Summer PD Informational packets will be sent to all participants and site based principals; Project team meets to review agenda for 3 week PD	Confirmed Mailing; Teachers confirm attendance via web registration
June 2015	Project Planning Meeting	LAUSD and LMU Co-Directors	Project team; review lesson plans, discuss aspects of evaluation plan. Provide feedback	Final lesson plans draft due 6/15/2015
June 2015	Summer PD Orientation	Project Team	Teachers attend a pre-summer workshop	100% selected teacher attendance

LAUSD & LMU/Integrating L.A.'s Culture & Context into Visual Arts PD

Date	Task	Person Responsible	Description	Metric/ Outcomes
			orientation that provides an overview of the summer, reviews expected outcomes, introduce teams, reviews follow-up sessions	Teachers familiarized with the benefits and commitment of the PD workshops.
June 2015	Evaluation Planning Meeting	Principal Investigator and Evaluator	Project team meets with Evaluator to discuss evaluation process and expectations	Meeting Minutes Final Evaluation Plan Internal Approval June 1, 2015
May –June 2015	Summer PD Correspondence Project Team meeting	Project Director	Final Summer PD Informational packets will be sent to all participants and site based principals; Project team meets to review agenda for 3 week PD	Confirmed Mailing; Teachers confirm attendance via web registration
July 2015	Summer Arts	Project	Summer PD will be	Program Evaluation,

LAUSD & LMU/Integrating L.A.'s Culture & Context into Visual Arts PD

Date	Task	Person Responsible	Description	Metric/ Outcomes
	Educator PD	Director Project Team	provided according to plan outlined in Project Design.	Participant/Presenter Feedback
August 2015	Program Debriefing Meeting	Evaluator	Debriefing of summer PD Workshops, Preliminary evaluation of program; discussion of strengths/challenges	Identify Y1 learnings and determine programmatic changes for Y2
August 2015	Final Y1 Budget meetings	Principal Investigator Project Director	Meeting with internal accounting department (LAUSD). Reconcile all expenditures, arrange payment for all outstanding payables, review and approve all Project expenditures	Finalized balanced budget. Meeting minutes Written report provided to evaluator to be included in Evaluation.
September 2015	Evaluation Report Due	Principal Investigator; Project Director;	Year 1 report will be compiled and presented to Project Team, LAUSD Project Director and	Preliminary report on findings; Present to partner school faculty; Present to

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Date	Task	Person Responsible	Description	Metric/ Outcomes
		Evaluator	Scheduled “Best Practices” presentations	LAUSD PD branch and Arts division.
September 2015- March 2016	Quarterly follow-up PD	Principal Investigator, Project Director	Quarterly Professional development follow up workshops according to project design	Teacher Feedback forms; 100% participation from teachers trained during summer 2015
July to June, in Years 3 & 4		Project Team*	Follow Management Schedule similar to Y1. Incorporate all program improvements as determined by previous years’ evaluation	Similar to previous Y2.

* Project Team: Co-Project Directors (PDs), Principal Investigator (PI), Evaluator, LMU Faculty Presenters, Art Educators, Graduate Assistant.

b. Time Commitments of the Key Project Personnel

The LAUSD (5% effort) and LMU Co-Project Directors and LMU Principal Investigator (20% effort each) have all managed and implemented grant awards and project budgets. The effort for these individuals has been budgeted at 5% and 20% in order to dedicate appropriate time for management and implementation of this Project. This Project will require a significant

investment of time particularly during year one, of all key personnel. Consequently, compensation for key personnel includes payment for participation in planning meetings that occur throughout the year. The LMU Project Director is full-time LMU staff and, as a year-round employee, works directly with the schools being serviced by the Project. As Director of the LMU Family of Schools, the time commitment to this Project is an essential part of the LMU Project Director's job responsibilities. The Principal Investigator is responsible for all engaged learning in the LMU Bellarmine College of Liberal Arts, consequently the commitment of effort devoted to this Project represents unique contributions to implementation.

Per the LMU Strategic Plan, Faculty members have been charged to collaborate with outside entities to operationalize LMU student learning. This is also one of the specific outcomes of this project. Finally, the art educators and experts included sought out the opportunity to participate in this project, and committed to providing services at rates far below their usual levels of compensation. They have expressed full support for this and other projects within the LMU Family of Schools that promote the arts, support teacher professional development and focus on improved academic outcomes for underserved student populations.

c. Project Continuous Quality Improvement Strategies

Continuous improvement is a key component of this Project. All planning is established as an iterative process whereby each time the Project team meets there will be a review of the previous meeting's outcomes to determine if any improvements can be made. Strategies to ensure the quality of services provided in this project are formative and summative assessments and regular feedback from participants, the external evaluator and key personnel. The Project Director and Principal Investigator will regularly collect and review data provided via satisfaction surveys, lesson plan review, interviews with participants and regular observations of

participants and their students throughout the year. The Project team will meet regularly throughout the year to review and assess the progress, fidelity and quality of the services being provided. Moreover, using designated portions of the Project funding, key personnel will travel to conferences and to various schools/districts to learn about other projects and meet with Project awardees to identify best practices being implemented and incorporate effective quality improvement strategies.

Finally, the Project Director and Principal Investigator will stay current regarding research, instructional strategies and trends in content-based art education. They will regularly report out new findings via email communiqués to all participants and key personnel. Summative assessment will be in the form of the formal program evaluation, a year-end SWOT analysis and feedback surveys from all project key personnel.

6. Quality of the project evaluation (25 points)

a. Relationship between Objective Performance Measures, Outcomes and both Quantitative and Qualitative Data

The evaluation plan will incorporate both qualitative and quantitative design elements and include both process and outcomes measures.

Outcome measures: The outcomes evaluation will include assessments of Teacher Knowledge, quality of lesson planning and quality of student work. This is a longitudinal study of teachers' art knowledge based on the curriculum of the PD instructors, comfort with teaching and integrating visual arts, and perceptions of art education expertise. This is designed to use teachers from the same schools who have not participated in the professional develop to serve as comparison groups, and once each group is trained, they will be followed over the 3-year Project

implementation to observe their ongoing development. This study will include a Pre/Post Summer Training PD and 1-year test of art knowledge based on the curriculum of the PD instructors, comfort with teaching and integrating visual arts, and perceptions of art education expertise. The evaluation will include all 1st through-5th grade art teachers from the six Project sites. We expect that 75% of the 1-5th grade art teachers will have been trained by the Project cycle in 2017.

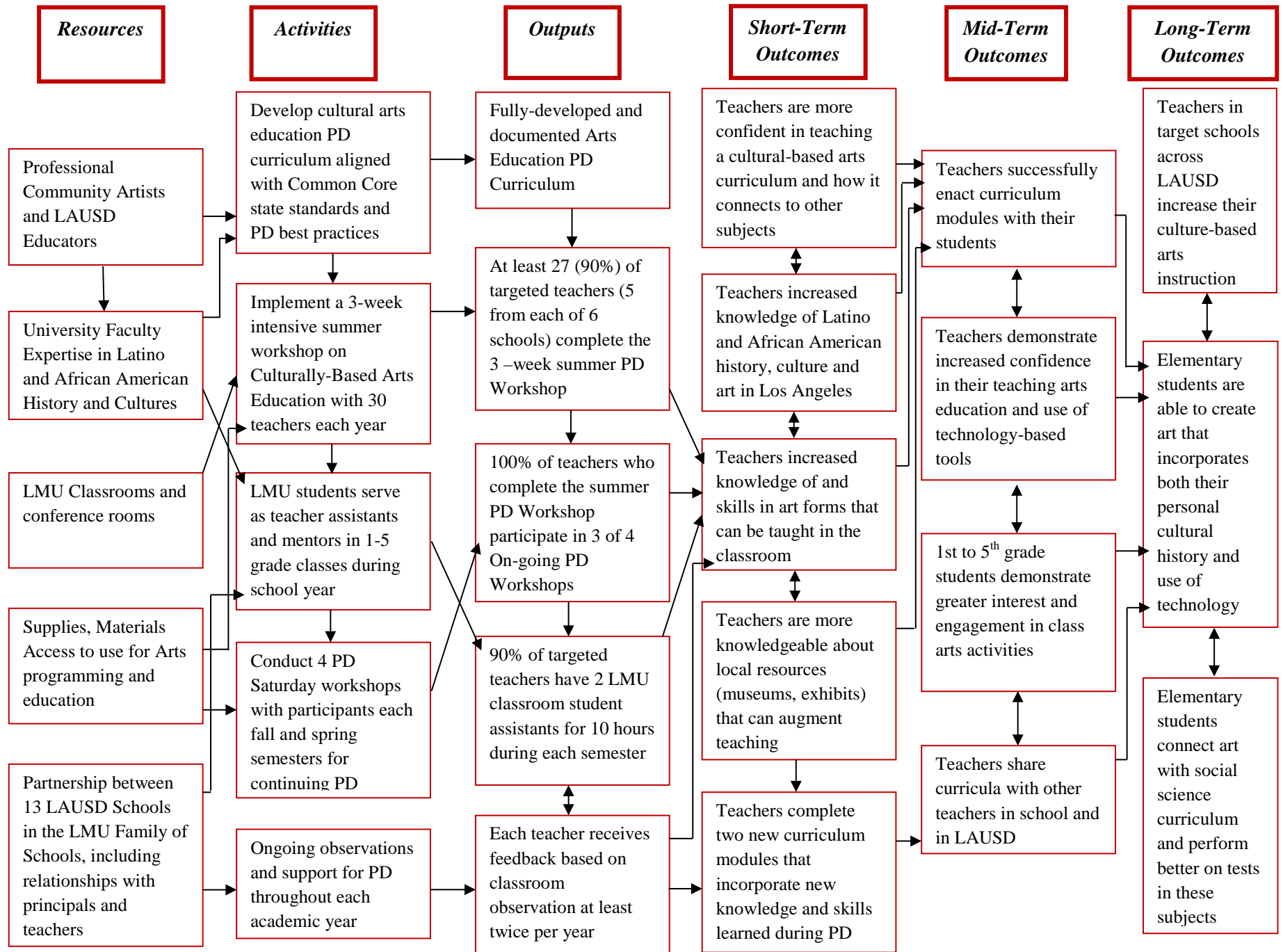
Expert review by instructors of lesson plans and art pieces and the integration of culture and context into those pieces will be conducted before the arts PD workshop and then annually until the end of the grant period.

