

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 # U351C140021

Grants.gov Tracking#: GRANT11650467

OMB No. , Expiration Date:

Closing Date: May 19, 2014

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <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"/>
--	--	--

* 3. Date Received: <input type="text" value="05/16/2014"/>	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="59-6000847"/>	* c. Organizational DUNS: <input type="text" value="0955531290000"/>
--	---

d. Address:

* Street1:	<input type="text" value="1960 Landings Blvd."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Sarasota"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="FL: Florida"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="342313331"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Amy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Donner"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="9419279000"/>	Fax Number: <input type="text"/>
---	----------------------------------

* 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:**

Elevate with Arts Integration (Project Elevate)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,244,496.00"/>
* b. Applicant	<input type="text" value="78,934.00"/>
* 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="1,323,430.00"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Amy Donner</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>School Board of Sarasota County, FL</p>	<p>DATE SUBMITTED</p> <p>05/16/2014</p>

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: School Board of Sarasota County, FL

* Street 1: 1960 Landings Blvd. * Street 2: _____

* City: Sarasota * State: FL: Florida * Zip: 34231

Congressional District, if known: FL16

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

6. * Federal Department/Agency: U.S. 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: None Middle Name: _____

* Last Name: None Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

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

Prefix _____ * First Name: None Middle Name: _____

* Last Name: None Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

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: Amy Donner

* Name: Prefix _____ * First Name: Lori Middle Name: _____
* Last Name: White Suffix: _____

Title: _____ Telephone No.: _____ Date: 05/16/2014

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

PR/Award # U351C140021

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.

Project Elevate GEPA.pdf

Add Attachment

Delete Attachment

View Attachment



Elevate with Arts Integration (Project Elevate)

General Education Provisions Act (GEPA):

The School Board of Sarasota County, FL has non-discrimination policies in place. Additionally, to ensure full access and participating in activities funded with this grant, we also have identified the following potential barriers to participation and have outlined accommodations and solutions for each:

Potential Barrier: Meeting or training locations could exclude those with physical limitations.

Solution: All locations will be handicap accessible and accommodations will be provided as needed.

Potential Barrier: Staff may feel excluded from programming or leadership roles based on race, national origin, color, or sex.

Solution: District leaders will encourage all eligible staff from all backgrounds to participate in grant activities and participants will be selected to represent the district and schools' diverse populations.

Potential Barrier: Participating students may feel excluded based on race, national origin, color, or sex.

Solution: Programs are expected to be offered in some of the district's most diverse and lowest socioeconomic schools, and the diversity of participating students will reflect the diversity of their schools.

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 School Board of Sarasota County, FL		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mrs.	* First Name: Lori	Middle Name:
* Last Name: White	Suffix:	
* Title: Superintendent		
* SIGNATURE: Amy Donner	* DATE: 05/16/2014	

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:

Elevate with Arts Integration (Project Elevate)

Sarasota County Schools: 1960 Landings Blvd, Sarasota, FL, 34231

Brian Hersh, (941) 927-9000 x31182, brian.hersh@sarasotacountyschools.net

Sarasota County Schools and its partners, the Center for Partnerships for Arts Integrated Teaching (PAInT) at the University of South Florida- Sarasota-Manatee, the John F. Kennedy Center for the Performing Arts, and the Van Wezel Performing Arts Hall, will use arts-integrated instruction to achieve these goals: (1) Students will improve academic performance and learning engagement through consistent and sequential arts-integrated experiences; (2) Teachers will consistently, sequentially, and continuously integrate arts into their instructional practice.

Spending one day at each of four Title I elementary schools, an experienced master-teacher (Arts Integration Specialist) will model, coach and use digital tools to collaborate with more than 75 classroom and arts teachers plus additional pre-service interns. Each participating teacher will receive over 90 hours of intensive and sustained training in creating and teaching arts-integrated lessons. Developing a cadre of skilled veteran teachers and a pipeline of trained rookies who can mentor peers will ensure sustainability. As a result, students who normally would have limited exposure to the arts will regularly engage with them through arts-integrated experiences.

Project Elevate's primary expected outcomes are to: (1) Increase student academic performance in Reading, Writing, Math, and Science through arts-integrated instruction; (2) Increase 2nd - 5th grade teachers' proficiency in developing and providing arts-integrated instruction.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File



Elevate with Arts Integration
(Project Elevate)

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Project Narrative:

Absolute Priority:

Sarasota County Schools and the Any Given Child Sarasota program, along with its partners (Center for Partnerships for Arts Integrated Teaching [PAInT] at the University of South Florida- Sarasota-Manatee, the John F. Kennedy Center for the Performing Arts, and the Van Wezel Performing Arts Hall) will support professional development programs for elementary educators which use innovative instructional methods based on current knowledge from education research. This collaboratively developed program, *Elevate with Arts Integration (Project Elevate)* will meet the absolute priority by focusing on the integration of standards-based arts instruction with core academic content. Partners' letters of commitment are attached.

Sarasota County Schools and Any Given Child Sarasota will elevate student and teacher performance within four Title I elementary schools through arts integrated instruction. The goals of *Project Elevate* are:

- 1) Students will improve academic performance and learning engagement through consistent and sequential arts-integrated experiences;
- 2) Teachers will consistently, sequentially, and continuously integrate arts into their instructional practice.

Project Elevate's expected outcomes are to:

- 1) Increase student academic performance in Reading, Writing, Math, and Science through arts-integrated instruction;
- 2) Increase 2nd - 5th grade teachers' proficiency in developing and providing arts-integrated instruction.

Competitive Priority – Technology: Projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Sarasota County Schools, serving 42,000 students, has been a leading adopter of technology for many years. In 2007, every Sarasota classroom was equipped with a Promethean ActivBoard (digital white board) and laptop with flipchart software. When ActivBoards were installed, the district invested heavily in teacher training by providing substitutes so all teachers could attend training. As the district has rolled out additional digital tools such as Blackboard LEARN, Safari Montage Live and the Instructional Improvement System, district staff trained school staff and provided optional summer training to help teachers effectively use the new tools. Florida also is moving ahead with its own digital resources such as CPALMS (Collaborate, Plan, Align, Learn, Motivate, Share) which is the official source of K-12 standards and course descriptions and a collaborative web-based repository of thousands of vetted instructional resources for teachers around the state. To support teachers as they use these resources, each school has a technology support person who provides on-the-spot assistance, and who is in turn supported by the district's Instructional Technology Department. Sarasota teachers already have many digital resources, know how to use them, and are supported when they run into unexpected challenges.

The district is on the threshold of rolling out new, powerful digital tools including digitally created and linked Instructional Focus Guides (IFG), which are comprehensive, modular plans for all content areas. These instructional guideposts were collaboratively created by the Curriculum and Instruction Department's content specialists who worked

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side-by-side with expert teachers and with assistance from the Professional Development and Instructional Technology Departments. IFG pace instruction and ensure teachers have digitally linked resources at their fingertips. Rather than prescriptive pacing maps, they instead focus on deeper explorations of topics, themes and units, and provide exemplary curricula, resources, lessons, assessments and strategies. The IFG also link to CPALMS, Webb's Depth of Knowledge and differentiated instruction resources (for student scaffolding and support). For example, an elementary Social Studies IFG provides a weekly topic guide covering standards and benchmarks, links to especially helpful existing resources to be found on the Internet, and may include materials on preparing students to visit local historic sites such as Historic Spanish Point. Teachers will have access to IFG in all subjects, allowing for greater collaborative teaching and thematic unit development between arts and classroom teachers.

The IFG will be posted to Blackboard LEARN, a digital learning management system designed to be a one-stop source for instructional resources. Sarasota County Schools has been an early and deep adopter of LEARN, and has invested hundreds of hours and thousands of dollars training staff to use its vast capabilities. It is the warehouse for instructional resources such as lesson plans, instructional strategies and training materials, and teachers use it as the first place they look for digital resources and materials. It also allows creation of blogs, wikis, private and public journaling and storage of videos and recordings which can be watched at any time.

Project Elevate will create additional digital resources to be posted in LEARN and linked to the IFG for all teachers to use. Existing arts-related resources and those

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created by *Project Elevate* teachers, including video, will be identified and appropriately linked to the IFG. With the ability to repeatedly watch video segments and discuss them with their peers, recorded lessons will help participating teachers create their own successful arts-integrated lessons.

LEARN also will allow participating *Project Elevate* teachers to form a virtual Professional Learning Community (PLC) to collaboratively plan, edit, and reflect on lessons. Since time and geography often present limitations for sharing information, Blackboard LEARN will enhance accessibility, and teachers will participate in discussion boards, view and collaborate in lesson study sessions, analyze student data to inform instructional decisions, and share frustrations and successes. By the end of the grant period, these resources and virtual PLC will be available to teachers not involved in *Project Elevate*, ensuring that the lessons learned will be shared and sustained.

It is important that principals be able to recognize and appropriately assess arts-integrated lessons, and to appreciate their power in improving instruction and student engagement and achievement. LEARN will provide a starting point for administrators to understand and expand arts integration within their schools.

Another product already used by the district which will enhance the impact of *Project Elevate* is the conferencing software Safari Montage Live. Through this software and affiliated hardware (camera, speaker and microphone), teachers from all participating schools can gather virtually with the Arts Integration Specialist, Program Manager and Any Given Child Program Director without spending time travelling. This is especially important in a district of Sarasota's geographic size where participating schools can be located up to 40 miles away from each other. These virtual group

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meetings will include time for reflection, collaborative planning, and also brainstorming to find creative solutions to problems. Safari Montage also will allow teachers to observe implemented lessons on other campuses, the Arts Integration Specialist can have virtual face-to-face meetings, observe lesson practices remotely, and teachers can record their own lessons for self-reflection.

EdExploreSRQ.com is a web platform managed and operated by the district's Fine Arts Curriculum Specialist. On this site, all community arts and culture providers share their experiential learning opportunities and include the relevant standards which will be addressed by the activity plus other resources which link to the experience. An example is Sarasota Ballet's newly commissioned *The Secret Garden* which will be presented next school year. Opportunities to see this performance will be listed on EdExploreSRQ.com and community grants are available to pay for student attendance. Teachers trained in arts integration will be able to connect the performance to language arts, social studies and science lessons. EdExploreSRQ.com is searchable via subject area, art discipline, grade level, and cost. The digital menu also gives schools farther away from arts and cultural organizations the chance to select learning opportunities such as an artist-in-residence, which can be provided at the school to thus avoid a long and expensive bus ride for students.

All of these digital resources will help contribute to the sustainability of *Project Elevate's* innovations, plus make it possible to replicate them in other Sarasota schools and beyond. Other communities with limited access to the arts or ways for teachers to collaborate could use the digital resources enhanced and created by *Project Elevate* to train teachers in arts-integration.

The digital tools also will create artifacts of teacher collaboration and learning which can be collected and analyzed by the Evaluator to show increases in teacher understanding and improvements in arts-integrated lesson development over time.

1. Significance

a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

In 2011, Sarasota was the sixth community selected by the John F. Kennedy Center for the Performing Arts to partner in the Any Given Child initiative to plan an expansion of arts education in schools and ensure access and equity for all students. In its application to the Any Given Child program, Sarasota identified several needs, including that there are fewer arts experiences for lower elementary students, students in the far south of the county have less interaction with the arts, and there is limited instruction in drama and movement. The Kennedy Center saw promise in Sarasota's plan to address these needs by building upon the strong partnerships between local arts organizations and schools, businesses and philanthropy and its own strong relationship with the district. Brian Hersh was hired as the Program Director in May 2013 to lead Any Given Child Sarasota as a department within the school district, providing access and engagement with cabinet-level staff, including the Superintendent who has been instrumental in bringing the initiative to Sarasota.

Sarasota County Schools has been a part of the Kennedy Center's Partners in Education program in collaboration with the City of Sarasota's Van Wezel Performing Arts Hall since 1997. As a result of this partnership, there have been many professional

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learning opportunities in arts-integration techniques offered to teachers over the years. However, teachers who volunteered to participate came mainly from schools already demonstrating high academic achievement. To reach those under-served yet deserving schools and teachers, *Elevate with Arts Integration (Project Elevate)* will target four Title I elementary schools (Atwater, Emma E. Booker, Brentwood, and Tuttle) which consistently perform below the district averages in Reading, Writing, Science, and Math, as shown in Tables 1-3.

Table 1: Reading proficiency at targeted elementary schools compared with district averages for the 2012-13 school year.

Reading Proficiency	3rd Grade	4th Grade	5th Grade
District Average	71%	70%	72%
Atwater	65	49	64
Brentwood	68	56	67
Emma E. Booker	42	49	57
Tuttle	54	52	48

Source: Florida Department of Education, Florida Comprehensive Assessment Test (FCAT) 2.0.

Table 2: Mathematics proficiency at targeted elementary schools compared with district averages for the 2012-13 school year.

Mathematics Proficiency	3 rd Grade	4 th Grade	5 th Grade
District Average	68%	67%	64%
Atwater	66	53	53
Brentwood	63	55	61
Emma E. Booker	45	48	52
Tuttle	62	67	52

Source: Florida Department of Education, FCAT2.0.