Expert review of student work over the 3 years as part of the African American and Latin@ cultural arts work.

Process Measures: Review of the implementation of the arts curriculum. As the specific curriculum is being developed, there will be ongoing opportunities to review how the curriculum is being implemented. Master Arts Teacher Nickie Burrell will work with the evaluator to design a monitoring plan for this element of the evaluation.

The evaluation measures will be designed by the evaluator with input of the full professional development team and will be finalized during the Project planning period. The discussion below addresses the outcomes we are seeking to observe more generally and possible approaches to making these observations and testing learning.

Integrating L.A.'s Culture & Context into Visual Arts Professional Development



Documentation of Resources Provided: The program team will document the planning process providing the evaluator with documentation of the personnel involved including professional development instructors, materials that are developed and used as part of the curriculum and the materials to be used to implement the curriculum. Additionally, once each teacher has developed his/her curriculum for their course, they will be asked to provide this to the evaluator for documentation as well. This will serve to document the resources provided and developed as part of the Project.

Longitudinal Survey of Knowledge, Behavior and Beliefs: The finalized curriculum will be provided to the evaluator to allow the evaluator to more carefully develop measures that will measure the expected gain in skills and knowledge that are covered in the curriculum. The evaluator will then propose a quantitative measure that will cover test for knowledge and behaviors related to the curriculum. This will be reviewed with the PD team for feedback and revised based on a shared decision about the appropriate outcomes and measures. The final measures will be used across the Project cycle:

1. Prior the start of the start of the Professional Development program
2. At the end of the Professional development program
3. At the end of each school year

Participants in this evaluation will include the PD participants and other art teachers in the same grade and schools will serve as a comparison group.

This longitudinal approach, with a matched comparison group, will measure the short-term outcomes of:

1. Teachers' confidence in teaching arts curriculum and connecting it to other subjects
2. Teachers' knowledge of African American and Latino/a culture and history

3. Teachers knowledge and skills in arts that can be taught in the classroom
4. Teachers' knowledge of local resources that can augment their teaching

Additionally, during the 1 year follow up administration, teachers will be asked to share when and how they worked with other teachers in their schools to share their knowledge and curricula developed during the PD workshops.

Documentation of PD Workshops: To document the activities during the PD workshops the PD team will provide to the evaluator a daily detailing of field notes that include the number of participants present during each session, the curriculum covered, and any unexpected interruptions or activities that took place on that day. The evaluator will also provide a short (1 minute) evaluation that the PD team will administer at the end of each day. This will include questions about the quality of the day's activities, how much they learned and what they would like to see done differently. The field notes and daily evaluation will be collected during the summer workshop days and the workshops that will take place in the fall and spring. From these data the evaluator will track the percent participation across the Project cycle, document and evaluate the overall integrity of implementation of the Project and assess the perception of the overall program from the perspective of the participants (teachers).

Observations of Midterm Outcomes: The evaluator will work with Master Arts Instructor to develop an observational protocol to implement within the classroom by the Master Arts Instructor, Project Director and with LMU Student Engaged Learning participants. This tool will provide a rubric for observing teacher fidelity to their curriculum plan, indications of teacher's confidence in teaching the curriculum, and their student's interest and engagement in the curriculum being provided. These observations will be conducted at least 2 times per semester by the Master Arts Teacher who will both document the observations for the evaluator as well as

provide feedback to the teacher in order to support continued growth in arts education.

Observations of Long Term Outcomes: Each year there will be two Arts Shows sponsored by the Family of Schools at which students will display the art created. The evaluator will work with the Master Arts Instructor to develop a rubric for evaluating students' ability to connect their art with their culture and history.

LAUSD will provide the evaluator with documentation of the arts curriculum at each school over the three years in order to identify any trend changes in the type, quantity and quality of arts education provided that coincide with the work of the PD Workshop.

Each year, LAUSD will provide the evaluator with standardized test scores for all students in the 1st thru 5th grades including those whose teachers participated in the PD workshops and those who did not. Using these two groups, the evaluator will conduct comparisons of the test scores, particularly in the social sciences. This will provide evidence of any overall connection between arts education and performance as it relates to the core curriculum.

b. Performance Feedback and Periodic Assessment of Progress Towards Outcomes.

The evaluation plan provides performance feedback during the site observations by the master teacher. Also, evaluation data from the pre and post-test will be provided to the PD Team and teachers.

c. Potential for Producing Evidence of Promise.

The evaluation plan will provide both quantitative and qualitative measures of the implementation and outcomes of the Project activities. In the end we will know what worked well in implementing the plan based on field notes and teacher feedback. We will know what was successfully implemented in the classroom based on 10 observations per teacher in the classroom. And we will have data on the teachers increase in knowledge, behaviors and skills

based on the longitudinal survey. In total, we will have ample evidence of promise based on the evaluation plan.

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LAUSD & LMU/Integrating L.A.'s Culture & Context into Visual Arts PD

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CALIFORNIA CREDENTIALS

Administrative Credential – Professional Clear

Language Development Specialist Credential

Multiple Subject Instruction Credential

Single Subject Instruction Credential – Art

EDUCATION

UNIVERSITY OF CALIFORNIA LOS ANGELES GRADUATE SCHOOL OF EDUCATION
Candidate, Doctorate of Education (ABD)
Administration, Curriculum and Teaching Studies – GPA 4.0

UNIVERSITY OF CALIFORNIA LOS ANGELES GRADUATE SCHOOL OF EDUCATION
Masters of Education, 1985
Administration and Policy Studies in Education – GPA 4.0

UNIVERSITY OF CALIFORNIA LOS ANGELES GRADUATE SCHOOL OF EDUCATION
Multiple and Single Subject Teaching Credentials, 1981

UNIVERSITY OF CALIFORNIA LOS ANGELES SCHOOL OF FINE ARTS
Bachelor of Arts, Art-Design, 1981 – GPA 3.87
Graduated magna cum laude

EXPERIENCE

INSTRUCTIONAL DIRECTOR 2012 - Present
Supervising Nineteen Schools
Educational Service Center West
Los Angeles Unified School District
Instructional Superintendent – Cheryl Hildreth

PRINCIPAL 1992 – 2012
Community Magnet Charter School
Los Angeles Unified School District
District 3 Superintendents – Brenda Manuel, Gay Havard, Michelle King, Sharon Curry, Grace Strauther
District D Superintendents – Ronni Ephriam, Merle Price, Carol Dodd, Stu Bernstein

ASSISTANT PRINCIPAL 1991 - 1992
Normandie Avenue Elementary School
Los Angeles Unified School District
Principal – Charles Proctor

ASSISTANT PRINCIPAL 1990 - 1991
Loren Miller Elementary School
Los Angeles Unified School District
Principal – Harry Stoval

EXPERIENCE

ASSISTANT PRINCIPAL 1988 - 1990
107th Street Elementary School
107th Street Fundamental Magnet
Los Angeles Unified School District
Principal – Gwendolyn Wykoff

READING RESOURCE TEACHER 1985 - 1988
Transition to English Reading Lab Grades 3 - 6
Norwood Elementary School
Los Angeles Unified School District
Principal – Angelene Kasza

TEACHER 1981 - 1985
Grades K, 1, 2 and ESL
Hobart Elementary School
Los Angeles Unified School District
Principal – George Duvall

RECOGNITION

Awards received by Community Magnet School during my Principalship:

- API score of 930, API statewide ranking of 10 – All 25 AYP indicators met – 2011
- Magnet School of Excellence Award 2009-2012
- International Baccalaureate – Candidate School 2009
- Awarded Affiliated Charter School status 2007 – 2017
- LA Magazine’s top 10 schools in Los Angeles
- Rated as #1 Principal on the Westside and #2 Principal in LAUSD by UTLA Teachers, Fall 2006
- LAEP Above & Beyond Award, \$10,000 Prize – 2005
- National Blue Ribbon School, April 1999 (one of 258 schools in the nation)
- LAEP Excellence in Education Award – School Award \$10,000 Prize, May 1999
- California Distinguished School, spring of 1998
- Anne and Kirk Douglas Foundation awarded a new play structures 1998, 2003 and 2006
- Music Center BRAVO Award, School Finalist, 1999
- The Los Angeles Beautiful Outstanding Achievement Award 1993, 1994, 1995, 1996
- Numerous Video in the Classroom (VIC) Awards, California Student Media Festival Awards
- Selection as one of 36 schools in the nation to Transform Education Through the Arts, supported by the National Arts Education Consortium, Annenberg Foundation and the J. Paul Getty Trust 1997

LEADERSHIP EXPERIENCES

PROFESSIONAL LEARNING SYSTEM – Pilot Network	2013 - present
ADMINISTRATOR PROFESSIONAL DEVELOPMENT COMMITTEE AALA/LAUSD Objective: Design the PD structure and content for all LAUSD Administrators for 2012-14	2011-present
ELA/ ELD TEXTBOOK SELECTION COMMITTEE FOR LAUSD Objective: Review, compare and select ELA/ ELD Textbook for Elementary Grades for LAUSD	2010-2011
TEACHING AND LEARNING TASK FORCE Objective: Review and comment on proposed Teaching and Learning Framework for LAUSD	2010-2011
PRINCIPAL MENTOR Objective: Provide ongoing support and coaching of new LAUSD Principals	2010 - present
WRITING TASK FORCE LAUSD Objective: Design content and structure for LAUSD Writing Curriculum and Assessments	2009-2010
BOARD MEMBER Bel-Air Beverly Crest Neighborhood Council City of Los Angeles	2004 - 2012
SITE VALIDATION VISITOR – TEAM LEAD California Distinguished School Recognition Program	2000
PRESIDENT Delta Kappa Gamma Society International Beta Xi Chapter – Chi State Honorary Educational Society	1998 - 2002
CO-CHAIR Hamilton Complex Instructional Cabinet Eighteen Pre-K – Grade 12 Schools in the Los Angeles Unified School District	1995 - 1999

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PROFESSIONAL EXPERIENCE

Loyola Marymount University-School of Education

Fall 2006 – Present

Director, LMU Family of Schools

Provide Leadership in the development of projects and programs essential to serving the school stakeholders with FOS. Serve as the primary liaison between LMU School of Education, 13 partner schools and the greater Los Angeles Community. Manage FOS team, budget and external partnerships, plan and implement Professional Development, support school based administrators and coordinate internal university support for schools within the Family of Schools.

Instructor, Department of Secondary and Elementary Education

Provide professional support and clinical instruction for secondary Student Teachers. Develop curriculum and course requirements for student teachers.

Fieldwork Supervisor, Department of Clinical Education

Provided support, critical feedback and evaluation of teaching credential candidates in the field regarding pedagogy, classroom management and implementation of various educational practices.

Instructional Consultant, LMU Family of Schools

Provide instructional expertise and support for elementary and secondary faculty and staff. Developed and implemented academic and social intervention programs.

Bridge Builders Network

Spring 2006-Present

President/Founder

Elementary and Secondary education consulting, Conference presentations, professional development trainings, student character education programs and parenting seminars for school site staff and students. Establish and maintain client relationships. Design and develop curriculum, author and publish educational resource materials. Public speaking and educational consulting.

Los Angeles Unified School District

1988-2006

Assistant Principal, Henry Clay Middle School

Supervised instruction, conducted professional development and provided general instructional leadership. Served as a liaison between the school and the community. Responsible for school operations, campus discipline and math department instruction.

Instructional Specialist, Local District H

Planned and implemented professional development for K-12 faculty. Supported standards-based reform implementation. Trained teachers and provided in-class instructional support

Human Relations Facilitator, Office of Student Integration Services

Conducted Human Relations and Cultural Diversity Training. Designed and Implemented group cohesion and teambuilding activities/workshops.

Teacher, Mathematics

Small group crisis-intervention counselor. Taught basic mathematics; Algebra 1 and Algebra 2

and Geometry at the middle and high school level. Instructed and evaluated students.
Department Chairman

PROFESSIONAL EDUCATION

Doctor of Education-Educational Leadership	University of Southern California (expected May 2016)
Masters of Education/Administrative Credential	<i>National University 2002</i>
Bachelors of Business Administration - <i>Marketing</i>	<i>Howard University 1988</i>
California Clear Administrative Credential	<i>2012-2017</i>
California Clear Secondary Mathematics Teaching Credential	<i>2012-2017</i>

PROFESSIONAL COMMITTEES

LMU/SOE Academic Planning and Review Committee
LMU Math Science Teacher Prep Steering Committee
LMU Judicial Affairs Officer
LMU Center for Restorative Justice Steering Committee
LMU Black Male Initiative Steering Committee
LAUSD Public School Choice Review Team
LMU Strategic Planning “Diversity and Interculturalism” Working Group
LMU School of Education Strategic Planning Committee-Engaged Curriculum and Learning
Black Community, Clergy and Labor Alliance-Education Subcommittee

CONFERENCES/PRESENTATIONS

2014 PBS SoCal American Graduate/American Promise Panelist
2013 Council Of Black Administrators Conference
2013 LMU Family of Schools Entrepreneurial Leadership Symposium
2013 LAUSD Diploma Project Conference
2012 Omega Psi Phi Youth Leadership Conference
2012 University of Southern California EXCEL Leadership Series
2012 Delta Sigma Theta Sorority Inc., Youth State Conference
2012, 2011 CSUSM Brothers gonna Work it out Conference
2012 LMU Family of Schools Peer Observations Symposium
2010 NAIS People of Color Conference w/Campbell Hall
2010 Council Of Black Administrators Conference
2009 California League of Middle Schools Conference
2009 Los Angeles County Adolescent Health Collaborative
2009 Council Of Black Administrators Conference
2009 California Association fo the Gifted Conference (on behalf of inspiration 52)

PROFESSIONAL DEVELOPMENT WORKSHOPS

LAUSD-

Wright Middle School	2013 (Expectations and Student Achievement)
St. Bernard High School	2013 (Establish a Culutre of Success)
Broadacres Elementary	2013 (College Ready Parenting)
Ambler Elementary	2013 (College Ready Parenting)
Jefferson High School	2013 (Affective Strategies)
Budlong Avenue Elementary School	2011, 2012
Kentwood Elementary, February	2010

Adams Middle School, October 2009, August 2010, November 2010
Trinity ES-October 2004, August 2008

OTHER-

LMU Secondary Student Teachers 2009-2012, 2014 (*Cultural Competency*)
Junior Achievement of Los Angeles Staff Cultural Competency 2012
St. Anastasia Catholic Elementary School 2012 (*Curriculum Mapping*)
Visitation Catholic School 2011, 2012 (*Differentiation, Higher Order Thinking*)
St. Jerome Catholic School 2012 (*Educating Boys, Cultural Competency*)

KEYNOTES AND ASSEMBLIES

L.A.C.E.S. BPO African American Student Academic Awards	2014
Westchester Enriched Sciences Magnet Graduation	2013
St. Jeromes Catholic School Graduation	2013
Delta Sigma Theta Sorority Incorporated, Youth State Conference	2012
Caldwell Elementary Young Men's conference	2012
African-American California Community College Trustees Summit	2011
Omega Psi Phi Fraternity-Mu Alpha Alpha "Father's Day Brunch"	2011
McNair Elementary School	2011
Adams Middle School- 8 th Grade Assemblies	2011
La Serna High School T.R.U.E. Conference	2010
CS San Marcos "Brother's Gonna Work It Out" Conference	2010
Stovall Scholarship Luncheon	2009
Jefferson High School- 9 th Grade Transition Institutes-	2010
Adams Middle School- 6 th Grade Orientation-	2010

BOOKS AND PUBLICATIONS

"Education Unlocked" Documentary Co-Producer-	2010
"Eye See You-Poetic Reflections"-	2009
"On Track to Greatness" Student Character Handbook/Curriculum	2009

MEMBERSHIPS

Rotary Club International (Westchester)	
St. Anastasia Catholic Elementary	Board Member
Council of African American Parents	Board Member
Howard University Alumni Association	
Omega Psi Phi Fraternity, Inc	
Greater Union Baptist Church	

SERVICE

La Mirada Soccer Association	Coach
Council of African American Parents	P.A.L.S. Program Coordinator
Greater Union Baptist Church	Sunday School Teacher
Delta Sigma Theta Sorority	Mentor

REFERENCES

Available Upon Request

DEANNA Y. COOKE, PH.D.