Table 3: Science and Writing proficiency at targeted elementary schools compared with district averages for the 2012-13 school year. Science is only tested in 5th grade, and Writing is only tested in 4th grade.

Science Proficiency	5th Grade	Writing Proficiency	4 th Grade
District Average	64%	District Average	86%
Atwater	73	Atwater	84
Brentwood	63	Brentwood	77
Emma E. Booker	42	Emma E. Booker	74
Tuttle	54	Tuttle	89

Source: Florida Department of Education, FCAT 2.0.

Using more arts-integrated lessons will better engage students in content learning and help them think more critically and creatively. The result will be improved academic performance in all subjects.

While Sarasota has a well-deserved reputation as a wealthy community of retirees and visitors, it has several areas of low income families targeted by *Project Elevate*. In the northern part of the county, not far from million dollar beach-front homes, Emma E. Booker, Brentwood and Tuttle serve the Newtown community, a historically African-American neighborhood with a surging Hispanic population where the poverty rate is nearly double that of Sarasota County as a whole (36.5% vs. 17.6%), per capita income is nearly half the county figure (\$17,500 vs. \$34,000) and most work in low-paying service industry jobs.¹ A recent study by the Gulf Coast Community Foundation identified Newtown as an area experiencing food insecurity, where students are often afraid they will not have enough to eat on a daily basis.² Newtown also has been identified by the U.S. Department of Agriculture as a “food desert,” defined as a

¹ U.S. Census Bureau. (2008-2012). *American community survey 5-year estimates for Sarasota County, FL and Census Tract 11.02* [Data file]. Retrieved from www.census.gov.

² Jones, B., & MacDonald, G. (2014). *On the edge: Children and issues of food security in Sarasota County, Florida*. Retrieved from http://www.gulfcoastcf.org/documents/FINAL_Sarasota_On_the_Edge_I_Report_web.pdf

low-income area with no nearby supermarkets to supply inexpensive, healthy food.³

While the poverty rate is lower in the Atwater and Brentwood areas overall, over two-thirds of the families there feel insecure enough about the availability of food to enroll their children in the Free and Reduced Price Lunch (FRPL) program.⁴

The Atwater area, found in the rural southern end of Sarasota County in the town of North Port is another food desert where low-income families experience food insecurity. North Port is made up of many poor working families, where the average per capita income is just \$23,000, and 44% have no more than a high school diploma.⁵

Table 4: Schools to be served by *Project Elevate* serve low-income, food insecure families.^{6 7}

	Poverty rate of families with children under 18 years	FRPL rate
District Average	17.6%	52%
Atwater	7.6	67
Brentwood	7.4	68
Emma E. Booker	36.5	94
Tuttle	29.8	90

Most students to be served by *Project Elevate* come from families which cannot afford to visit local museums or attend artistic performances, and any engagement with the arts must be provided by teachers and schools. Yet, few classroom teachers in

³ Food Access Research Atlas (2014). [Map of U.S. food deserts]. Retrieved from <http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx>

⁴ Sarasota County Schools’ Food and Nutrition Services. (2014). Free and reduced price lunch figures [Data file].

⁵ U.S. Census Bureau. (2008-2012). *American community survey 5-year estimates for Sarasota County, FL and Census Tract for North Port, FL* [Data file]. Retrieved from www.census.gov.

⁶ U.S. Census Bureau. (2008-2012). *American community survey 5-year estimates for Sarasota County, FL, North Port (Atwater) and Census Tracts 4.07 (Tuttle), 11.02 (Emma E. Booker), 15.03 (Brentwood)* [Data file]. Retrieved from www.census.gov.

⁷ Sarasota County Schools’ Food and Nutrition Services. (2014). Free and reduced price lunch figures [Data file].

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these Title I schools have received district-provided training in arts-integrated instruction. *Project Elevate* will build capacity by hiring an Arts Integration Specialist who will provide intensive and sustained classroom-embedded training. The Arts Integration Specialist will use the Gradual Release of Responsibility (GRR) model to gradually shift from instructor to mentor, allowing teachers to take on more responsibility during the year. The Arts Integration Specialist will spend 90 minutes each week in participating classrooms, first modeling arts-integrated lessons, later working with teachers to develop their own lessons and finally observing and offering feedback on independently created lessons. During the project period, 16 classroom teachers and two or three arts teachers at each school, approximately 75 teachers in all, will receive intensive and sustained *Project Elevate* training and professional development. After one year of training, each teacher will share and model arts integrated lessons with similar grade level teachers at their own school. By the last year of implementation, the first cohort of 2nd and 3rd graders teachers from each school will demonstrate, model, disseminate, and mentor teachers who are newer to arts integrated instruction through digital and in-person PLCs and other participants will join them after the grant period.

Through its partnership with the University of South Florida- Sarasota Manatee (USFSM) and its Center for Partnerships for Arts-Integrated Teaching (PAInT), Sarasota will ensure that its future teachers also build their capacity to provide high quality arts-integrated instruction. PAInT's mission is "to develop and support partnerships dedicated to preparing effective educators who will learn, lead, inspire and transform their schools and communities in, with, and through the arts." *Project Elevate* will include USFSM's pre-service teachers and by working side-by-side with veterans,

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these new teachers also will become masters in arts-integration. Participating schools which provide high quality arts-integrated experiences will become preferred sites for intern placement. With hundreds of veteran teachers expected to retire in the next few years, these experienced and well-trained pre-service teachers will be highly sought.

Any Given Child Sarasota and its partners already have begun collaborating to build capacity for arts-integration and will continue to do so in parallel with *Project Elevate*. With assistance from the Arts Integration Specialist, all *Project Elevate* participants (including interns) will join in the Arts Integration League, a joint program between Any Given Child Sarasota, the Van Wezel Performing Arts Hall and the Kennedy Center integrating in drama, dance, visual art, and music into lessons. By including arts and general education teachers, they will develop a common language and strengthen their ability and desire to work together.

b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

The resources and lessons created through *Project Elevate* will be disseminated as teachers post them into LEARN and they are vetted by the Arts Integration Specialist. By the end of the grant period, they will be made available to all district teachers, including middle, high and charter schools. The resources will be linked to the IFG so teachers see how they fit with standards and benchmarks. They also will be shared with a statewide and national audience through CPALMS and other repositories of high-quality lessons and resources, ensuring that *Project Elevate* will have a much broader impact than just in Sarasota County. The digital heart of this project could be replicated by rural districts or those which want to provide teachers with easy access to

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digital arts resources and the Any Given Child Sarasota program staff will share its successes with the 13 other Any Given Child programs around the country.

In addition, teachers who complete the intensive *Project Elevate* training will act as leaders and coaching mentors through their school-based grade-level PLC. With the coaching model established through *Project Elevate*, participants will understand how to coach peers to further develop strengths while noting and addressing weaknesses. Trained teachers also will be preferentially selected to host pre-service teachers as a way to disseminate knowledge to the next generation of teachers.

2. Quality of the Project Design

a) The extent to which the proposed project is supported by strong theory.

The Kennedy Center has refined its definition of arts integration, and it forms the foundation of *Project Elevate's* work:

Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.

Arts integration is an effective instructional practice because it aligns with how students learn and energizes teachers by providing increased professional satisfaction. The Kennedy Center's website includes information on how the arts can be used to

foster students' ability to think critically and be creative problem solvers in both the arts and in core academic subjects:⁸

When students learn through arts integration, they are engaged in experiences in which they actively build and demonstrate their understanding of both the art form and the other curriculum area. For example, students may create dances about the solar system, theatrical scenes about various perspectives of the Great Migration, or songs about math concepts. To do this, students must take what they know and understand about each subject area (e.g., dance and the science of the solar system) and communicate it to others through the art form. Students become active learners as they build on, extend, or challenge their prior understandings.

The Kennedy Center also notes the need for students to have time for reflection, and how the social and collaborative nature of the arts helps students share ideas and learn from one another about the content and the art form.

Not only is arts integration engaging and motivating for students, teachers find that it also energizes them and their teaching. Rather than continue to rely on textbooks and their methodical way of presenting information, participation in arts-integrated lessons helps teachers reconnect with their own creativity and often reminds them of the way they approached teaching when they first arrived in a classroom. It helps spark their own interest in the material and helps them engage with it in new and more satisfying ways. The teacher becomes “the guide on the side” rather than the “sage on

⁸ The Kennedy Center ArtsEdge. Two big reasons: Why are educators interested in arts integration? Retrieved from <http://artsedge.kennedy-center.org/educators/how-to/arts-integration-beta/why-arts-integration-beta/why-two-big-reasons-beta#why-arts-integration-reason-1>

the stage” and makes them more of a partner with students as they engage with the material and demonstrate their understanding.

The What Works Clearinghouse recommends many instructional strategies which lend themselves well to arts-integration, whether helping students visualize and process complex concepts, providing motivating and authentic ways to learn, or demonstrating their understanding in creative and concrete ways. For example, arts can be used to address the following What Works Clearinghouse recommendations:

- Connect and integrate abstract and concrete representations of concepts and combine graphics with verbal descriptions;⁹
- Help English Language Learners by using extensive and varied vocabulary instruction;¹⁰
- Establish an engaging and motivating context in which to teach reading comprehension to lower elementary students¹¹ and adolescents.¹²

In addition to its strong research base, the specific elements of *Project Elevate* are supported by strong theory, as demonstrated in the following logic model.

⁹ Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) *Organizing Instruction and Study to Improve Student Learning* (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

¹⁰ Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

¹¹ Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.

¹² Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> • Receptive teachers at Title I schools • Strong partnerships with community (Van Wezel Performing Arts Hall, USF – Sarasota Manatee) and national (Kennedy Center) organizations • Supportive district leadership and other staff • Established and new classroom technology • PDAE funds 	<ul style="list-style-type: none"> • Intensive and sustained mentoring and coaching of teachers and pre-service teachers to introduce, define and model arts integration • Hands-on student participation in arts integrated activities • Creation and sharing of digital resources and training opportunities 	<ul style="list-style-type: none"> • Weekly modeling/ observing and planning/reflection for 75 classroom, arts and pre-service teachers at four Title I schools • 150 lesson plans designed and shared with participating teachers • New digital PLC created • 50 arts-integrated resources created and digitally linked to IFG in LEARN • 240 students receive at least one arts-integrated lesson per week 	<ul style="list-style-type: none"> • Teachers are more aware of how arts can be used to support instruction and learning in other content areas • Students know there are arts standards and participate in weekly arts-integrated lessons • Needs for digital resources and training opportunities identified 	<ul style="list-style-type: none"> • Teachers and pre-service teachers demonstrate proficiency in arts integration techniques and implement them in classrooms • Teachers' participation in digital PLC increases • Students' academic performance in Reading, Writing, Math and Science improves • Students' achievement towards arts standards improves • Number, quality and use of digital resources increases 	<ul style="list-style-type: none"> • Teachers consistently, sequentially & continuously integrate arts into instruction • Teachers' attitudes towards arts-integration improves • Fully trained teachers coach others at their schools • Students' academic performance continues to improve • Students' attitudes about school improves

b) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

The momentum created by *Project Elevate* will continue after the grant period and will be the effort's lasting legacy. To ensure changes to instructional practices continue beyond the grant, *Project Elevate* will focus on building capacity through training. The result will be teachers who reflexively include arts in their lessons, and who will be able to mentor peers and pre-service teachers, thus ensuring that the next generation of teachers also practices effective arts-integration.

With a PDAE grant, two new positions will be created to build capacity for arts integrated instruction: the Arts Integration Specialist and Program Manager. The Any Given Child Sarasota program is raising outside funds designed to sustain these positions beyond the grant period. This will allow the Arts Integration Specialist to expand mentoring and modeling arts-integration into additional schools after the grant ends. In addition, the Program Manager will work with Any Given Child Sarasota and the Arts Integration League to ensure all students receive strong arts programming and that more teachers have access to continuing training. Although not as intense as the *Project Elevate* training, League members will attend Van Wezel and Kennedy Center workshops as a first step towards arts-integration training. Connecting the League with *Project Elevate* teachers and training will help ensure that grant-funded activities are fully incorporated with ongoing work.

Any Given Child Sarasota is committed to becoming self-sustaining and is in a position to leverage a PDAE grant award to help expand and enhance arts education for

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Sarasota's students by building upon a strong foundation many years in the making. The synergy of Any Given Child Sarasota with a PDAE grant will further accelerate the pace of developing wider and deeper arts integration for teachers and students. Any Given Child Sarasota's vision, which was created by a community arts team represented by arts leaders, educators, business representative, and philanthropists, reflects the beliefs incorporated into *Project Elevate*:

We believe that every child deserves a continuous, quality arts education. All students should experience all the arts so that they may become creative, engaged learners prepared to lead successful lives.

3. Quality of the Project Services

a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Teachers recruited for *Project Elevate* will be selected based on their displayed willingness to adopt arts-integrated practices, along with principal-endorsed capacity for collaboration and leadership. Great care will be taken to identify and actively encourage applications from teachers who reflect the diversity of their students.

The schools targeted by *Project Elevate* offer a range of race, color and national origin diversity, and serve a large number of minority and English Language Learners (ELL) and students with disabilities (SWD) who are underrepresented in arts programming (Table 5). Training a cohort of teachers at these schools to provide high-quality arts-integrated instruction will reach large numbers of African American and

Hispanic students, including those for whom English is not their first language. All students in classes with a participating teacher will engage with arts through *Project Elevate*, including girls and boys and students with cognitive or physical disabilities.