1 LMU Drive, MS 3904
Los Angeles, CA 90045
(310)338-2917; Deanna.Cooke@lmu.edu

CURRICULUM VITAE

Education

2002 Ph.D. Psychology, University of Michigan, Ann Arbor
Racial discrimination and Well-being among African American University Students
1998 M.A. Community Psychology, University of Virginia
1992 B.A. Psychology, University of California, Santa Cruz

Administration

Director of Engaged Learning, Bellarmine College of Liberal Arts, Loyola Marymount University, 2013 – continuing. This faculty position reports to the Bellarmine College Dean’s office and is designed to promote and support community-based and other forms of engaged learning. I am responsible for training faculty in community-based learning methodologies, developing partnerships with community organizations and creating and implementing systems for building community-based learning in Bellarmine College. I work with university partners to coordinate Bellarmine College’s efforts with university-wide policies and priorities. I also teach community-based learning courses.

Director of Organizational Learning and Development, (previously Senior Manager) Advancement Project 2010 – 2013. Advancement Project is a leading public policy organization engaged in research and advocacy to create systemic change to remedy inequality. I served as in-house expert on organizational learning and development, working with the board of directors, management team & staff. I also wrote reports and policy papers on a variety of social justice and research issues.

Director of Research, Center for Social Justice Research, Teaching and Service, Georgetown University, 2002 – 2010. My role was to help community organizations (cbo’s) translate their needs into research goals, while harnessing university resources to meet the goals. My accomplishments include: helping secure nearly 1.6 million dollars in grants to support university-community partnerships; managing a regional community-based research program and supporting its launch as an independent non-profit organization; brokering and maintaining ongoing partnerships with cbo’s over eight years; training faculty members in community-based methodologies; launching community evaluation activities; identifying needs and creating online and printed data resources; creating student internship programs; and managing 10 financial cost centers.

Consultancy

Evaluator & Chaperone, Meyers Institute for College Preparation, 2008. I chaperoned and served as an evaluator with 10th grade students who participated in a study abroad (Costa Rica and Panama) component of a six-year college preparation program sponsored by Georgetown University.

Loyola Marymount University, 2009 – Continuing. Working with a consortium of evaluators through the Psychology Action Research Center at LMU, I provide evaluation consultancy services to 3 community-organizing groups focused on using environmental policy and community change activities to reduce childhood obesity.

The Department of Education, State of Wyoming, July 2005. I led a seminar on community-based research methods for youth interested in developing and implementing healthy living programs for youth in their community.

DC LEARNs, 2004 – 2005. I led a team of consultants working to better understand the services provided to adult learners in the District of Columbia and to determine whether these services are consistent with the needs of local employers. We used both quantitative and qualitative research methodologies to address these questions.

The Association for the Study and Development of Community, 2002-2003. I participated in a study of social capital in urban communities.

Research Consultant (Assistant), Formative Evaluation Research Associates, August 2001 – 2002. I worked with a team of consultants to conduct evaluation studies and strategic planning with not-for-profit organizations. Specific projects have included the survey evaluation of luncheon series and creation of databases for international NGO.

Publications

Cooke, D. & Thorne, T. (2011). A Practical Handbook for Supporting Community-Based Research with Undergraduate Students. Council on Undergraduate Research: Washington, DC. http://www.cur.org/publications/publication_listings/

Marullo, S. Moayed, R. & Cooke, D. (2009). C. Wright Mills' friendly critique of service learning and an innovative response: Cross institutional collaborations for community-based research. *Teaching Sociology*, Vol. 37 (61-75).

Ham, K., Cooke, D., & Sellers, R. (2009). Integrating process with content in understanding African American racial identity development. *Self and Identity*, 9 (1), 19 - 40.

Marullo, S., Cooke, D., Willis, J., Rollins, A. Burke, J., Bonilla, P. & Waldref, V. (2003). Community-based research assessments: Some principles and practices. *Michigan Journal of Service Learning*, 9 (3), 57-68.

Rowley, S., Chavous, T., & Cooke, D. (2003). A person-centered approach to African American gender differences in racial ideology. *Journal of Self & Identity*, 2, 1-22.

Marks, B. T., Settles, I., Cooke, D., Morgan L., & Sellers, R. M. (2000). African American racial identity. In Reginald Jones (Eds.), *Black Psychology*, Hampton, VA: Cobb & Henry.

Sellers, R.M., Chavous, T.M., & Cooke, D.Y. (1998). Racial ideology and racial centrality as predictors of African American college students' academic performance. *Journal of Black Psychology*, 24, 8-27.

Sellers, R.M., Shelton, J.N., Cooke, D.Y., Chavous, T.M., Rowley, S.J., & Smith, M.A. (1997). A multidimensional model of racial identity: Assumptions, findings, and future directions. In R. Jones (Ed.), *African American Identity Development: Theory, Research, & Intervention*. Berkeley, CA: Cobb & Henry.

Wilson, M.N., Cooke, D.Y., & Arrington, E.G. (1997). African-American adolescents and academic achievement: Family and peer influences. In R.D. Taylor, & M.C. Wang (Eds.), *Social and Emotional Adjustment and Family Relations in Ethnic Minority Families*. Mahwah, NJ: Lawrence Erlbaum Associates Inc.

Awards

2001 Horace C. Rackham One-term Dissertation Fellowship

2000 Ford Foundation Professional Field Placement, Rep. of South Africa (RSA)

1998-1999 Social Science Research Council, International Pre-dissertation Fellow, (RSA)

1997-2001 National Science Foundation, Minority Pre-dissertation Fellow

1995-1996 University of Virginia, President's Fellow

1994 Public Allies, Tomorrow's Leaders Today (community service award)

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Los Angeles, CA 90045
(310) 338 – 5255
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<http://lmu.academia.edu/MarneCampbell>

EDUCATION:

- 2006 University of California at Los Angeles
Ph.D. – US History
Major Field – African American History
Minor Field – The American West
Minor Field – Latin American History
- 2000 University of California at Los Angeles
MA – Afro-American Studies
Major Field – History
Minor Field – Gender
Minor Field – African Diaspora
- 1997 University of California at Los Angeles
BA – Afro-American Studies
BA – History

ACADEMIC APPOINTMENTS:

- Loyola Marymount University – African American Studies – Assistant Professor – 2013 – Present
- Loyola Marymount University – African American Studies – Visiting Assistant Professor – 2010 – Present
- UCLA – Interdepartmental Program in Afro-American Studies and History – Lecturer – 2010 – Present
- University of California, President’s Postdoctoral Fellow – University of California, Riverside – History (Mentors, Vincent P. Franklin and Brenda E. Stevenson) – 2008 – 2010

- Kennesaw State University – Assistant Professor – History – 2006 – 2009

EDITORIAL APPOINTMENTS:

- Associate Editor – *Journal of African American History*, 2009 – 2010

PUBLICATIONS:

Articles:

- “African American Women, Wealth Accumulation, and Social Welfare Activism in 19th Century Los Angeles”: *Journal of African American History*, vol. 97, no. 4 – Fall 2012
- “The Newest Religious Sect Has Started In Los Angeles”: Race, Class, Ethnicity, And The Origins Of The Pentecostal Movement, 1906 – 1913, ”: *Journal of African American History*, vol. 95, no. 1 – Winter 2010
- “The NAACP in Film: Three Documentaries from California Newsreel”: Special Report, *Journal of African American History*, vol. 94, no. 4 – Fall 2009
- “Composing Metropolis: New Approaches to African American Urbanization in the Late 20th Century”: Review Essay, *Journal of Urban History*, vol. 35, no. 2 – Jan. 2009

Book Reviews:

- Marie Dallam, *Daddy Grace: A Celebrity Preacher and his House of Prayer*. New York, NYU Press, 2007. *Journal of African American History*, Winter 2009

WORK IN PROGRESS:

Monograph:

- Arrival and Revival in the American West: African Americans Through the Lens of Race, Class, and Gender in Los Angeles (1850 – 1915)

RESEARCH:

- African Americans in Los Angeles (1920) – database – *unpublished* (2013 – Present)
- African Americans in Los Angeles (1850 – 1910) – database – *unpublished* (2005 – 2009)
- People of Color in Los Angeles (1850 – 1910) – database – *unpublished* (2005 – 2009)

- Women in Los Angeles (1900 – 1920) – database – *unpublished* (2005 – present)
- Dissertation – Heaven’s Ghetto?: African Americans and Race in Los Angeles, 1850s – 1917 (June 2006)
- African Diaspora Project – UCLA Center for African American Studies (1997 – 1999)

PROFESSIONAL ASSOCIATIONS:

- American Historical Association
- Organization of American Historians
- Association for the Study of African American Life and History
- Association of Black Women Historians
- National Council for Black Studies
- Social Science History Association

KAREN MARY DAVALOS
Loyola Marymount University

One LMU Drive, Ste 4400
Chicana/o Studies Department
Los Angeles, CA 90045

office: 310-338-5750
email: kdavalos@lmu.edu

EDUCATION

- Ph.D. Yale University, Cultural Anthropology, 1993
Ethnic Identity among Mexican and Mexican American
Women in Chicago, 1920-1991
- M.A. Stanford University, Anthropology, 1987
Analysis of Mexican American Concepts of Machismo:
An Anthropological and Feminist Critique
- B.A. Stanford University, Anthropology and Drama with Distinction, 1987

ACADEMIC POSITION

Loyola Marymount University
Chair, Chicana/o Studies Dept., May 2009 – May 2013;
(appointment renewed through May 2017)
Professor, Chicana/o Studies Dept. 2012 – present
Associate Professor, Chicana/o Studies Dept., 2004 – 2011
Assistant Professor, Chicana/o Studies Dept., 1997 – 2004

RESEARCH ACTIVITY

Books

Davalos, Karen Mary. *Yolanda M. López. A Ver: Revisioning Art History*, vol. 2, UCLA Chicano Studies Research Center Press, distributed by the University of Minnesota Press, 2008.

Honorable Mention, National Association for Chicana and Chicano Studies Book Award, 2010
Honorable Mention, International Latino Book Awards (Nonfiction, Arts–Books in English), 2009

Davalos, Karen Mary. Introduction to *The Mexican Museum of San Francisco Papers, 1971-2006*, The Chicano Archives, vol. 3, 1-76, UCLA Chicano Studies Research Center Press, 2010. [30,000+ words]

Second Place, International Latino Book Awards (Reference Books in English), 2011

Davalos, Karen Mary. *Exhibiting Mestizaje: Mexican (American) Museums in the Diaspora*. Albuquerque: University of New Mexico Press, 2001.

Edited Books

Noriega, Chon A., and Eric R. Avila, Karen Mary Davalos, Chela Sandoval, Rafael Pérez-Torres, editors. *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2010*. 2nd ed., revised and expanded. UCLA Chicano Studies Research Center Publications, 2010. First published 2001.

Honors

2012 Women's Caucus for the Arts, President's Award for Art & Activism, for research, writing, and curatorial practice "that brings to light new and uncompromised perspectives" in art

2011 International Latino Book Awards, 2nd Place, Reference Books in English, for *The Mexican Museum of San Francisco Papers, 1971-2006*, (The Chicano Archives, vol. 3, UCLA Chicano Studies Research Center Press, 2010)

2009 Tortuga Award, *Mujeres Activas en Letras y Cambio Social*: in recognition of outstanding contribution to the field of Chicana/Latina studies and the professional society, MALCS

2009 International Latino Book Awards, Honorable Mention, Non-Fiction—Arts Book—English, for *Yolanda M. López*, (Los Angeles: UCLA Chicano Studies Research Center Press, with distribution by the University of Minnesota Press, 2008)

2010 National Association for Chicana and Chicano Studies Book Award, Honorable Mention, for *Yolanda M. López*, (Los Angeles: UCLA Chicano Studies Research Center Press, with distribution by the University of Minnesota Press, 2008)

Star Peer Reviewer, *Aztlán: A Journal of Chicano Studies*

Recognized as second most prolific reviewer for the period, 1994-2004, in "Thirty-fifth Anniversary Appreciation," 30, no. 1 (2005)

Outstanding Faculty Award for Consistent Commitment and Dedication to Academic and Personal Development of Chicana/o and Latina/o Students, Office of Chicana/o and Latina/o Student Services, Ethnic and Intercultural Services Division, Loyola Marymount University, 2004-2005

Mujeres of Distinction, "20 Trail-Blazing Mujeres: Elite Cadre in Higher Education," *Hispanic Outlook in Higher Education*, Feb. 2004

Certificate of Excellence, Academic Persistence Program, Student Affairs Office, Loyola Marymount University, 2002-2003

JACQUELINE S. MATTIS, Ph.D.
Department of Applied Psychology
New York University
Steinhardt School of Culture, Education, and Human Development
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New York, New York 10003
(212) 992-9404

E-MAIL ADDRESS: jsm2015@nyu.edu, jacqueline.mattis@nyu.edu

EDUCATION:

University of Michigan	Ph.D.	1995	Psychology
University of Michigan	M.A.	1992	Psychology
New York University	B.A.	1989	Psychology

RESEARCH AND PROFESSIONAL EXPERIENCE:

2013	<i>Visiting Scholar</i> , Bahçeşehir University, Istanbul, Turkey
2007-- 2012	<i>Chair</i> , Department of Applied Psychology, New York University
2010	<i>Professor</i> , Department of Applied Psychology, New York University
2007	Higher Education Resource Services (HERS) Leadership Program
2004 – 2010	<i>Associate Professor</i> , Department of Applied Psychology, New York University
2003	<i>Interim Director</i> , Applied Psychology Undergraduate Program, New York University
2001-2004	<i>Assistant Professor</i> , Department of Applied Psychology, New York University
1997-2001	<i>Assistant Professor</i> , Psychology and Women's Studies, University of Michigan
1998-2001	<i>Faculty Associate</i> , Institute for Social Research, University of Michigan
1995-1996	<i>Clinical Post-Doctoral Fellow</i> , University of Michigan
1996-1997	<i>Clinical Post-Doctoral Fellow</i> , Community Mental Health Council, Chicago, Illinois
1996-1997	<i>Visiting Lecturer</i> , Department of African American Studies, University of Illinois at Chicago

HONORS AND AWARDS:

Martin Luther King Jr. Award (2011; for distinguished teaching, mentorship, service, and commitment to social justice)
Nominated: Steinhardt Distinguished Teaching Award (2002-2007, 2012, 2013)
Nominated: NYU Distinguished Faculty Teaching Award (2007)
NYU Graduate Student Organization Faculty Star Award (2004)
Positive Psychology Young Scholars Award 2001
Faculty Development Award- University of Michigan
Mary Malcolmson Raphael Fellowship- University of Michigan
Horace H. Rackham Merit Fellowship- University of Michigan
American Psychological Association Dissertation Research Award
American Psychological Association Travel Award
Samuel Borgman Prize- New York University
Catherine Vassilakis Award- New York University
Phi Beta Kappa

PROFESSIONAL MEMBERSHIPS:

American Psychological Association
Association of Black Psychologists
American Orthopsychiatric Association

THESIS TOPICS:

Ph.D.: Work(i)ngs of the spirit: Spirituality, meaning construction and coping in the lives of Black women.

M.A.: Coping metaphors in Black women's fictional narratives.

SELECTED PUBLICATIONS:**Peer Reviewed Articles:**

Gutierrez, I., & **Mattis, J. S.** (Accepted with revisions). Religion and volunteerism among urban-residing African American women. *Journal of Black Studies*.

Gutierrez, I. A., Goodwin, L. J., Kirkinis, K., & **Mattis, J. S.** (In press). African American families and religious socialization. *Journal of Family Psychology*.

Grayman-Simpson, N., & **Mattis, J. S.** (2013). Doing good and feeling good among African Americans: Subjective religiosity, helping, and satisfaction. *Journal of Black Psychology*. doi: 0095798412461809

Schaeffer, C., & **Mattis, J.** (2012). Diversity, religiosity and spirituality in the workplace. *Journal of Management, Spirituality and Religion*, 9, 4, 317–333. dx.doi.org/10.1080/14766086.2012.742750.

Grayman-Simpson, N., & **Mattis, J. S.** (2012). “If it wasn’t for the church...”: Organizational religiosity and informal community helping among African American adults. *Journal of African American Studies*. 1-10

Mattis, J. S., Hope, M., Sutton, R., Udoh, M., & Doucet, F. (2012). Researching and facilitating African American global volunteerism. *Review of Faith & International Affairs*, Special issue on: “Religion and African American Leadership in Global Voluntarism,” 10, 29-36.