Table 5: The percentage and number of minority and English Language Learners (ELL) students and students with disabilities (SWD) at targeted schools.

	Percentage (number) of minority	Largest minority group (percentage) at the school	Percentage (number) of ELL	Predominant language of ELL students	Percentage (number) of SWD
District Elementary School Average	38% (5,865)	Hispanic (20%)	11% (1,715)	Spanish	17% (2,714)
Atwater	35% (255)	Hispanic (17%)	9% (65)	Spanish, Russian, Ukrainian, Haitian-Creole	12% (90)
Brentwood	42% (275)	Hispanic (25%)	13% (85)	Spanish	25% (167)
Emma E. Booker	93% (483)	Black (67%)	10% (52)	Spanish	20% (108)
Tuttle	80% (545)	Hispanic (63%)	36% (247)	Spanish	14% (95)

Sources: Sarasota County Schools Budget Department, and English as a Second Language (ESOL) Department, and Pupil Support Services Department.

In addition, *Project Elevate* will bring arts instruction to another underrepresented group, those who live in more rural and geographically isolated areas. Students at Atwater Elementary are underrepresented in arts, not due to their demographic makeup, but due to their geographic location. Though Sarasota County is noted for having a great concentration of arts and culture organizations, the overwhelming majority are the north end of the county. In its initial planning survey, Any Given Child

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Sarasota learned that arts experiences for students in the southern part of the county, especially Atwater Elementary which is located some 40 highway miles from the heart of the Sarasota arts district, had fewer opportunities to experience the arts. This geographic chasm (an arts desert) makes it imperative to integrate arts into the school curriculum. By integrating arts fully in every classroom every day, students will learn about the arts while using art to enhance instruction in the core subjects.

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

Sustained and high quality engagement with arts integrated training will give *Project Elevate* depth and meaning beyond providing students with access and engagement with the arts. *Project Elevate* will tap and build on the expertise developed by the Kennedy Center in arts integration. With over thirty years of experience in the field, the Kennedy Center has unparalleled depth of knowledge which they incorporate in their high quality professional learning programs. Sarasota County Schools will build an even stronger relationship with the Kennedy Center and will continue to offer their workshops and seminars in arts education through *Project Elevate*. Professional relationships with the Kennedy Center will deepen and *Project Elevate* will continue to seek their insight regarding strategy to enhance Sarasota County Schools' arts education.

The Van Wezel Performing Arts Hall has collaborated with Sarasota County Schools in the Kennedy Center's Partners in Education program since 1997. They have supported and funded a variety of high-quality seminars and workshops for area

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teachers, teaching artists, and arts organizations and their continued partnership in the Arts Integration League and as a source of trained teaching artists.

Project Elevate also will work with USFSM and its College of Education's Center for PAInT to place pre-service teachers and serve as the project's Principal Investigators and Evaluator. PAInT's mission is to "Develop and support partnerships dedicated to preparing effective educators who will learn, lead, inspire, and transform their schools and communities in, with, and through the arts." Partnership with USFSM and its Center for PAInT will ensure that *Project Elevate* is designed to positively impact Sarasota County Schools' teachers and students, as well as its future teachers, while establishing an experimental design to produce evidence of promise.

Continuous and sustained training is essential for providing teachers with the necessary skills to regularly practice arts integrated instruction. In *Project Elevate*, the Arts Integration Specialist will meet individually with participating teachers on a weekly basis for an entire school year. This will include time for the Arts Integration Specialist to model an arts-integrated lesson with the students and later in the year, to observe the teacher implement their own arts-integrated lessons. A typical week for the Arts Integration Specialist will follow the schedule outlined in Table 6. Substitutes may also be used to provide release time for teachers to model lessons or observe teaching in another grade level. Using this approach, intensive, sustained professional development will be provided to participating teachers: over an approximately 30 week period, they will complete nearly 100% of the 90 hours (1.5 hours each week in-class and 1.5 hours each week for collaborative reflection and planning) of professional development individualized for them.

Table 6: Typical schedule for the Arts Integration Specialist during the first full year of implementation (2015-16). In following years, additional grade levels will be added and the Arts Integration Specialist will meet monthly with teachers who completed this intensive weekly training.

	Monday Atwater	Tuesday Brentwood	Wednesday	Thursday Tuttle	Friday Emma E. Booker
9:00 – 10:30am	Model lesson (2 nd grade Teacher A)	Model lesson (2 nd grade Teacher A)	Planning and lesson development at district main offices	Model lesson (2 nd grade Teacher A)	Model lesson (2 nd grade Teacher A)
10:30 – Noon	Model lesson (2 nd grade Teacher B)	Model lesson (2 nd grade Teacher B)		Model lesson (2 nd grade Teacher B)	Model lesson (2 nd grade Teacher B)
12:30 – 2:00pm	Model lesson (3 rd grade Teacher C)	Model lesson (3 rd grade Teacher C)		Model lesson (3 rd grade Teacher C)	Model lesson (3 rd grade Teacher C)
2:00- 3:30pm	Model lesson (3 rd grade Teacher D)	Model lesson (3 rd grade Teacher D)		Model lesson (3 rd grade Teacher D)	Model lesson (3 rd grade Teacher D)
3:30 – 5:00pm	Collaborative reflection and planning with teachers	Collaborative reflection and planning with teachers		Collaborative reflection and planning with teachers	Collaborative reflection and planning with teachers

As the year progresses, the Arts Integration Specialist will use GRR to shift from modeling lessons to helping teachers develop and share their own lessons which they will teach and about which they will receive feedback from their peers and the Arts Integration Specialist. Arts and pre-service teachers (levels 1-3) at the participating schools will be invited to join classroom teachers to watch lessons and participate in the reflection and planning sessions, for which they will receive a salary supplement. By

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including arts teachers, they will build stronger collaborative relationships with regular classroom teachers which can be sustained and expanded after the grant period.

Lessons will focus on English Language Arts (including Reading and Writing), Math, Science and Social Studies.

At the beginning of the year, the Arts Integration Specialist will independently develop and teach arts-integrated lessons so participating teachers understand their design and what they look like. Reflection and planning time will be used to review IFG and find and discuss digital and other resources. As the year progresses, this time will be used to collaboratively plan lessons and work through challenges. By the second semester, teachers will do the majority of the planning with guidance and support from the Arts Integration Specialist. Teachers will teach these lessons and be observed and videotaped by the Arts Integration Specialist for discussion and analysis in a lesson study format with other participating teachers using the LEARN platform. High quality teaching artists, trained by the Kennedy Center, and other community resources may be used when providing instruction. At the end of each year, the Arts Integration in Action culminating event will be held at each school to provide stakeholders such as the Steering Committee, parents, students, principal, district administrators, principal investigators as well as friends and donors, the opportunity to view teacher and student work and talk with participants about their experiences.

In the following year, the Arts Integration Specialist will shift the 2nd and 3rd grade teachers to monthly monitoring and support, and will add weekly training for one additional 2nd grade, one 3rd grade and two 4th grade teachers. In the following year, two 5th grade teachers and two 4th grade teachers will be added and in the final year two

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5th grade and one 2nd and one 3rd grade teachers will be added. After a year of monthly monitoring and support, 2nd and 3rd grade teachers who have participated in *Project Elevate* for two years will be expected to work with the Arts Integration Specialist to mentor other 2nd and 3rd grade teachers at their school or other schools. USFSM pre-service teachers will be preferentially placed with these teachers, especially level 2 and 3 interns who plan and teach in the classroom.

By training a limited number of teachers each year with deep, frequent, and high quality experiences, teachers will have the capacity and will be expected to model, collaborate, and disseminate arts-integrated instruction throughout their schools.

By the end of the project, the majority of teachers at Atwater, Brentwood, Emma E. Booker, and Tuttle Elementary Schools will be proficient in planning and providing arts-integrated instruction. Using periodic evaluation results to guide improvements, the Arts Integration Specialist then will begin work with additional district Title I Schools at the conclusion of the grant. The district will continue to work with Any Given Child Sarasota, the Van Wezel Performing Arts Hall, and USFSM to sustain successful practices identified by *Project Elevate*.

Over time, the participating Title I schools will attract teachers who want to implement arts-integration and parents will begin to preferentially choose to send their children to these schools which attract extra resources and have highly effective teachers enthusiastic about providing high-quality arts experiences.

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

Florida has adopted rigorous standards which are designed to prepare students for graduation and college or careers. Based on the Common Core State Standards, Florida's new English Language Arts (ELA, including Reading and Writing) and Mathematics standards are rigorous and provide students with more time to develop critical thinking skills by responding to higher Depth of Knowledge questions and problems. In ELA, students read complex fiction and non-fiction texts, and in mathematics, students focus more deeply on fewer standards which build in complexity as they progress through school.

Standards in other subjects, including Science, were developed by Florida educators, and are known as the Next Generation Sunshine State Standards (NGSSS). NGSSS standards also have been developed for Dance, Music, Theatre and Visual Arts, and were adopted in December 2010. These rigorous arts standards center on Big Ideas which cross grade levels and arts subjects, and include: Critical Thinking and Reflection; Skills, Techniques, and Processes; Organizational Structure; Historical and Global Connections; and Innovation, Technology, and the Future. Standards and benchmarks include connections to core academic content. For example, the second grade standards include benchmarks for students to: "Create a musical performance that brings a story or poem to life" (MU.2.F.1.1) and "Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts" (MU.2.H.3.1). Access points for each Big Idea allow participation by students with cognitive disabilities, ensuring that students with significant challenges are included in arts instruction.

All lessons and materials created for *Project Elevate* will be aligned with these rigorous standards. Integrating arts instruction with core content means that several standards can be addressed simultaneously. As noted earlier, arts integration has been shown to be engaging and motivating for both students and teachers, and can be used as instructional strategies to meet What Works Clearinghouse recommendations. These strategies have been shown to have positive impact on student academic achievement by helping students grasp complex concepts, think critically and use background knowledge to inform new learning.

Using arts also will help address the special needs of SWD and ELL. The arts use hands-on, context-rich instruction which scaffolds and supports ELL and SWD to better grasp complex, abstract concepts.

4. Quality of the Project Personnel

- a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

The Any Given Child Sarasota Program Director will create a *Project Elevate* Steering Committee charged with oversight of this project. Participants will consist of representatives of community arts organizations, and may include the Van Wezel Performing Arts Hall, Ringling Museum, Arts and Cultural Alliance of Sarasota County, and the Ringling College of Art and Design. In addition, representatives from the Curriculum and Instruction and Professional Development Departments and several teachers and parents will be asked to serve, and the district will make a strong effort to

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include representatives from groups which have been traditionally underserved, but who reflect the diversity of the schools served by *Project Elevate*. The district will actively encourage applications for the new positions from those from underrepresented groups. Similarly, teaching artists with diverse and representative backgrounds will be encouraged to join in project activities and lessons.

b) The qualifications, including relevant training and experience, of key project personnel.

Project Director: Brian Hersh, Director of Any Given Child Sarasota

Mr. Hersh served on the Any Given Child Community Arts Team (CAT) while he was the Education and Outreach Director of the Asolo Repertory Theatre, the largest professional theatre in Florida. As a CAT member, he helped shape the vision for Any Given Child Sarasota. While at Asolo Rep, he created a touring program which brought classic theatre with modern style to the Sarasota-Manatee community. Artists from Tallahassee to Miami participated and attendance tripled to 20,000 within the first three years of the program. Previously, Mr. Hersh worked at Lincoln Center for the Performing Arts where he oversaw the Meet-the-Artist School Series. Mr. Hersh worked with partners to create a vision for *Project Elevate* and build strong relationships with partnering organizations, and will continue to guide the project to ensure deep and impactful implementation of arts integration. Mr. Hersh will devote 10% of his time to *Project Elevate* and will continue to raise funds to ensure stability and sustainability of the project. Mr. Hersh's resume is attached.

Program Manager:

The Program Manager will be responsible for administering *Project Elevate's* budget, coordinating all schedules and meetings, creating and distributing agendas and meeting notes, arranging substitute teachers when needed, and tracking expenses and ensuring vendors and contracts are established and invoices are paid. The Program Manager also will plan the Arts Integration League's professional development series by working with the Any Given Child Sarasota Program Director and the Van Wezel. Internal and external communication will be shaped by the Program Manager who will work with staff, partners, friends and program donors.

Applicants from underrepresented groups will be encouraged to apply. Successful candidates will have a minimum of five years of experience in program management, preferably arts administration and arts education. The Program Manager will be extremely organized and have skill with budget management and a proven record of providing clear and direct communication with individuals and groups. The Program Manager must be able to make decisions independently yet work collaboratively with various partners, teachers, and administrators and be a highly effective user of technology.

Arts Integration Specialist (AIS):

The Arts Integration Specialist, a certified teacher on special assignment (TOSA) with at least five years of arts integrated instruction experience as demonstrated by a portfolio and principal recommendation, will create the arts-integrated lesson plans, lesson design models, observation templates and guided reflection plans. To be successful, a candidate will have command of technology and be able to guide teachers in how to use digital tools. To meet the identified need for drama and movement, the

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Arts Integration Specialist should have experience teaching these, and must be an expert facilitator who is comfortable leading groups of adults as well as instructing elementary school students. She/he must have the ability to work both collaboratively and independently. Applicants from underrepresented groups will be encouraged to apply.

Arts Curriculum Specialist: Angela Hartvigsen

Ms. Hartvigsen was named Fine Arts Program Specialist for Sarasota County Schools in 2009. As a certified teacher, she taught music for 18 years and created integrated arts units which were presented at the national conference of Network of Arts Schools. She served on the writing team for state music assessment, was selected for leadership training by Florida Music Educators Association and in 2010 served on the Music Writing Team of the Next Generation Sunshine State Standards for the Arts. She was named one of 50 Yale University Distinguished Music Educators. A violinist, she received her bachelor's degree from Florida State University and a master's degree from Colorado State University in music education. Ms. Hartvigsen currently manages the EdExploreSRQ.com website and was primarily responsible for creating the district's arts Instructional Focus Guides. Her resume is attached.

Ms. Hartvigsen will devote approximately 5% of her time to *Project Elevate* to work with the new Arts Integration Specialist to create arts-integrated lessons which address both core content and arts standards. Ms. Hartvigsen will serve as the bridge to the curriculum specialists in other content areas, and will be instrumental in identifying additional needs within the academic community and to identify schools into which to expand and to identify teachers willing to participate in future cohort training.

Administrative Assistant/Bookkeeper:

The district's existing Administrative Assistant/Bookkeeper for the Curriculum and Instruction Department will contribute 5% of her time to *Project Elevate* to ensure that contracts with outside teaching artists and the Evaluator are executed properly and that all purchases, expenses and employee timesheets meet district and Federal requirements. This person will work with the Grants and Finance Departments to ensure records are properly managed and that any reports or deliverables are submitted on time. If additional clerical assistance is needed, the project has budgeted funds for temporary clerical support.

Data Analyst:

An experienced analyst in Sarasota County Schools' Research, Assessment and Evaluation Department will be paid for overtime hours to work with the Program Manager and Principal Investigators to collect and analyze student achievement and other data available in the district's information systems. These hours will supplement, not supplant, the Data Analyst's regular work and hours.

c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Principal Investigators (PI): Drs. Brianne L. Reck, Janet King and Bonnie Jones

Dr. Brianne L. Reck serves as Senior Fellow and Executive Director of the USF Sarasota-Manatee Center for Partnerships in Arts Integrated Teaching (PAInT), and chairs the Educational Leadership and Online Programs Curriculum Area. As Senior Fellow she led the research and advocacy efforts of the Center for PAInT and oversees

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all grant funded projects. A former middle school teacher and administrator, and a graduate of University of Virginia, in her fifteen years in higher education Dr. Reck has worked extensively with local school districts to develop district/university partnerships, to foster teacher leadership and to support student learning. Her teaching and scholarship address models of supervision and development that enhance teacher effectiveness in the integration of the arts and the creation of effective learning environments and opportunities for traditionally under-represented populations. She has extensive grant development and evaluation experience.

Dr. Janet King currently works with graduate and undergraduate pre-service teachers as the Coordinator of Clinical Education for the College of Education at the University of South Florida Sarasota-Manatee. Over the course of her career, she has held a variety of positions, all related to education. In addition to public school teaching, she has many years' experience working with program evaluation and professional development. Her area of expertise is performance improvement, which involves analysis and evaluation of current performance and recommendations for improvement. Her work with pre-service interns and mentor teacher combines her interests in elementary education and performance improvement.

Dr. Bonnie Jones has devoted 40 years as an educator promoting student success in the public schools, four state universities, and a medical school. Currently the Assistant Vice President for Institutional Research & Effectiveness at the University of South Florida Sarasota-Manatee, Dr. Jones has published 18 peer-reviewed journal articles and presented at over 38 professional conferences, primarily on institutional effectiveness and student success. Dr. Jones received her bachelor's degree from

Miami University and completed graduate work at Kent State University, earning a master’s degree in educational administration and a Ph.D. in educational foundations - educational psychology.

5. Quality of the Management Plan

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

Key personnel have collaborated to identify key steps in the process, as well as the person responsible and adequate timelines to allow for success, as shown in the following table.

Table 7: Project timeline including activities and person responsible for the activity.

Date	Activity	Person Responsible
October 2014 – February 2015	Introduction to arts integration workshop at participating schools Create Steering Committee	Any Given Child Sarasota Project Director (AGCS-PD) and Arts Curriculum Specialist (ACS)
March 2015	Post opening for Arts Integration Specialist (AIS) and Program Manager	AGCS-PD, Steering Cte. and District Admin.
March 2015	Quarterly budget and program implementation review, and PI report	Program Manager (PM), AGCS-PD, PI, Steering Committee
April 2015	Solicit applications and select teachers to participate in first Cohort Plan for arts integration summer training for participating teachers	AGCS-PD with participating elementary school principals

May 2015	Establish baseline data for evaluation metrics	USFSM PI and AGCS-PD
June 2015	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.
June 2015	Provide three-day Arts Integration League to participating teachers Document initial responses from participating teachers	AGCS-PD, PM, Van Wezel
July 2015	Arts Integration Specialist and Program Manager begin	Reports to AGCS-PD
August-October 2015	School begins and daily integrated arts-instructional coaching begins with selected 2 nd and 3 rd grade teachers at participating schools (Cohort 1) Document early student interactions	Arts Integration Specialist (AIS) and PM
Sept. 2015	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.
November – December 2015	Intensive training workshops to prepare for teacher implementation. Weekly modeling and reflection continues	AIS
Dec. 2015	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.
January – March 2016	Visits alternate weekly between modeling and observation. Reflection and planning continues. Arts Integration League continues	AIS, PM
March 2016	Professional Day check-in sessions and training	AIS and PM with AGCS-PD
March 2016	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.

April – May 2016	Modeling and observations continue Identification of additional participants for next school year	PM leads process with AIS and AGCS-PD
May 2016	Arts Integration In Action (culminating event at each school) public sharing of with Steering Committee, community, district administrators, evaluators	AIS with PM
June 2016	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.
June 2016	Debrief with participating teachers Use evaluation results to revise program for next year Hold summer Arts Integration workshop for new participants (Cohort 2)	AIS, PM, AGCS-PD and USFSM Principal Investigators, Steering Committee
August – October 2016	Cohort 1: Collaborative planning and reflection Cohort 2: With start of school year, begin modeling Observations begin Collaborative planning and reflection	AIS
Sept. 2016	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.
November – December 2016	Cohort 1: Check-in sessions Intermittent observation Cohort 2: Intensive training Modeling and reflection continues	AIS
Dec. 2016	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.

January – March 2017	Cohort 1: Monthly reflection & planning with cohort 2 Cohort 2: Visits alternate weekly between modeling and observation Reflection and planning continues	AIS
March 2017	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.
March 2017	Professional Day check-in with cohorts 1 and 2	AIS with PM and AGCS-PD
April – May 2017	Modeling and observation continue Identify participants for next school year Consider interest and required resources to expand into additional schools	PM leads process with AIS and AGCS-PM
May 2016	Arts Integration In Action -culminating event	AIS with PM
June 2017	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.
June 2017	Debrief with participating teachers Use evaluation results to revise program for next year Hold summer Arts Integration workshop for new participants	AIS, PM, AGCS-PD and USFSM Principal Investigators, Steering Committee
August – October 2017	Cohort 2: Collaborative planning and reflection Cohort 3: With start of school year, begin modeling Observations begin Collaborative planning and reflection	AIS
Sept. 2017	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.

November – December 2017	Cohort 2: Check-in sessions Intermittent observation Cohort 3: Intensive training Modeling and reflection continues	AIS
Dec. 2017	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.
January – March 2018	Cohort 2: Monthly reflection and planning Cohort 3: Visits alternate weekly between modeling and observation Reflection and planning continues	AIS
March 2018	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.
March 2018	Professional Day check-in with cohorts 2 and 3	AIS with PM and AGCS-PD
April – May 2018	Modeling and observation continue Identify participants for next school year Consider interest and required resources to expand into additional schools	PM leads process with AIS and AGCS-PD
May 2016	Arts Integration In Action -culminating event	AIS with PM
June 2018	Debrief with participating teachers Use evaluation results to revise program Hold summer Arts Integration workshop for new participants	AIS, PM, AGCS-PD and USFSM Principal Investigators, Steering Committee
June 2018	Quarterly budget and program implementation review, and PI report	PM, AGCS-PD, PI, Steering Cte.

July - September 2018	Work with evaluator to produce final summative program report, including progress towards objectives, desired outcomes and goals	AIS, PM, AGCS-PD and USFSM Principal Investigators
August – October 2018	Cohort 3: Collaborative planning and reflection Cohort 4: With start of school year, begin modeling Observations begin Collaborative planning and reflection	AIS
Sept. 2018	Final budget and program implementation review, PI report and wrap-up	PM, AGCS-PD, PI, Steering Cte.

The most critical milestones will be when each teacher in each cohort moves from observer to co-teaching to creating and leading their own arts integrated lessons which can be big steps for teachers who previously had no experience with arts-integrated lesson design. The Arts Integration Specialist and Program Manager will work closely with teachers to make sure each feels confident in transitioning from one phase to another. The GRR process also will be closely monitored to ensure it is implemented with fidelity.

A large part of the Project Manager’s time will be spent monitoring the project budget and making sure spending is not happening too quickly or slowly that aspects of the project are being left unaccomplished. The Project Manager and the Any Given Child Sarasota Director will meet quarterly to review budget reports to track expenses and ensure the project is on time and within budget.

b) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Key project personnel recognize the promise of arts-integrated instruction in improving student performance in local Title I schools, and are determined to make *Project Elevate* a success. Existing personnel are ready to contribute their time and efforts to the project in the following ways:

Table 8: Contributions and responsibilities of key *Project Elevate* personnel.

Person	Contributions and Responsibilities	Time Committed
Steering Committee	Provide insight and feedback on a quarterly basis. Ensure program goals are on track and help problem solve if challenges arise	50+ hours per year
Any Given Child Sarasota Project Director	Oversee entire project. Build relationships within schools and community to support the vision of <i>Project Elevate</i>	200+ hours/ year
Principal Investigators/ Evaluators	Oversee the Evaluation process and coordinate efforts with Program Manager and AGCS-Program Director	500+ hours/ year
Program Manager	Lead grant compliance, budget control, and project implementation. Manage internal and external communications affiliated with the project and directly supervise programming schedule	100% of time devoted to this project
Arts Integration Specialist	Plan arts integrated instruction training. Create lesson plan models and coordinate reflection and collaborative planning efforts. Update Program Manager and Director on implementation	100% of time devoted to this project

Arts Curriculum Specialist	Help launch the project and ensures arts integrated instruction balances core subject areas with arts disciplines in lesson plan models. Continuously collaborate on arts integrated approaches of instruction	90+ hours/ year
Administrative Assistant/ Bookkeeper	Handle payment requests and account transfers regarding project expenses	90+ hours/ year
School Principals	Work with teachers and program staff to learn how to identify high-quality arts-integrated instruction and promote it within the school	40+ hours/ year
Director of Professional Development	Work with program staff to ensure quality of programming and alignment with the district's professional development plan	40+ hours/ year
Director of Curriculum and Instruction	Work with program staff to ensure alignment with district's curricular goals and projects	40+ hours/ year

Project Elevate will have adequate human resources with two full time employees wholly devoted to it plus the additional assistance of existing staff to guide curricular, budgetary and implementation issues.

c) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The evaluation process incorporates regular feedback monitoring and information will be shared quarterly with the Steering Committee, Any Given Child Sarasota Project Director and Program Manager who will make necessary changes to project

implementation. Throughout the project, work samples will be recorded and posted to LEARN by the teachers and Program Manager which will also be reviewable to track program status and allow for continuous feedback. The Any Given Child Director will meet monthly as a team with the Program Manager and Arts Integration Specialist to ensure smooth progress of project activities and ensure implementation with fidelity.

6. Quality of the Project Evaluation

- a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

The evaluation framework is based upon and guided by *Project Elevate's* objectives and competitive priority. The quality of the project evaluation includes both formative and summative objective measurement of the performance measures identified in the project goals: student academic performance and learning engagement and teacher increased use of arts-integrated activities in their instructional practice. In addition, data will be gathered to assess the competitive priority, the use of high-quality digital tools by teachers (technology). Data will be gathered at periodic and routine times and from a variety of sources. Both quantitative measures (such as student academic achievement as determined by state and district mandated assessments) and more qualitative measures, such as teacher and student surveys regarding arts-integration and its perceived impact on engagement will be collected, analyzed, and reviewed with the project team. The evaluation team also will collect attendance sheets from weekly training sessions to determine the percentage of teachers participating who receive professional development that is sustained and intensive as defined by the

solicitation notice (**GRPA Measure 1:** The percentage of participating teachers who complete 40 hours of professional development and 75% of the total number of professional development hours offered over a period of six or more months).