Chatters, L. M., **Mattis, J. S.**, Taylor, R. J., Woodward, A. T., Neighbors, H. W., & Grayman, N. A. (2011). Use of ministers for a serious personal problem among African Americans: Findings from the National Survey of American Life. *American Journal of Orthopsychiatry*, 81, 118-127. doi: 10.1111/j.1939-0025.2010.01079.x.

Taylor, R. J., Toler Woodward, A., Chatters, L., **Mattis, J. S.**, & Jackson, J. S. (2011). Seeking help from clergy among Black Caribbeans in the United States. *Race and Social Problems*, 3, 241-251. doi: 10.10007/s12552-011-9056-0

Taylor, R. J., Chatters, L. M., **Mattis, J. S.**, & Joe, S. (2010). Religious involvement among Caribbean Blacks residing in the United States. *Review of Religious Research*, 52, 125-145.

Hampton, M., Halkitis, P., & **Mattis, J. S.** (2010). Coping, drug use, and religiosity/spirituality in relation to HIV serostatus among gay and bisexual men. *AIDS Education and Prevention*, 22, 417-429. doi: 10.1521/aeap.2010.22.5.417

BOOKS

Kurter, F., & **Mattis, J. S.** (In preparation). *Culturally sensitivity in counseling from the perspective of practitioners in Turkey. (Uygulamacilarin Gözüyle, Türkiye’de Psikolojik Danışmanlıkta Kulture Duyarlılık)*. Istanbul: Bahçeşehir University Press.

Service and Leadership

Accreditation Reviewer, [University Council of Jamaica](#)

Editorial Board: *Psychology of Religion and Spirituality*, *Journal of Black Psychology*, *Psychology of Women Quarterly*.

Ad hoc Reviewer: *Psychology Bulletin*, *American Psychologist*; *Journal of Black Psychology*; *Psychology of Women Quarterly*; *Prevention and Treatment*; *The Gerontologist*; *Mental Health Services Research*; *Research on Aging*; *Journal of Positive Psychology*, *Developmental Psychology*, *American Journal of Orthopsychiatry*, *Family Therapy*, Sage Publications. Ad hoc reviewer, 2011-12: Applied Psychology: Health and Well-Being, Cultural Diversity and Ethnic Minority Psychology

Consultant, Ford Foundation, [Conference on the Arts and Identity in Higher Education](#). New York, NY.

Co-Principal Investigator, [Women in the African Diaspora Oral History Project](#). University of Michigan.

Michael Massenburg
2722 W. 77th Street Inglewood CA 90305
323-842-1101
michael massenburg@yahoo.com

ONE & TWO-PERSON EXHIBITIONS (Selected):

- 2012 "Faces and Places" Multicultural Center, UCSB, Santa Barbara, CA
- 2009 "24/7" Cecil Ferguson Gallery, WLCAC, Los Angeles CA
- 2008 "Now and Then: The Art of Michael Massenburg," M.Hanks Gallery, Santa Monica, CA
- 2005 "Interpretations in Black," LaFlorence Gallery, Los Angeles, CA
- 2003 "The Art of Michael Massenburg," M.Hanks Gallery, Santa Monica, CA
- 2001 "Cultural Exchange," Casa De La Cultura, Jiquilpan, Michoacan, Mexico
- 2001 "Urban Landscape," Cecil Ferguson Gallery, WLCAC, Los Angeles, CA
- 1998 "The Art of Michael Massenburg," Occidental College, Samuelson, Los Angeles, CA
- 1997 "The Artist. The Celebration. The Creative Process," Centinela Adobe, Inglewood, CA
- 1996 "Art & Soul," William Grant Still Art Center, Los Angeles, CA

GROUP EXHIBITIONS (Selected):

- 2014 "Freeway Studies # 2" Ben Meltz Gallery Otis College of Art & Design, Los Angeles, CA
- 2014 "LA Heat" Chinese American Museum, Los Angeles, CA
- 2013 "The Art of Jazz," LH Horton Jr Gallery, San Joaquin Delta College, Stockton, CA
- 2012 "Shared Thread," California African American Museum, Los Angeles, CA
- 2012 "Out of Thin Air," Los Angeles World Airports. CA
- 2012 "Black Creativity," Museum of Science and Industry, Chicago, IL
- 2011 "2nd Ghetto Biennale," Port-au-Prince, Haiti
- 2011 "Shout," Avisca Fine Gallery, Marietta, GA
- 2011 "Artisan Series," 5 Claude Lane Gallery, San Francisco, CA
- 2011 "Listen With Your Eyes," Morono Kiang Gallery, Los Angeles, CA
- 2011 "Improvisations," Gresham Art Gallery, San Bernardino Valley College, S.B., CA
- 2011 "Embracing Democracy," Gallery 50, Los Angeles, CA
- 2010 "CAAM & CACLA 7+Fig Showcase," 7+Fig Artspace, Los Angeles, CA
- 2009 "Inside Your Head," California African American Museum, Los Angeles, CA
- 2009 "Conversance," Los Angeles City Hall Bridge Gallery, Los Angeles, CA
- 2009 "You Are Here," Los Angeles World Airport. Los Angeles. CA
- 2009 "Kith and Kin," Watts Towers Arts Center, Los Angeles
- 2009 "Distinctly Los Angeles," M. Hanks Gallery, Santa Monica, CA
- 2009 "Middle brook, Moody & Massenburg," 2nd City Council Art Gallery, Long Beach, CA
- 2008 "Art Chicago," Merchandise Mart, Chicago, IL
- 2008 "Masterpieces of African American Art," M Hanks Gallery, Santa Monica, CA
- 2007 "Cross Sections," 18th Street Arts Center, Santa Monica, CA
- 2007 "Four Artists" Los Angeles City College, Ad Vinci Gallery, Los Angeles, CA
- 2006 "Black Creativity," Museum of Science and Industry, Chicago, IL
- 2006 "Black is Beautiful," Martha Higgins Gallery, Los Angeles, CA
- 2006 "Tomorrow's Masters," M Hanks Gallery, Santa Monica, CA
- 2004 "TGD4," Tambaconnda - Geneva - Dakar International, Tambaconnda, Senegal
- 2004 "Masterpieces of African American Art," M Hanks Gallery, Santa Monica, CA
- 2003 "Finding Family Stories," Japanese American National Museum, Self-Help Graphics, California African American Museum and Chinese American Museum, Los Angeles, CA
- 2002 "New Harlem Renaissance," Indianapolis Art Center, Indianapolis, Indiana
- 2002 "Walls of Pride African American Murals," California State University, Dominguez Hills, CA

- 2002 "New Power Generation," Hampton University, Hampton, VA
- 2001 "Eyes Speak," Southwest College, Los Angeles, CA
- 2000 "National Black Fine Art Exhibit," MooBoo Gallery, Puck Building, New York, NY
- 2000 "Colors," MooBoo Gallery, Navy Pier Grand Ballroom, Chicago, IL
- 1999 "Farewell to the 20th Century," Central Michigan University, Mt. Pleasant, MI
- 1999 "Art for Social Justice," Albert Jewish Community Center, Long Beach, CA
- 1999 "Carroll Harris Simms Exhibition," African American Museum, Dallas, TX
- 1998 "Ancestors and African American Art," John Wayne Airport, Orange, CA
- 1998 "No War, No Peace," Museum of Cultural Diversity, Carson, CA
- 1997 "Unbuild Southern California," Guggenheim Gallery, Chapman University, Orange, CA
- 1996 "Reflections: African American Art," City of Brea Gallery, Brea, CA
- 1995 "Representations of Masculinity," Museum of African American Art, Los Angeles, CA
- 1994 "Afros & Dominoes," Art & Barbie Gallery, Los Angeles, CA
- 1993 "Countdown to the Next Millennium," LACE, Los Angeles, CA
- 1992 "Southwest Black Art Exhibition", Museum of African-American Life & Culture, Dallas, TX
- 1992 "26th Annual San Bernardino Art Exhibition," San Bernardino County Museum, Redlands, CA
- 1992 "Breaking Barriers," Santa Monica Museum of Art, Santa Monica, CA
- 1990 "Watts 3rd World Art Exhibition," Watts Health Foundation, Los Angeles, CA

ARTIST IN RESIDENCY:

- "2nd Ghetto Biennale," Port-au-Prince, Haiti, 2011
- "TGD4," Tambaconnda - Geneva - Dakar International, Tambaconnda, Senegal, 2004
- Hambridge Fellow, Rabun Gap, GA, 2004
- California Art Council, Artist in Residency, Inglewood, CA, 1996- 2001

PUBLIC ART PROJECTS (Selected):