Student academic achievement data will include relevant statewide-standardized test data, depending upon grade level, as well as classroom and school level performance measures which will be collected at periodic and routine intervals. Student achievement also will be measured through teacher observations using collaboratively developed instruments and rubrics for authentic performance assessment and to assess qualitative data. Assessments will be aligned to applicable state standards to address the three critical aspects of student work: content, process and product. The evaluators will rely on extant data sources and standardized measures identified by the district and state. Student engagement will be assessed through standard measures of student attendance, behavior data, classroom observation, and teacher assessment. Specific tools will be identified and/or developed in collaboration with the project team and aligned with district, state, and national standards.

Written evaluations will be provided periodically during the course of the project to all stakeholders, with a final evaluation produced at the project's conclusion. The project evaluation framework will address five critical areas identified by Guskey (2000)¹³. The following tables outline the alignment of the evaluation levels with the performance measures, the collection methods, collection frequency, and use of the data, and are organized according to the two objectives and the competitive priority.

¹³ Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

Objective 1: Students will improve academic performance and learning engagement through consistent and sequential arts-integrated experiences.				
Level of Evaluation*	Performance Measures	Collection Methods (mixed methods)	Collection frequency (periodic and routine)	Data use (formative and summative)
Student reactions	Student surveys, creations/performances Student reflections	Student attitude survey Classroom observations Teacher feedback	Baseline measures (formative), Ongoing measures	Comparison at various stages of project
Organization support and change	Administrator survey School extant data – school and specific grade level data (notes, meeting agenda, site based plans, etc.) Stakeholder feedback	Survey, structured interviews Parent survey	Baseline data followed by annual surveys and structured interviews	Assess stakeholder perceptions of impact of arts integration on learning
Students’ use of new knowledge and skills	Annual arts-integrated culminating activity Participant portfolios Direct observation	Participation level Classroom observation Multiple observers	Participant portfolios Direct observation Cohort comparisons	Annual, end of project
Student learning outcomes	District student academic achievement data Measures of student engagement (student attendance, behavior data, classroom observation, and teacher assessment) Classroom assessments	Individual teacher assessment data District data reports on academic achievement; comparison with control groups	As appropriate, at least one per month	Consider classroom and grade level impacts of arts integrated instruction; drive review of professional development activities

*Format of the table adapted from Guskey’s criteria for “Evaluating Professional Development,” 2002.

Objective 2: Teachers will consistently, sequentially, and continuously integrate arts into their instructional practice.				
Level of Evaluation*	Performance measures	Collection methods (mixed methods)	Collection frequency (periodic and routine)	Data Use (formative and summative)
Teacher reactions	Teacher survey regarding attitudes and dispositions regarding arts integration Arts curriculum specialist observation data	Participant survey regarding attitudes and dispositions regarding arts integration Classroom observations	Baseline Ongoing, after each PD activity	Baseline data used to select participants? Post activity to drive instruction and PD experiences
Teacher learning outcomes	Participant survey regarding current level of knowledge and skills and content knowledge about arts and arts integrated instruction (GPRA Measure 2) Lesson plan analysis	Participant reflections, Focus groups PLC discussions	Baseline data collected prior to project, formative data collected throughout project, Summative report	Assess progress toward goals
Organization support and change	Administrator survey and extant data – grade level and school wide measures (notes, meeting agenda, site based plans, etc.) Policy changes, action plans and strategic plans Feedback from project staff	Structured interviews Survey, interview teachers (within and outside of project) about support and facilitation of arts integration Structured interviews and focus groups	Annually with administrators, teachers and peer teachers	Annually to inform future organizational support
Teachers' use of new knowledge and skills	Participation level Observation data Participant portfolios	Direct observations (video and audio recordings)	Routinely – schedule should be set during planning stage with input from project staff	Formative assessment data (ex.: observations, peer reviews from PLC discussions) Cohort comparisons Annual, end of project

*Format of the table adapted from Guskey's criteria for "Evaluating Professional Development," 2002.

Competitive Priority: Technology				
Level of Evaluation*	Performance measures	Collection methods (mixed methods)	Collection frequency (periodic and routine)	Data Use (formative and summative)
Teacher reactions	Teacher surveys re. professional development and technology use	Participant surveys PLC usage data (login, time on Blackboard, etc.)	Ongoing, after each PD activity	Post activity to drive instruction and PD experiences
Teacher learning outcomes	Participant reflections, Focus groups PLC discussions	Baseline data collected prior to project, formative data collected throughout project, summative report	Continual	Assess progress toward goals
Organization support and change	Feedback from project staff	Discussion board conversations – seeded discussions responses	Continual	Monitor use of technology to increase collaboration
Teachers' use of new knowledge and skills	Participation level Measures of student achievement	Observation and evaluation data (state and district assessment system measures), and video and audio tapes Data from grade level and classroom assessments	Continual – schedule to be determined during planning phase	Formative assessment data (ex.: observations, peer reviews from PLC discussions) Annual, end of project summative report

*Format of the table adapted from Guskey's criteria for "Evaluating Professional Development," 2002.

b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The work of the outside evaluation team will include an iterative dialogue with project staff, school personnel and participants throughout the course of the project to adjust and refine the implementation of the project and to develop a logic model and theory of change related to project goals and objectives. By using a participatory, capacity building evaluation approach designed to document program implementation and track the progress toward the essential outcomes, the project team can work toward building a sustainable framework for arts-integrated instruction across the district.¹⁴ Participatory capacity building evaluation, or empowerment evaluation, as described by Fetterman (1996)¹⁵, King and Volkov (2005)¹⁶ and others provides the advantage of engaging techniques and findings to foster both organizational and individual improvement and self-determination.

The project's evaluation capacity will be built through regular "reflection meetings" and analysis of formative data to identify evidence of progress and challenges, to refine and improve internal data collection related to the delivery of arts integrated instruction, and to develop reflection/evaluation expectations for the classroom teachers, arts integration specialists, administrators, and project staff. Building this internal evaluation capacity over the course of the project implementation

¹⁴ Compton, D., Baizerman, M., & Stockdill, S. (2002). The art, craft, and science of evaluation capacity building. *New Directions for Evaluation*, 93.

¹⁵ Fetterman, D.M., Kaftarian, S.J., & Wandersman, A. eds. (1996). *Empowerment evaluation: Knowledge and tools for self-assessment and accountability*. Thousand Oaks, CA: Sage Publications Inc.

¹⁶ King, J.A., & Volkov, B. (2005). A framework for building evaluation capacity based on experiences in three organizations. *CURA Reporter*, 35(3), 10-16.

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will support the sustainability of the arts integration processes and will establish a reflection-oriented growth model.

The evaluation team will use a mixed-methods approach to assess and evaluate the implementation and effectiveness of *Project Elevate*, using quantitative data augmented by qualitative data to measure impact and generate formative and summative data. In a holistic and comprehensive effort to gather evidence of growth and change attributable to the development efforts, data will be collected on organizational levels including students, teachers, administrators, and other stakeholders. In a quasi-experimental matched comparison between schools with similar demographics and characteristics and achievement data (see chart of comparison schools) we will collect data so that any changes in teacher proficiency and student achievement data at the participating schools may be more strongly correlated with the project implementation than might be possible without comparison group analysis. Longitudinal assessment of student achievement and engagement, and teacher proficiency will be developed to enable the district to measure impact of the project beyond the initial implementation period.

Teacher efficacy in and dispositions towards delivering arts integrated instruction will be measured using professional development pre/post surveys, ongoing reflection, classroom observation, and student performance data.

c) The extent to which the methods of evaluation will, if well-implemented, produce evidence of promise.

The collaborative and participatory nature of the evaluation design and the rich qualitative and quantitative data generated by the selected tools and measures will

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establish a platform for the development of a replicable model of professional development to support arts integrated instruction. The multiple levels of the evaluation defined by the framework and the simultaneous focus on student and teacher growth and learning outcomes are calculated to provide insight into the ways in which resources may be used to leverage growth and change in instruction. The evaluation is designed to measure teacher change in terms of both dispositions and practice, and in terms of both process and product. The evaluation and the collaboratively developed measures and tools will provide a foundation for assessing teacher effectiveness. While learner outcomes in arts integration can be challenging to measure through traditional standardized measures, in this project we seek to augment such quantitative data with qualitative data that will help us develop a more robust understanding of the impact of arts integration on student learning.

The study design will allow *Project Elevate* to establish strong evidence of promise for its method of providing intensive and sustained professional development to teachers by embedding an instructional coach in classrooms. Individual teachers will be selected to participate based on principal recommendation and individual teacher motivation, and diversity which reflects the schools' makeup will be sought. Using baseline results from evaluation tools such as surveys and student growth measures, participating teachers will be matched with similar teachers to provide a control group with baseline equivalence. As much as possible, students will be randomly assigned to participating teachers' classrooms. Baseline equivalence for the experimental and control groups in the analytic sample will be established in terms of demographics, academics, behaviors and attitudes by comparing those students in participating

Elevate with Arts Integration (Project Elevate)

classrooms with similar students in non-participating classrooms at the same school. In addition, these schools as a whole will be compared with other schools with similar demographics and overall academic achievement. This quasi-experimental design identifies the control group which is similar to the treatment group in important and measurable respects and will meet the What Works Clearinghouse Evidence Standards with Reservations. The principal investigators expect that experimental results will prove the model is an effective way of meeting the project's objectives to help teachers to consistently, sequentially, and continuously integrate arts into their instructional practice as a way to improve student academic performance and learning engagement.

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The Kennedy Center

THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS



WASHINGTON, D.C. 20566-0001
202 416-8000
FAX 202 416-8205

May 12, 2014

Mr. Brian Hersh
Sarasota County Schools
1960 Landings Blvd.
Sarasota, FL 34231

Dear Mr. Hersh,

The John F. Kennedy Center for the Performing Arts has had a special connection with Sarasota and Sarasota County Schools. Since 1997 Sarasota has been affiliated in our Partners in Education program and in 2011, Sarasota was selected as an *Any Given Child* Community. The mission of the Kennedy Center's *Any Given Child* initiative is to assist communities in developing a strategic plan for expanded arts education, ensuring access and equity for all students. The mission of Partners in Education is to foster partnerships among arts organizations, schools, and communities.

The Kennedy Center is honored to work with Sarasota and Sarasota County Schools, in large part because of the strength of existing arts programs, the education network, and support from the corporate and philanthropic communities.

For over three decades, the Kennedy Center has developed best practices and theories devoted to the professional development of teachers in arts education—particularly arts integrated instruction. The Kennedy Center commits support to Sarasota County Schools and Project Elevate by providing access to the following resources:

- An extensive roster of highly qualified master teaching artists
- A catalog of field tested arts integration workshops and courses
- A guiding philosophy and definition of arts integration
- Access to the Kennedy Center's National Partnerships conferences such as the *Any Given Child* Exchange, Partners in Education Annual Meeting, and Arts Integration Conference
- Support and guidance for implementing and sustaining arts integration

Since 1997, the Sarasota has built a program that has become a model in the field of arts education for the region. Kennedy Center partners in the region have worked to create a program that assists teachers to learn in, through and about the arts, and have forged working collaborations with a number of local organizations sharing their vision. The Kennedy Center is proud to continue to support the work of Sarasota County Schools and Project Elevate.

Sincerely,

Barbara Shepherd
Director, National Partnerships



May 13, 2014

Mr. Brian Hersh
Sarasota County Schools
1960 Landings Blvd.
Sarasota, FL 34231

Dear Mr. Hersh,

The **University of South Florida Sarasota-Manatee (USFSM)**, also known as **USF Sarasota-Manatee**, is a separately accredited, four-year institution in the University of South Florida System, which comprises USF Tampa and USF St. Petersburg (USFSP).

USFSM was established in 1975 as a regional campus of the University of South Florida and gained separate accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees in June, 2011. Overall, USFSM serves students from Sarasota, Manatee, Charlotte and DeSoto counties.

USFSM College of Education is a trailblazer in regional, national and international education, particularly undergraduate and graduate teacher education and educational leadership. The College's programs are taking a powerful and innovative direction by connecting the science of education to the inspiration and lessons that are found in the arts. The Center of Partnerships for Arts-Integrated Teaching (PAInT) brings together faculty from across disciplines to integrate critical and creative literacy into teaching. It is bold, exciting, and provocative, with far-reaching influence on educational success.

The significant artistic resources that naturally reside in our community are being harnessed so that future educators can learn how, when and where to integrate the arts into their teaching methods. By incorporating all the various forms of art – literary, visual and performing – into the daily program of school children, teachers can leverage the power of learning for their students.

We are thrilled to commit our partnership with Sarasota County Schools and Any Given Child Sarasota to advance "Elevate with Arts Integration."

As a partner in this project USFSM commits to Evaluate Project Elevate by:

- Creating measurements to gauge proficiency of teachers practicing arts integrated instruction
- Creating a tool to measure student engagement through arts integration
- Identifying teacher and administrator attitudes of arts integration
- Assessing student achievement and teacher performance

OFFICE OF THE REGIONAL VICE CHANCELLOR FOR ACADEMIC AND STUDENT AFFAIRS
University of South Florida Sarasota-Manatee • 8350 N. Tamiami Trail, SMC C337 • Sarasota, FL 34243
(941) 359-4504 • Fax (941) 359-4298 • www.usfsm.edu

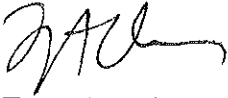
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Mr. Brian Hersh
May 13, 2014
Page 2

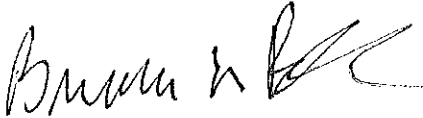
- Monitoring progression and implementation of arts integrated professional development

We look forward to working with Sarasota County Schools in Project Elevate.

Sincerely,



Terry A. Osborn, Ph.D.
Regional Vice Chancellor
for Academic and Student Affairs



Brianne L. Reck, Ph.D.
Executive Director
Center for Partnerships in Arts Integrated Teaching

The City of Sarasota's
VAN WEZEL
PERFORMING ARTS HALL

May 12th, 2014

Mr. Brian Hersh
Sarasota County Schools
1960 Landings Blvd.
Sarasota, FL 34231

Dear Mr. Hersh,

The landmark Van Wezel Performing Arts Hall has been entertaining audiences in Sarasota with a variety of music, dance, theater and comedy for more than 42 years.

Built in 1968 with funds from a city bond referendum and a bequest from philanthropists Lewis and Eugenia Van Wezel, the Van Wezel opened its doors in 1970 with a production of Fiddler on the Roof. Since then, the Hall has remained the crown jewel in Sarasota's crown, presenting the finest in Broadway, Classical, Dance, and Variety.

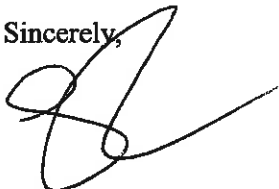
The Van Wezel's Education & Outreach programs have also touched the community, reaching out to everyone from toddlers to senior citizens. The Van Wezel is entering its 18th year as a partner with the Sarasota County Schools through the prestigious John F. Kennedy Center's Partners in Education Program. As you know this partnership provides professional development workshops for teachers and is extend its reach and impact through collaboration with Any Given, namely the Arts Integration League. The League is an extensive series of arts integrated workshops for select teams of teachers from Sarasota County Schools.

We are thrilled to commit our partnership with Sarasota County Schools and Any Given Child Sarasota to advance "Elevate with Arts Integration." As a partner in this project the Van Wezel Performing Arts Hall will plan arts integration workshops for teachers involved in Project Elevate as well as the arts specialists in each of the partnering schools as a part of their professional development work, serving the Arts Integration League. Teachers participating in the Arts Integration League will:

- 1) Develop proficiency in arts integrated instruction
- 2) Use arts integration with higher frequency in their classroom
- 3) Learn to effectively model and share arts integrated lessons

The Van Wezel Performing Arts looks forward to continue working with Sarasota County Schools in Project Elevate to advance arts integrated instruction.

Sincerely,



Kelli Bragdon
Director of Education & Community Engagement

Brian M. Hersh

735 Forestview Drive, Sarasota, FL 34232

Phone: 941-539-1868 / e-mail: bmhersh@gmail.com

Arts Administration Experience

Sarasota County Schools, Sarasota, FL, May 2013 – Present

Program Director, Any Given Child

- Oversees and provides leadership in the development, implementation, and coordination of all project activities for Any Given Child Sarasota.
- Serves as the liaison between the school system, The Kennedy Center for the Performing Arts, local arts organizations, universities, foundations and the community at large.
- Directs efforts to provide arts education experiences for students and families at arts organizations, cultural sites, and in community settings.
- Develops public relations and advocacy programs that demonstrate the impact and importance of arts education programs.
- Coordinates with district and school staff in the design and implementation of professional development in arts education for Sarasota County Schools.
- Identifies potential funding sources and directs efforts to raise project funds.
- Develops and expands beneficial contacts with national, state and local arts organizations and individuals who may be interested in financially supporting the AGC project.
- Works to leverage assets and the equitable distribution of existing arts education resources for all students in Sarasota County Schools.
- Ensures consistent branding and messaging for the Any Given Child Initiative.
- Provides leadership and guidance in the implementation of the AGC strategic plan.

Asolo Repertory Theatre, Sarasota, FL, January 2008 – May 2013

Education & Outreach Director

- Develop and execute overall education plan that supports the organization's mission, cultivates future audiences, and incorporates current education trends/research, and serves current patrons.
- Supervise implementation of all departmental programs including Access to the Arts, New Stages Tour, Kaleidoscope, Student Journalism, documentary theatre as outreach, and various discussion series.
- Develop and supervise the education budget. Devise most effective use of personnel and material resources. Review budget on monthly basis and make adjustments and forecasts as required.
- Develop marketing/PR plan for education programs in partnership with marketing department.
- Supervise the creation and distribution of all education publications and promotional materials.
- Assist in grant writing, reporting, and research in partnership with development department.
- Attend and prepare education reports for monthly board meetings.
- Participate in the long-range planning in order to meet the expanding needs of a growing institution.
- Liaise with other cultural institutions in the region for enhancement of programs and flow of information.
- Maintain and build network with partner organizations and area schools.

Arts & Cultural Alliance of Sarasota County, Sarasota, FL, September 2007 – February 2008

Education Consultant

- Reviewed and assessed artist-in-residence program.
- Connected with other residency programs throughout the nation and region to determine relevant models.
- Presented final report and recommendation to the Board of Directors.
- Final report is still referenced as the Alliance is currently rebuilding its Teaching Artist program.

Lincoln Center for the Performing Arts, Inc., New York, NY, July 2002 – August 2007

Assistant Director, Visitors Services, July 2007-August 2007

Manager, Visitors Services, July 2005-June 2007

Booking Coordinator, Visitors Services, July 2002-June 2005

- Managed Meet the Artist School Series, custom programs, master classes, and guided tours.
- Planned season performances and continually develop ideas for future programming.
- Handled production and logistics for performances and events, including hiring of artists.
- Researched and implemented opportunities to attract and build audiences.
- Tracked departmental expenses and payments from teachers, school administrators, and travel operators.
- Communicated with teachers and clients to ensure smooth and engaging experiences.

American Music Center, New York, NY, February 2000 – July 2002

Administrative Coordinator

- Organized schedule and provided support for the Executive Director
- Answered and directed general inquiries
- Facilitated membership mailings
- Managed logistics for Board meetings

**Performance
Experience**

Sarasota Talk Radio, January 2012 – Present

Hosts a weekly radio talk show dedicated to covering Sarasota's vibrant arts scene.

Sarasota Concert Band, Fall 2007 – Winter 2008

Served as section leader of community/semi-professional concert band.

Freelancer

Percussionist/Drummer

Performed with various musicians including singer/songwriters, rock bands, and chamber music ensembles.

Percussionist/Drummer, DePauw University, 1995 – 1999

Performed in the Symphony Orchestra, Chamber Orchestra (toured Austria, Czech Republic and Japan), Concert Band, Jazz Band, Jazz Combos, and Percussion Ensemble.

**Volunteer
Experience**

DePauw University New York Alumni Council, New York, New York, Fall 2003 – 2007

Council Member

Advised and planned events for alumni in the New York metropolitan area; organized annual alumni community service project. Coordinated networking and professional development opportunities between School of Music alumni and undergraduate students.

Big Brothers Big Sisters of New York, New York, New York, March 2001 – December 2006

Volunteer

Provided one-to-one mentoring for an at-risk teen; coordinated and advised first annual talent show; featured speaker at street renaming to commemorate the BBBS centennial.

Education

Bachelor of Musical Arts, 1999, DePauw University, Greencastle, Indiana

Major: Music with an influence in Communications

Angela Hartvigsen

2629 Belvoir Blvd., Sarasota, FL 34237

Home 941-366-6251/cell 941-726-1633

angela.hartvigsen@sarasotacountyschools.net

Profile

A National Board Certified arts leader and educator with an exemplary music teaching career of 22 years teaching elementary, middle, high and college levels and extensive curriculum/assessment and arts integration experience. Currently serves as the Fine Arts Curriculum Specialist for the Sarasota County Schools. A passionate, energetic advocate for the arts with an active community arts background, effective interpersonal skills successful grant writing history and strong professional musical skills.

- Knowledgeable presenter and advocate of integration of the arts across the core curricula.
- Active history of curriculum writing/revising and assessment writing in Sarasota County and the state of Florida.
- Co-chair of Sarasota's Community/Schools Partnership for the Arts Steering Committee and active attendee of numerous arts related conferences and summits.
- Nationally Board Certified Teacher.
- Gifted grant writer who has earned over \$20,000 in grant funds since 2002 for a variety of artistically based grant projects.
- Holds Master of Music Degree in Violin Performance and Bachelor of Music Education Degree.

Education and Certifications

National Board Certification: Music/Early Adolescence through Young Adulthood 2008

Master of Music, Violin Performance, Colorado State University 1993-1995

Bachelor of Music Education, Florida State University 1982-1986

State of Florida Teaching Certification: Music K-12 Current through 2017

Florida Orchestra Association Certified Adjudicator, January 2008-present

Relevant Experience & Accomplishments

- **Fine Arts Program Specialist, K-12, Curriculum and Instruction, Sarasota County Schools,** July 2009-present
- **Manager *EdExploreSRQ.com* website, Sarasota County Schools, August 2011-present**
- **Grant Project Director, National Endowment for the Arts-funded Project- *The Arts: Language for Learning*,** Arts Integration grant project working with 27 arts and classroom teachers at eight schools, August, 2011-May, 2012

- **Member, State of Florida Next Generation Sunshine State Standards Writing Team: Music,** May- December, 2011
- **Music Educator,** 18 years in the music classroom teaching and conducting classes and ensembles including orchestra, chorus, class piano, class voice, guitar, beginning band, music theory, music appreciation, general music across all levels of skill for ages pre-K through college.
- **Distinguished Music Educator, Yale Symposium of Music in Schools-** 51 accomplished music teachers were chosen nationally from 500 nominees to attend the symposium in New Haven that will examine vital issues in public school music and arts education. June 2009
- **Co-Chair, Community/Schools Partnership for the Arts Steering Committee,** Sarasota, July 2009- present, member of the Steering Committee, 2004-present
- **Member, Arts Education Task Force, Art and Cultural Alliance of Sarasota County,** July 2009-present
- **In-service Presenter,** Consistently presents workshops on Arts Integration, Best Practices for the Arts Classroom and other areas, May, 2009-ongoing
- **Summer Music Institute,** Florida Department of Education/Florida Music Educators Association, A group of Florida Music Educators, Arts Supervisors and Administrators working together to address the declining enrollment of Florida students in music classes that use only the traditional band/chorus/orchestra model. It is about transforming our thinking and our teaching methods to attract and keep more of ALL of Florida's students. Summer 2007
- **State Middle School Music Assessment Writing Team,** Florida Department of Education/Florida Music Educators Association, 2005-2007
- **Conference Presenter,** presented on Connecting Curriculum and Community at International Network of Schools for the Advancement of Arts Education Conference, 2007
- **Grant Writer,** Earned over \$12,000 in grant funds from Sarasota County's Education Foundation and the Sarasota Community Foundation for implementation within Booker Middle School's Orchestra Program, Visual and Performing Arts Program and the Exceptional Student Education (ESE) Department.
- **Orchestra Clinician,** Served as clinician/conductor for the Lee County Intermediate Middle School All County Honor Orchestra, 2005 and 2008
- **Professional Musician,** Violin/Viola/Piano.

Memberships

Florida Art Supervision Association
 Florida Art Education Association
 Florida Music Supervision Association
 Florida Music Educators Association/Music Educators National Conference
 National Dance Education Association/ Florida Dance Education Association
 Florida Association for Theatre Education

BRIANNE L. RECK, Ph.D.