- 2014 "Inglewood Stories," Inglewood Main Library, Inglewood CA
- 2014 "Forum Project," Madison Square Garden, Inglewood, CA
- 2012 "All in a Day," Farmdale Station, Metro Expo Line, Los Angeles, CA
- 2011 "2nd Ghetto Biennale," Port-au-Prince, Haiti
- 2011 "Circa 1912," African American Fire Fighters Museum, Los Angeles, CA
- 2009 "Wall of Hope," Camp Scudder, Los Angeles County Arts Commission/Los Angeles County Office Of Education, Santa Clarita, CA
- 2008 "Many Boats, Many Cultures," Long Beach Transit (with Robin Strayhorn), Long Beach, CA
- 2006 "Visions," Leimert Park, Visions Cultural Organization, Los Angeles, CA
- 2004 "TGD4 Project," Cultural Center& Library, Tambaconnda, Senegal
- 2002 "Pathway to Freedom," Rosa Parks Station (with Robin Strayhorn) MTA, Los Angeles, CA
- 2002 "Reading to Learn," Mark Twain Library, Los Angeles Public Library, Los Angeles, CA
- 2001 "Elevate," Y.O.U. High School, Los Angeles Unified School District, Los Angeles, CA
- 2001 "Raven," ESPN Zone-Disney, Baltimore, MD
- 2000 "Central Avenue Jazz," KFC, Los Angeles, CA
- 2000 "Eye of the Tiger," ESPN Zone- Disney, Anaheim, CA
- 1998 "Family Affair," Progressive Home for the Elderly, Los Angeles, CA
- 1997 "Jazz Era," American Jazz Museum, Kansas City, MO
- 1995 "Your Choice," Watts Urban Greenway, MTA, Los Angeles, CA

COMMISSIONS (Selected):

- "Global Diasporas Project," California State University, Dominguez Hills, Carson, CA, 2001
- "Doris Miller Celebration," Art Education Consulting Services, Austin, TX 2001
- "Beyond Central," Central Avenue Jazz Festival, Los Angeles, CA, 2000 & 2001
- "Blues" Dana Point Blues Festival, Dana Point, CA, 2001
- "Thomas G. Lakin," portrait Los Angeles Southwest College, Los Angeles, CA, 1997

GRANTS (Selected):

IGAP, City of Inglewood, CA, 2014
George Sugarman Foundation, Novato, CA, 2005
California Art Council, Artist in Residency, Inglewood, CA, 1996- 2001
Change Inc., New York, NY, 1997
L.A. Art Recovery Fund Grant, California Community Foundation, Los Angeles, CA, 1992

PUBLIC COLLECTIONS (Selected):

California Community Foundation, Los Angeles, CA
MTA Metro, Los Angeles, CA
Museum Boribana, Dakar, Senegal
Art Kumba, Tambacounda, Senegal
Southwest College, Los Angeles, CA
Watts Labor Community and Action Committee, Los Angeles, CA
Department of Cultural Affairs, Los Angeles, CA
University of Southern California-Architecture & Fine Art Library Archives, Los Angeles, CA
Los Angeles Urban League, Los Angeles, CA
United States Postal Service, Central Avenue Office, Los Angeles, CA

PUBLICATIONS & MEDIA (Selected):

Lynell George. "Public Art, Private Stories; Massenburg," KCET/Artbound, June 3, 2013
Paul Von Blum. "A Visual Critique of Racism," Tikkun, Vol. 28 No 2, Page 46, Spring 2013
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Wave Newspaper, "The Black Male..." Page 3, May 10, 1995
"Art for Art," *To Woka Toi - Contemporary Art of New Zealand*, Film Documentary, 1995
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Pasadena City Star - Cheers, Page 1, February 3, 1995
Sam Jones. "Afros & Dominoes," *Coagula Art Journal*, September, 1994

Nickie C. Burrell
4592 W. 136th St.
Hawthorne, CA 90250
(310) 625-9962

Education

2007-2009 Loyola Marymount University: Studied the arts/focus: ceramics
1980-1982 University of California, San Diego: Studied the arts/focus: design, drawing,
1979-1980 El Camino College: Studied the arts/focus; photography, drawing, painting, early
childhood education

Teaching Experience

2012-Present Loyola Village Performing Arts Magnet/Traditional
Art Teacher/ Ceramic Teacher
1985-Present Loyola Village Elementary, Richmond Elementary, Westport Heights
Teachers Aid / Volunteer
Art teacher/ Volunteer

Volunteer Experience:

1985-Present Loyola Village Elementary, Richmond Elementary, Westport Heights
Play productions yearly: Stage props, Costumes, Stage backdrops
Art Classes weekly and Literary Book Clubs
Held positions: PTA Vice President, Site Council, Room Parent Coordinator,
Booster Club Fundraiser, and many Chaired positions
Lariats Dance Troupe: President, Fundraising Chair, Secretary, Chaperone on
Tours
Chouinard Art Classes: Public murals on benches near L.A. Swim stadium

Grant Writing:

- 2008 Every Child Foundation
- 2007 City of Los Angeles, Grant: Landscaping
- 2005 Dance and Music Grant
- 1999 Ireland Tour: local dance troupe

Work Experience:

- 1982-Present Burrell Lawn & Garden: Co-Owner/Manager
- 1982-Present Papillon Landscape: Owner/Landscape Designer
- 2001-2003 Chocolate: Fashion Designer / Children's clothing line
- 1987-1989 Two For Tole: Co-Owner

Designed patterns, cut wood, painted and sold to 16 local stores both painted and raw wood to craft stores
- 1982-1991 Family Home Day Care: Director/ Art instructor
- 1979-1982 Exceptional Children's Foundation / Special Education

Awards and Exhibitions:

- 2002-2003 Show room in Los Angeles, CA and in New York City
- 1987-1988 Art exhibitions: Santa Cruz, Santa Barbara, San Diego, Los Angeles, Torrance, El Segundo, Camarillo, and Manhattan Beach
- 1979 United Way: photograph 1st place Displayed on RTD Buses

References upon request

Tasha Johnson
18222 Milmore Avenue
Carson, CA 90746
703-725-8349
tasha_2074@yahoo.com

QUALIFICATIONS

- Experience teaching and working with urban youth in grades 7-12
- Effective manager and trainer of teachers, staff and volunteers
- Proven track record in collaborating with community partners
- Knowledge of Los Angeles public schools
- Skilled at developing and maintaining positive relationships with students, faculty, and administrators

EMPLOYMENT

School and College Services Coordinator, *youTHink*

Los Angeles, CA

November 2007-Present

- Facilitate social justice lessons for students in grades 4-12 in urban school settings to foster critical thinking, promote literacy and serve as a tool for social change
- Oversee a staff of 3 people for all program operations
- Schedule and manage college preparatory programming including recruiting underrepresented and AB540 students, coordinating college visits, organizing college camps for 9-12 grade students
- Build and maintain relationships with teachers, administrators and college admission counselors
- Identify and collaborate with various community organizations to serve as resources for a diverse student population
- Create reports to ensure programmatic quality and goals by collecting demographic data, analyzing lesson evaluations and assessing effectiveness of curriculum

Director of Education, *Sylvan Learning Center*

El Segundo, CA

October 2006 -November 2007

- Hired and directly managed instructors, test administrators, teaching assistants and other educational staff
- Trained staff on practices and methodology to ensure compliance with corporate standards
- Worked directly with the franchise owner to ensure effectiveness
- Collaborated with parents and school administrators to serve as a liaison in maintaining academic excellence for the student
- Lead staff meetings to review monthly goals, conduct lesson planning and coordinate logistics

English Teacher (7-8), *Paul Junior High Charter School*

Washington D.C.

August 2000 – March 2006

- Taught the fundamentals of the English language in an urban school setting to predominately low income, students of color
- Recruited parents to promote an open and positive learning environment
- Maintained detailed records and reports to help improve students achievement
- Prepared and facilitated innovative and creative lesson plans to engage students
- Utilized music, acting, poetry and various forms of communication to enhance student learning of and interest in the English language

EDUCATION

1993-1996 Bachelor of Arts in English, **Grambling State University**

2008 **Certified Facilitator**, California Conference for Equality and Justice: 26+ hours of facilitator training to explore issues related to facilitating multicultural/diverse groups

ADDITIONAL EXPERIENCE

2010 **Organizer and Presenter**, The Alliance- Across Cultures Diversity Conference

2008,2009, 2010 **Presenter**, California Association of Teachers of English

PR/Award # U351C140064

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Justification
Los Angeles Unified School District

Project: Integrating L.A.'s Culture & Context into Visual Arts Professional Development
Grant Period: October 1, 2014 – September 30, 2018

Senior/Key Personnel

Pamela Marton, Project Director

Pam Martin will be responsible for administering the visual arts professional development program and ensuring the timely execution of the proposed activities. Ms. Martin will oversee budget expenditures and reporting.