EDUCATION

University of Virginia, Charlottesville, VA

- ◆ Ph.D. Educational Administration and Supervision, May 2001

Virginia Commonwealth University, Richmond, VA

- ◆ M.Ed. Reading, May 1996
- ◆ B.S. History and Social Science Education, May 1990

Randolph-Macon College, Ashland, VA

- ◆ B.A. History and Philosophy, May 1981

CERTIFICATIONS

Postgraduate Professional License:

- ◆ Superintendent
- ◆ School Principal (K-12)
- ◆ Middle Education Grades 6-8
- ◆ Reading Specialist (Pre-K – Adult)
- ◆ Social Studies (8-12)

PROFESSIONAL EXPERIENCE

Higher Education

University of South Florida Sarasota-Manatee

Associate Professor and Chair, Educational Leadership and Online Programs, August 2012-Present

Senior Research Fellow/Executive Director, Center for Partnerships in Arts Integrated Teaching, August 2013-Present

Office of the Regional Vice Chancellor for Academic and Student Affairs, Liaison for Faculty and Community Initiatives, March 2014-Present

University of North Carolina Wilmington, Wilmington, NC

Associate Professor, Masters in School Administration Program Coordinator, Graduate Faculty Ed.D. in Educational Leadership and Administration Program, August 2010-August 2012

University of South Florida St. Petersburg, St. Petersburg, FL

Associate Professor & Coordinator Educational Leadership, June 2007-August 2010

Assistant Professor & Coordinator Educational Leadership, August 2002-2007

University of Virginia, Charlottesville, VA

Faculty Member, School of Continuing and Professional Studies, 2000 – August 2002

Graduate and Teaching Assistant, Curry School of Education, 1999-2000

SCHOLARSHIP

Selected Recent Publications

- Reck, B.L. (2014). Series Forward. In Hearts and minds on fire: Unmasking the sacred in teacher education. Charlotte, NC. Information Age Press.
- Reck, B.L. (2014). From textbooks and tests to problems and projects. Invited chapter in K. Roney & R. P. Lipka (Eds), Middle grades curriculum: Voices and visions of the self-enhancing school. Charlotte, NC. Information Age Press.
- Reck, B.L. (2011). Leaders and Leadership. In *North Carolina Ready Schools toolkit 2: Community-district team development. Pathways to success for young children pre-kindergarten through third grade*. Raleigh, NC: North Carolina Partnership for Children, <http://www.ncreadyschools.org/>.
- Reck, B.L. (2011). Teacher Supports and Adult Learning Communities. In *North Carolina Ready Schools toolkit 2: Community-district team development. Pathways to success for young children pre-kindergarten through third grade*. Raleigh, NC: North Carolina Partnership for Children, <http://www.ncreadyschools.org/>.
- Reck, B.L., & Heaton, C.R. (2010). Clarity about collaboration: Principals making sense of teacher interactions. *International Journal of Leadership Preparation*.
- Reck, B.L., & Toler, S. (2009). The criminalization of youth misconduct. A report prepared for the Juvenile Welfare Board of Pinellas County.
- Mayberry, M., Reck, B.L., & Chenneville, T. (2008). Toward creating effective educational environments: A study of gay-straight alliances in Pinellas County high schools Report prepared for: Pinellas County Schools, Research and Accountability Department.
- Fueyo, V., Reck, B.L. & Nutta, J. (2007). Expanding the Impact of Democratic Teacher Education through Teacher Leadership in *Democracy and Civic Engagement: Implications for Teacher Preparation*. Democracy Project.
- Fields, L., Reck, B.L., & Egley, R. (2006). Managing marginal employees: Applying standards-based performance measures. Lanham, MD. Rowman & Littlefield.

Selected Grants and Awards

Kellogg Cooperative Grant with North Carolina Partnership for Children: Ready Schools
Provided consultative support for school districts receiving individual grants to develop school and community partnerships to provide support for ready schools initiatives. Deliverables included district tool kits for implementation, and development of evaluation tools for assessing effectiveness of local initiatives.
Co-PI: \$105,000.

Watson School of Education Mini-Grant. “E-Readers for E-learning for E-ducation.”
This grant funded a study of the use of electronic readers by graduate students in the Department of Educational Leadership in the Watson School of Education. The study examined the utility of the electronic device for their own learning and for use in engaging teachers and students in a reading initiative in an international setting.
PI: \$1500.00.

University of North Carolina Wilmington Office of International Studies Travel Grant.
Supported travel for supervision of doctoral students’ international internship in Belize. \$1,000.

Florida Department of Education Grant “Early Career/Early Placement Support programs for Teachers in High Need Schools and Content Areas.” A collaborative grant with Pinellas County Schools to pilot a model designed to provide mentoring and professional development to increase retention and performance of early career teachers in low performing, hard-to-staff schools. Developed and coordinated University deliverables: \$250,000.

Progress Energy Teacher Leadership Grant. This grant supported the annual Teacher Leadership Institute and provides tuition assistance for a cohort of 20 Teacher Leader Certificate Candidates. Co-PI with Dr. Vivian Fueyo, Professor and Founding Dean, USFSP College of Education: \$85,000.

USF Collective for Children, Families, and Communities, Collaborative Research Project. “Toward Creating Effective Educational Environments: A study of Gay-Straight Student Alliances in Pinellas County Schools.” Collaborators include Co-PI Dr. Maralee Mayberry, Professor and Chair USF Tampa Department of Sociology, investigators Dr. Tiffany Chennville, and Ms. Lynne Mattiace: \$13,145.00.

Progress Energy Scholars Grant. This grant from the Progress Energy Foundation supported a cohort of 20 M.Ed. candidates and provided mentoring and professional development opportunities. Co-PI with Dr. Vivian Fueyo, Professor and Founding Dean, USFSP College of Education: \$75,000.

Janet V. King, Ph.D.

8350 N. Tamiami Trail, B329
Sarasota, FL 34243
941.359.4772
jvking@sar.usf.edu

Education

Ph.D. – University of Northern Colorado, May 1998

Major: Educational Technology, Instructional Design
Emphasis Area: Educational Measurement and Evaluation

M.A. - University of Northern Colorado, May 1991

Major: Educational Technology, Instructional Design

B.S. - State University of New York, College at Oswego, May 1972

Major: Elementary Education (Nursery-8)

Selected Professional Experience

- 2010-pres. **Coordinator of Clinical Education, University of South Florida Sarasota-Manatee.** Coordinate supervision and placement of three levels of graduate and undergraduate teaching candidates; recruit, interview, and mentor adjunct faculty; work with elementary faculty to review and develop curriculum and materials; mentor new faculty; schedule, design, and present workshops for specific levels of interns (e.g., Assessment for Final Candidates, Lesson Design Workshop for Level II candidates); teach elementary education graduate and undergraduate courses; participate in scholarly activity with faculty and with school districts; serve on university and school district committees.
- 2001-2009 **Partner, Triage Training Group.** Responsibilities included project analysis, solution design, and evaluation. Major projects included course redesign for Stanford University, development of competency models, criminal justice workforce analysis, design, development, and evaluation of leadership training, instructor led and online training programs.
- 2000-2001 **Senior Vice President, Consulting and Design – Viviance new education, Inc.** Responsible for managing the product design and development team (approx. 50 employees in Austin, TX and San Francisco, CA) and for coordination and communication with sales force and other executive managers for global organization specializing in the implementation of online learning communities.
- 1992-1999 **Senior Human Resources Administrator - National Renewable Energy Laboratory, Golden, CO.** Provided all senior HR management oversight duties for projects; analyzed data and briefed executive team; led design team in revision of performance appraisal process and tools. Worked with executive managers to integrate training into diverse operations and divisions. **Training Manager, Training Specialist - NREL.** Managed training budget of \$500K and a staff of 4 charged with scheduling, monitoring, and documenting training for 1000 employee organization. Developed electronic support tools to improve job performance. Designed, delivered, and evaluated a variety of staff and management courses.
- 1991-1992 **Research Assistant – Western Interstate Commission on Higher Education (WICHE).** Assisted principal investigator and other researchers in collaboration with WICHE and Denver’s Public Broadcasting Station. Resulted in six half-hour television programs and community action programs on President G.H.W. Bush’s 2000 Education Goals, called “...And Learning for All”.

1986-1989 **Teacher, Durham County Public Schools, Durham, NC – 5th grade Academically Gifted Students**
 1985-1986 **Teacher, Durham County Public Schools, Durham, NC – Glenn Elementary Computer Teacher**
 1983-1985 **Preschool owner and teacher, Albuquerque, NM and Chapel Hill, NC**
 1974-1975 **Teacher, Amherst Central Schools, Amherst, NY – 4th grade**
 1972-1974 **Teacher, Liverpool Central Schools, Liverpool, NY – 4th grade**

Professional Associations and Qualifications

2011-2014 National Education Association
 2011-2014 Florida Education Association
 2010-2014 Society for Information Technology and Teacher Education (SITE)
 2006-2014 eLearning Guild
 1995-2014 American Association of University Women (AAUW)
 1992-2014 Association for Educational Communications and Technology (AECT)
 1991-2006 International Society for Performance Improvement, Front Range Chapter
 1991-2005 International Society for Performance Improvement (ISPI)
 1996 Myers-Briggs Type Indicator (MBTI) Certification
 1994 Continuous Quality Improvement Facilitator Certification

Awards and Professional Service

2005-2008 Two Thousand Notable American Women
 1997-1998 ISPI Front Range Chapter, Vice President for Member Relations
 1997, 1999 International Who's Who of Professionals
 1992-1994 ISPI - FRC, Vice President for Finance
 1993 AECT National Conference Cochran Intern
 1993 Building Partnerships Conference Finance Co-Chair
 1991 Graduate Dean's Citation for Excellence, UNC
 1991 ISPI Front Range Chapter Outstanding Member Award
 1989 Teacher of the Year Nominee, Pearisontown Elementary School, Durham, NC

Selected Publications and Presentations

“Developing Effective Mentor Teachers”, 2012. Round table presentation with M. Byrd-Blake, FATE, Jacksonville, FL.

“Assessing the Effectiveness of a Graduate Cohort Program: An In-progress Report”, 2000. Presentation at the annual AECT conference, Denver, CO.

Purpose-Based Analysis: Getting to the Heart of the Request, 2000. ZOE Training and Consulting Resources Newsletter, January.

"Communicating with Instructors Using Evaluation Instruments", 1993. Presentation at the annual TRADE Conference, Indianapolis, IN.

...and Learning for All, 1992. Resource Directory including analysis and evaluation of multiple educational programs defining and supporting the six 1990 National Education Goals co-authored with B. McCombs and E. Wagner.

"...and Learning for All", 1992. Presentation at the annual meeting of the Western Cooperative for Distance Education, Albuquerque, NM.

BONNIE JONES

University of South Florida Sarasota-Manatee
8350 N Tamiami Trail, Sarasota, FL 34243
(941) 359-4715; bjjones@sar.usf.edu

EDUCATION

Ph.D., Kent State University, Kent, Ohio - May 1986

Major: Educational Foundations - Educational Psychology
Minor: Educational Administration

M.Ed., Kent State University, Kent, Ohio - August 1977

Major: Educational Administration

B.S. in Ed., Miami University, Oxford, Ohio - June 1974

Major: Biological Science
Minors: General Science, English
Graduated magna cum laude; Phi Beta Kappa

PROFESSIONAL EXPERIENCE

April 2005 – present: University of South Florida Sarasota-Manatee, Sarasota, FL

May 2014 to present: Assistant Vice President for Institutional Research & Effectiveness
January 2007 – May 2014: Regional Vice Chancellor for Academic & Student Affairs
April 2005 – December 2006: Director of Institutional Research

January 2005 - December 2006: Admissions Consultants, Inc., Vienna, VA, Consultant

September 2004: Retired under Ohio's State Teachers Retirement System (STRS) after 30 years of service.

July 2003 - August 2004: Cleveland State University, Cleveland, Ohio, Director of Undergraduate Admissions

November 1980 - June 2003: Northeastern Ohio Universities College of Medicine (NEOUCOM), Rootstown, OH

1989–2003: Associate Dean for Admissions and Institutional/Educational Research; Assistant Dean for
Admissions and Educational Research
Associate Professor of Behavioral Sciences, Clinical Assistant Professor of Medical Education,
Research Assistant Professor of Medical Education, Adjunct Assistant Professor of Medical
Education

1980–1989: Assistant Dean for Student Affairs, Director of Student Services and Registrar, Registrar

November 1978 - November 1980: The University of Akron, Akron, Ohio, Assistant Director of Admissions

September 1974 - November 1978: Roosevelt High School, Kent City Schools, Kent, Ohio, High School Teacher
Subjects Taught: Biology, College Prep and General English, Physical Science

JOURNAL ARTICLES (Peer-reviewed)

1. Borges, N.J.; Manuel, R.S.; Elam, C.J.; and Jones, B.J. (2010). "Differences in motives between Millennial and Generation X medical students." *Medical Education*, 44, 570-576.
2. Borges, N.J., Manuel, R.S., Duffy, R. D., Fedyna, D., and Jones, B.J. (2009). "Influences on specialty choice for students entering person-oriented and technique-oriented specialties." *Medical Teacher*, 31, 1086-1088.
3. Borges, N.J.; Jones, B.J.; and Meit, S.S. (2006) "Medical students' personal qualities and values as correlates of interest in primary care." *Annals of Behavioral Science and Medical Education*, 12, 72-74.
4. Borges, N.J.; Manuel, R.S.; Elam, C.L.; and Jones, B.J. (2006). "Comparing Millennial and Generation X Medical Students at One Medical School." *Academic Medicine*, 81, 571-576.
5. Hartung, P.J.; Borges, N.J.; and Jones, B.J. (2005). "Using person matching to predict medical specialty choice." *Journal of Vocational Behavior*, 67, 102-117.
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11. Lewis, D.M.; Savickas, M.L.; and Jones, B.J. (1996). "Career development predicts medical school success." *Journal of Vocational Behavior*, 49, 86-98.
12. Arnold, L.; Epstein, L.C.; Xu, G.; and Jones, B. (1996). "Professional and personal characteristics of graduates as outcomes of combined baccalaureate-MD degree programs." *Academic Medicine*, 71, S64- 66.
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15. Epstein, L.; Hayes, J.; Arnold, L.; O'Sullivan, P.; Ruffin, A.L.; Rogers, L.; Jones, B.; et al. (1994). "On becoming a physician: Perspectives of students in combined baccalaureate-M.D. degree programs." *Teaching and Learning in Medicine*, 6, 102-107.
16. Jones, B.J. (1991). "Can trait anxiety, grades, and test scores measured prior to medical school matriculation predict clerkship performance?" *Academic Medicine*, 66, S22-24.
17. Jones, B. (1990). "Use of nonacademic factors to predict academic performance in freshman medical students." *College and University*, 65, 287-297.
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RECENT SCHOLARLY ACTIVITIES

1. Jones, B.J. & Hoffman, L.A. "Connecting the Silos: A Longitudinal Database of Student Success Factors." Poster to be presented at the Association for Institutional Research (AIR) Forum. Orlando, FL, May 2014. (peer-reviewed)
2. Jones, B.J. (2013). "Chapter 5: Progress toward redesigning the ivory tower for women (and men) in multiple roles." In Mitchell, P. T. (Ed.). *Cracking the Wall 20 Years Later: Women in Higher Education Leadership*. Knoxville, TN: College and University Professional Association for Human Resources, 63-78. (invited chapter)

UPCOMING AND RECENT CONFERENCE PRESENTATIONS

1. "Sounding the Right Notes for Small-School Accreditation: Is a Philharmonic Orchestra Required?" Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, Nashville, TN, December 2014.
2. "Managing Substantive Change," Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Institute on Quality Enhancement and Accreditation, New Orleans, LA, July 2014. (invited plenary session panelist)
3. "No Frills: Just Plain Facts on Building a Sustainable Faculty Credentialing Database and Faculty Roster," Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, Atlanta, GA, December 2013.
4. "Motivating Faculty and Students to Engage in the Dance of Assessment: An Intrinsic Perspective," Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, Atlanta, GA, December 2013.