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000

Fringe Benefits

Fringe benefits for this grant have been calculated at a rate of 35%, per Los Angeles Unified School District's Fringe Benefit Rate Agreement.

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 1,750	\$ 1,750	\$ 1,750	\$ 1,750	\$ 7,000

Travel

Travel is requested for the Project Director and Evaluator that will include roundtrip airfare to Washington, DC, hotel, and per diem.

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000

Contractual

A subaward will be issued to Loyola Marymount University. The subaward budget and narrative is included. Loyola Marymount University's subaward amount is \$819,675 over four years.

Jacqueline Mattis, PhD, will serve as an External Evaluator on the program. In Dr. Mattis' role as Evaluator, she will bring to bear her extensive knowledge of African American youth, quantitative and qualitative design and implementation and prolific writing acumen. The fee for Dr. Mattis' service is \$120,000 over four years.

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 217,801	\$ 234,575	\$ 237,264	\$ 250,034	\$ 939,675

Other Direct Costs

Starting in Year 2 of the projects, funds are requested in the amount of \$10,000 for community-based education opportunities. These costs are associated with transportation participants to various sites each year. In addition, \$15,000 is requested in Year 4 for publication costs.

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 0	\$ 10,000	\$ 10,000	\$ 25,000	\$ 45,000

Direct Costs

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 225,801	\$ 252,575	\$ 255,264	\$ 283,034	\$ 1,016,675

Modified Total Direct Costs

Modified Total Direct Costs (MTDC) includes all salaries, wages, fringe benefits, materials, supplies, services, travel and subgrants and contracts up to the first \$25,000 of each subgrant or subcontract and excludes equipment, capital expenditures, tuition remission, rental costs of off-site facilities, scholarships, fellowships, as well as the portion of subgrant and subcontracts in excess of \$25,000.

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 58,000	\$ 18,000	\$ 18,000	\$ 33,000	\$ 127,000

Indirect Costs

Total facilities and administrative costs (indirect costs) requested by LAUSD are summarized below. F&A is calculated using the federally approved restricted rate of 5.19%.

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 3,101	\$ 1,025	\$ 1,025	\$ 1,804	\$ 6,955

Training Stipends

Stipends for four professional development sessions each year will be provided. In addition, the 30 teachers that will participate in this program will receive stipends of \$1,500 each for their time and participation starting in Year 2 of the project.

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 15,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 195,000

Total Costs

Year 1	Year 2	Year 3	Year 4	TOTAL
\$ 245,652	\$ 315,350	\$ 318,039	\$ 346,588	\$ 1,225,629

Budget Narrative

Principal / Co-Principal Investigator: Darin Earley/Deanna Y. Cooke, PhD

Institution:	Loyola Marymount University
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BUDGET CATEGORIES

1. PERSONNEL

1. Personnel (Salary)	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
A. Co-Project Director	\$23,699	\$24,410	\$25,142	\$25,897	
B. Principal Investigator	\$26,036	\$26,817	\$27,622	\$28,450	
C. LMU Presenters	\$0	\$7,500	\$7,500	\$7,500	
D. Graduate Assistant	\$23,400	\$23,400	\$23,400	\$23,400	
Personnel Subtotal	\$73,135	\$82,127	\$83,664	\$85,247	\$324,173

A. Co-Project Director: The Co-Project Director will oversee the program and will be responsible for coordinating meetings and all grant-related communications, supervising allocation of funds, serving as project liaison between LMU and LAUSD, directing and ensuring the execution of all aspects of the summer PD and quarterly follow-ups, and all reporting requirements. The Co-Projector will work at 20 percent FTE with an annual salary increase of three percent.

B. Principal Investigator: The Principal Investigator will be responsible for coordinating the work of PD presenters, reviewing/approving lesson plans, providing direct support to LMU faculty, art educators and art expert. Other responsibilities will include working with the Evaluator and coordinating the logistics regarding the project evaluation. The Principal Investigator will work at 25 percent academic effort and one person month during the summer with an annual salary increase of three percent.

C. LMU Presenters: The LMU Presenters will be responsible for training in various areas. The presenters will conduct sessions each summer starting in Project Year 2 and will receive stipends of \$2,500 each.

D. Graduate Assistant: One Graduate Assistant will provide administrative support to the project. The primary responsibilities will be clerical support, input/monitoring budget expenses, coordinating purchases, compiling data from all grant-related feedback, monitoring email correspondence and grant-related scheduling. The Graduate Assistant will work at a rate of \$18 per hour for 20 hours a week during the academic year and 40 hours a week for 13 weeks during the summer.

2. FRINGE BENEFITS

2. Fringe 26.8%	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	\$13,329	\$15,739	\$16,151	\$16,575	
Fringe Subtotal					\$61,794
Total Personnel and Fringe Benefits	\$86,464	\$97,866	\$99,815	\$101,822	\$385,967

LMU has a federally negotiated fringe benefit rate of 28.6% of the salary of employees. The Graduate Assistant salary is not calculated in fringe benefits.

3. TRAVEL

3. Travel	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	\$3,000	\$6,000	\$6,000	\$6,000	
Travel Subtotal					\$21,000

Travel funds are requested for the Co-Project Director and Principal Investigator to attend school visits and other grant-related events. The Co-Project Director and Principal Investigator will attend one conference per project year starting in Year 2.

4. SUPPLIES

4. Supplies	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Instructional Materials	\$12,000	\$12,000	\$12,000	\$12,000	
Engaged Learning Supplies	\$6,000	\$6,000	\$6,000	\$6,000	
Art Exhibition	\$0	\$5,000	\$5,000	\$5,000	
Supplies Subtotal	\$18,000	\$23,000	\$23,000	\$23,000	\$87,000

Supplies for this grant include: Instructional materials provided for participating schools to implement the visual art projects/lesson plans developed during the Summer Workshop (\$2,000 per school annually); supplies and materials necessary to support Engage Learning and train students are also budgeted at \$6,000 annually. This expense covers the cost of materials to support student understanding of engaged learning. An art exhibition will be held annually, starting in Project Year 2. Costs are estimated at \$5,000 annually to cover all supplies for the exhibition.

5. CONTRACTUAL

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	
A. Art Teacher Expert	\$10,000	\$10,000	\$10,000	\$10,000	
B. Art Professional	\$10,000	\$10,000	\$10,000	\$10,000	
C. Youth Think Art Education Expert	\$5,000	\$5,000	\$5,000	\$5,000	
Contractual Subtotal	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000

An Art Teacher Expert will be hired to will teach participants how to develop lesson plans that incorporate visual arts and content based instruction specifically African American and Latino cultural history.

An Art Professional will teach a one week lesson on how to create a historically cultural piece of assemblage art.

A Youth Think Art Education Expert will be contracted to provide lesson planning support.

6. DIRECT COSTS

6. Direct Costs	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	\$132,464	\$151,866	\$153,815	\$155,822	
Total Direct Costs					\$593,967

Direct costs reflect all costs directly related to the project.

7. INDIRECT COSTS

7. Indirect Costs	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	\$50,336	\$57,709	\$58,450	\$59,212	
Total Indirect Costs					\$225,707

Total facilities and administrative costs (indirect costs) requested by LMU is calculated using LMU's federally negotiated rate of 38.0% of the Direct Costs (U.S. DHHS, 6/21/2011).

8. TOTAL COSTS

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs	\$182,801	\$209,575	\$212,264	\$215,034	\$819,675

Total costs of the project combine the direct and indirect costs and is the total amount requested for this project.

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Los Angeles Unified School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	5,000.00	5,000.00	5,000.00	5,000.00		20,000.00
2. Fringe Benefits	1,750.00	1,750.00	1,750.00	1,750.00		7,000.00
3. Travel	3,000.00	3,000.00	3,000.00	3,000.00		12,000.00
4. Equipment						
5. Supplies						
6. Contractual	217,801.00	234,575.00	237,264.00	250,034.00		939,674.00
7. Construction						
8. Other	0.00	10,000.00	10,000.00	25,000.00		45,000.00
9. Total Direct Costs (lines 1-8)	227,551.00	254,325.00	257,014.00	284,784.00		1,023,674.00
10. Indirect Costs*	3,101.00	1,025.00	1,025.00	1,804.00		6,955.00
11. Training Stipends	15,000.00	60,000.00	60,000.00	60,000.00		195,000.00
12. Total Costs (lines 9-11)	245,652.00	315,350.00	318,039.00	346,588.00		1,225,629.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2010 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 5.19 %.

(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 5.19 %.

Name of Institution/Organization Los Angeles Unified School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Pamela	<input type="text"/>	Marton	<input type="text"/>

Address:

Street1:	11380 West Graham Place
Street2:	C-104
City:	Los Angeles
County:	Los Angeles
State:	CA: California
Zip Code:	90064-3725
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(310) 914-2107	(310) 479-7172

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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