ASSESSMENT SERVICE

October/November 2009, Off-site Reviewer (Institutional Effectiveness), Southern Association of Colleges and Schools (SACS).

GRANT

Co-Investigator, Health Resources & Services Administration (HRSA) Grant, "A Blueprint for Health Professions Education at USF Sarasota-Manatee," September 1, 2010 – August 31, 2011, \$247,500.

COMPUTER SOFTWARE EXPERTISE

Statistical Package for the Social Sciences (SPSS), Microsoft Office (Word, Excel, Access, PowerPoint, Outlook), WordPerfect, Front Page, Netscape Communicator, Internet Explorer, Seagate Crystal Reports, Informix, Banner, PeopleSoft, ArcGIS, Faculty Academic Information Reporting System (FAIR).

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

U.S. Department of Education Budget Request

Expenditures	Oct. 1 2014 - June 30, 2015	July 1, 2015- June 30, 2016	July 1, 2016- June 30, 2017	July 1, 2017- June 30, 2018	July 1, 2018- Sept. 30, 2018	TOTAL
1. Personnel						
A. Program Manager	\$14,700	\$47,400	\$48,800	\$50,300	\$13,000	\$174,200
The Program Manager will oversee entire project, including budget, logistics and implementation of teacher training, and progress towards performance measures. This position is necessary to ensure the project stays on budget, on schedule, and moving towards goals. Salary is approximately \$46,000/academic year with estimated 3% yearly increase, based on district's supervisor salary schedule (Group H). Full-time, 12-month position with 100% of time devoted to this project and fully paid with grant funds.						
B. Arts Integration Specialist (AIS)	\$44,500	\$82,400	\$84,900	\$87,400	\$22,500	\$321,700
This Teacher on Special Assignment (TOSA) will spend one day per week at each school site to teach model lessons for and work with participating teachers to expand knowledge about arts and arts integration lessons, activities and interventions. The AIS will facilitate collaboration in lesson and curriculum development between participating teachers and will use and share information about digital resources. This position is necessary to ensure the project is implemented with fidelity at each participating school and that teacher training stays on schedule and moving towards goals. Certified master-teachers with demonstrated expertise in delivering highly effective arts and arts-integration lessons will be considered for the position. Salary is approximately \$80,000/year with estimated 3% yearly increase, based on union-negotiated instructional salary schedule. Full-time, 11-month position, with 100% of time devoted to this project and fully paid with grant funds.						
C. Substitute Teachers	\$0	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
Substitutes will allow participating teachers to attend up to three days of training or collaborative planning time during each school year, and to provide release time for them to model lessons or observe teaching in another grade level. Daily rate is based on union-negotiated substitute rate. (4 classroom teachers/school x 4 schools x \$125/day x 3 days/year).						
D. Staff Development Supplement	\$0	\$30,240	\$30,240	\$30,240	\$7,560	\$98,280
Supplements to compensate participating teachers for their time to attend 6 hours per month school-based team meetings to collaboratively plan, analyze, and improve lessons in their first year of participation. \$28/hour for extra-duty time based on union-negotiated instructional salary schedule. (4 classroom teachers + 2 arts teachers/school x 4 schools x 1.5 hours/week x 30 weeks x \$28/hour).						
E. Contracted Clerical Support	\$4,700	\$6,250	\$6,250	\$6,250	\$1,550	\$25,000
Contracted assistance with clerical work, including scheduling and phone calls. \$25/hour based on union-negotiated classified salary schedule. \$25/hour x 5 hours/week for 50 weeks/year.						
F. Data Analyst	\$2,700	\$3,700	\$3,820	\$3,935	\$1,015	\$15,170
An existing Data Analyst within the Research, Assessment and Evaluation Department will be paid to work overtime with the Evaluator and Program Manager to collect and analyze data available through the district's information systems. Salary is \$30/hour, with approximately 10 hours per month devoted to this project (10 hours/month x 12 months x \$30/hour), with estimated 3% yearly increase, based on union-negotiated instructional salary schedule.						
Total of Personnel	\$66,600	\$175,990	\$180,010	\$184,125	\$51,625	\$658,350
2. Fringe Benefits	\$27,339	\$72,244	\$73,894	\$75,583	\$21,192	\$270,252
Benefits include retirement (7.4%), Social Security (6.2%), Medicare (1.45%), health insurance (25%) and Workers' Compensation (1%) for a total of 41.05% on salaries.						
Subtotal for Personnel and Fringe Benefits	\$93,939	\$248,234	\$253,904	\$259,708	\$72,817	\$928,602

Elevate with Arts Integration (Project Elevate)
Budget Narrative

Expenditures	Oct. 1 2014 - June 30, 2015	July 1, 2015- June 30, 2016	July 1, 2016- June 30, 2017	July 1, 2017- June 30, 2018	July 1, 2018- Sept. 30, 2018	TOTAL
3. Travel						
In-County Travel	\$6,600	\$8,800	\$8,800	\$8,800	\$2,200	\$35,200
Travel funds will allow the AIS and Program Manager to visit participating schools which are located within the geographically large Sarasota County, FL. Approximately 400 mi/week x 40 weeks/year x \$0.55/mile.						
4. Equipment (not applicable)	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies						
A. Office and Art Supplies	\$3,000	\$10,000	\$15,000	\$15,000	\$500	\$43,500
Regular office supplies to support the project, such as paper, printer toner, etc., as well as project-related art supplies.						
B. Digital Cameras	\$5,000	\$0	\$0	\$0	\$0	\$5,000
Digital cameras will allow teachers to videotape their lessons for later sharing and improvement through the lesson study process. Approximately \$1,000/camera x 4 schools, plus one for Arts Integration Specialist/ Program Manager.						
C. Laptop Computers	\$5,000	\$0	\$0	\$0	\$0	\$5,000
A laptop computer will be purchased for the Arts Integration Specialist and the Program Manager.						
Subtotal for Supplies	\$13,000	\$10,000	\$15,000	\$15,000	\$500	\$53,500
6. Contractual						
A. Principal Investigators/ External Evaluators	\$26,250	\$35,000	\$35,000	\$35,000	\$8,500	\$139,750
Partners from the University of South Florida- Sarasota Manatee's Center for Partnerships for Arts-Integrated Teaching (PAInT) will work with project staff to develop and administer evaluation instruments, collect and analyze data and to provide interim and final reports with actionable recommendations and findings, and to establish strong evidence of promise. Approximate cost \$35,000/year for evaluation services, including expenses.						
B. Contracted Teaching Artists	\$0	\$9,000	\$15,000	\$12,000	\$6,000	\$42,000
Kennedy Center teaching artists will be contracted to work with the AIS to plan and implement training for all participating teachers. Workshops and follow-up activities will cement learning. 3-5 visits per year, \$3,000 each including expenses.						
Subtotal for Contracts	\$26,250	\$44,000	\$50,000	\$47,000	\$14,500	\$181,750
7. Construction (not applicable)	\$0	\$0	\$0	\$0	\$0	\$0
8. Other (not applicable)	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs	\$139,789	\$311,034	\$327,704	\$330,508	\$90,017	\$1,199,052
10. Indirect Costs (2014-15 restricted rate of 4.29% on all direct costs, excluding contracts)	\$4,871	\$11,842	\$12,557	\$12,677	\$3,497	\$45,444
11. Training Costs (not applicable)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0
12. Total Costs	\$144,660	\$322,876	\$340,261	\$343,185	\$93,514	\$1,244,496

Elevate with Arts Integration (Project Elevate)
Budget Narrative

Matching Funds

Expenditures	Oct. 1 2014 - June 30, 2015	July 1, 2015- June 30, 2016	July 1, 2016- June 30, 2017	July 1, 2017- June 30, 2018	July 1, 2018- Sept. 30, 2018	TOTAL
1. Personnel						
A. Director, Any Given Child	\$5,250	\$7,210	\$7,460	\$7,690	\$2,000	\$29,610
The Director of the Any Given Child program will devote 10% of his time to working with the Program Manager and the Arts Integration Specialist to ensure the project is successful and is aligned with other programs in the school district. Annual salary of \$70,000/year with estimated 3% annual increase will be paid by the LEA with non-Federal funds.						
B. Arts Curriculum Specialist	\$3,000	\$4,120	\$4,250	\$4,370	\$750	\$16,490
This Teacher on Special Assignment (TOSA) works at the district level on arts curricular issues for the district as a whole. 5% of her time will be devoted to working with the Program Manager, Arts Integration Specialist and teachers at participating schools to develop lessons and curricula which meet the project goals. Salary is \$80,000/year based on union-negotiated instructional salary schedule, with estimated 3% annual increase.						
C. Administrative Asst./ Bookkeeper	\$1,500	\$1,850	\$1,900	\$1,970	\$340	\$7,560
An Administrative Assistant/ Bookkeeper already on staff will work devote 5% of her time to this project. Salary is \$20/hour (\$36,000/year) with estimated 3% yearly increase, based on union-negotiated SSP-9 school support personnel salary schedule.						
Total of Personnel	\$9,750	\$13,180	\$13,610	\$14,030	\$3,090	\$53,660
2. Fringe Benefits	\$4,002	\$5,410	\$5,587	\$5,759	\$1,268	\$22,027
Benefits paid by LEA or partnering businesses for their employees include retirement (7.4%), Social Security (6.2%), Medicare (1.45%), health insurance (25%) and Workers' Compensation (1%), for a total of 41.05% on salaries.						
Subtotal for Personnel and Fringe Benefits	\$13,752	\$18,590	\$19,197	\$19,789	\$4,358	\$75,687
3. Travel (not applicable)	\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment (not applicable)	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies (not applicable)	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual (not applicable)	\$0	\$0	\$0	\$0	\$0	\$0
8. Other (not applicable)	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs	\$13,752	\$18,590	\$19,197	\$19,789	\$4,358	\$75,687
10. Indirect Costs (2013-14 rate 4.29% on all direct costs, excluding contracts)	\$590	\$798	\$824	\$849	\$187	\$3,247
11. Training Costs (not applicable)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0
12. Total Costs	\$14,342	\$19,388	\$20,020	\$20,638	\$4,545	\$78,934

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

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

Name of Institution/Organization

School Board of Sarasota County, FL

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	66,600.00	175,990.00	180,010.00	184,125.00	51,625.00	658,350.00
2. Fringe Benefits	27,339.00	72,244.00	73,894.00	75,583.00	21,192.00	270,252.00
3. Travel	6,600.00	8,800.00	8,800.00	8,800.00	2,200.00	35,200.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	13,000.00	10,000.00	15,000.00	15,000.00	500.00	53,500.00
6. Contractual	26,250.00	44,000.00	50,000.00	47,000.00	14,500.00	181,750.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	139,789.00	311,034.00	327,704.00	330,508.00	90,017.00	1,199,052.00
10. Indirect Costs*	4,871.00	11,842.00	12,557.00	12,677.00	3,497.00	45,444.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	144,660.00	322,876.00	340,261.00	343,185.00	93,514.00	1,244,496.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 %.

Name of Institution/Organization School Board of Sarasota County, FL	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	9,750.00	13,180.00	13,610.00	14,030.00	3,090.00	53,660.00
2. Fringe Benefits	4,002.00	5,410.00	5,587.00	5,759.00	1,268.00	22,026.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	13,752.00	18,590.00	19,197.00	19,789.00	4,358.00	75,686.00
10. Indirect Costs	590.00	798.00	824.00	849.00	187.00	3,248.00
11. Training Stipends						
12. Total Costs (lines 9-11)	14,342.00	19,388.00	20,021.00	20,638.00	4,545.00	78,934.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Mr.	First Name: Brian	Middle Name:	Last Name: Hersh	Suffix:
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Address:

Street1:	1960 Landings Blvd.
Street2:	
City:	Sarasota
County:	
State:	FL: Florida
Zip Code:	34231
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
9419279000	

Email Address:
brian.hersh@sarasotacountyschools.net

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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