

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 # U351C140055

Grants.gov Tracking#: GRANT11651000

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 type="checkbox"/> Application <input checked="" 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="05/19/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Community Unit School District 60"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="362703832"/>	* c. Organizational DUNS: <input type="text" value="0745633540000"/>

d. Address:

* Street1: <input type="text" value="1201 North Sheridan Rd"/>
Street2: <input type="text"/>
* City: <input type="text" value="Waukegan"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="IL: Illinois"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="60085-2081"/>

e. Organizational Unit:

Department Name: <input type="text" value="Academic Affairs"/>	Division Name: <input type="text" value="Teaching and Learning"/>
--	---

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="Sheila"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Crotty-Kagan"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Enrichment Coordinator"/>	

Organizational Affiliation: <input type="text" value="Community Unit School District 60"/>
--

* Telephone Number: <input type="text" value="847-360-5449"/>	Fax Number: <input type="text" value="847-263-4722"/>
---	---

* Email: <input type="text" value="scrotty@wps60.org"/>

Application for Federal Assistance SF-424

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

A: State Government

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.):

ARTEC Targeted Schools.pdf

Add Attachment

Delete Attachment

View Attachment

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

Arts and Technology Improving Teaching and Learning

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="1,397,504.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,397,504.00"/>

*** 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:

Targeted Schools

The *Arts and Technology Improving Teaching and Learning* project will be targeted to three persistently lowest-achieving elementary schools, impacting 45 teachers and 1,125 students each year. The schools have very high rates of students from low-income families: Carmen-Buckner Elementary 97%, Glenwood Elementary 78%, and Whittier Elementary 82%.

All of these schools are located within the boundaries of the 10th Congressional District. All of these schools are located in Lake County, Illinois in the city of Waukegan, IL.

Table 1. Profile of Schools, Waukegan CARE Project (a)

School (Enrollment)	Low Income	Below level in Reading; Math	LEP	Ethnicity: Hispanic; Afr-Am.	IEP
Carman-Buckner Elementary (663)	97%	75%; 66%	50%	75%; 21%	11%
Glenwood Elementary (665)	78%	70%; 67%	50%	83%; 10%	12%
Whittier Elementary (609)	82%	73%; 65%	49%	86%; 10%	11%

(a) Low Income: Title I, Section 113(a)(5) of ESEA, 1965, amended by NCLB 2001; Reading and Math scores measured by Illinois Standard Achievement Test (ISAT); LEP measured by LPTS Language Proficiency Test Series published by Metritech. All percentages are rounded.

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>Sheila Crotty-Kagan</p>	<p>TITLE</p> <p>Enrichment Coordinator</p>
<p>APPLICANT ORGANIZATION</p> <p>Community Unit School District 60</p>	<p>DATE SUBMITTED</p> <p>05/19/2014</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

* Street 1 Street 2

* City State Zip

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Arts in Education"/> CFDA Number, if applicable: <input type="text" value="84.351"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name 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:

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

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U351C140055

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.

GPRA, 5-13-14 .pdf

Add Attachment

Delete Attachment

View Attachment

GPRA

The *Arts and Technology Improving Teaching and Learning (ARTEC)* project will provide equitable access and participation to all teachers and students in the school district. All project partners are committed to equal access regardless of gender, race, national origin, disability or age. The school district and the partner organizations will create an atmosphere of acceptance and support for all project participants. The project will employ teaching and learning strategies that are specifically designed to support the successful participation of all students and teachers. All project sites are handicapped accessible. The project will provide special support activities to teachers addressing the needs of low income and minority students. Outreach activities to enroll students and teachers of color, including varying national origins and race, in the ARTEC project will be implemented.

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	
<input style="width: 100%;" type="text" value="Community Unit School District 60"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Sheila"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Crotty-Kagan"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Enrichment Coordinator"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Sheila Crotty-Kagan"/>	* DATE: <input style="width: 150px;" type="text" value="05/19/2014"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

The Waukegan Public Schools (WPS), in partnership with National Louis University and America Baila: Folkdance Company of Chicago, proposes to establish the *Arts and Technology Improving Teaching and Learning* (ARTEC) project. It will implement a research-based PD program model designed to strengthen standards-based arts education and ensure that all students meet Common Core State Standards and national arts standards. The project will integrate standards-based arts into 1st to 5th grade curricula to improve student achievement in three low-income WPS schools impacting 45 teachers and 1,125 students each year. The ARTEC project is designed to: (a) develop, enhance, and expand standards-based arts education programs, (b) integrate standards-based arts into language arts curriculum, and (c) improve academic performance of students using the arts, digital tools, and technologies. ARTEC will help students become immersed in artistic endeavors so that the arts become meaningful encounters with their realities, capabilities, and family cultural heritage. Students will discover deeper connections to art and find new excitement and relevance in their learning. Teachers will gain lasting capacity in teaching art and understand how to combine the power of the arts with carefully selected technologies designed to engage students in learning. ARTEC uses strong theory and a logic model which guide project goals and outcomes: (1) Implement a collaborative professional learning community model to enhance teacher performance and arts content knowledge to improve student achievement through integrating standards-based arts education into language arts curriculum; (2) Establish high quality school-based PD and intensive follow-up support to strengthen the teaching of standards-based arts (folk, dance, music, drama, visual, media), using technology and following the Common Core State Standards; (3) Improve student achievement in meeting challenging state and national academic standards by using digital tools, higher order thinking strategies, accessing student schemas and family cultural heritage, and engaging in the arts. **Contact:** Dr. Joan Brixey, Associate Superintendent, Waukegan Public Schools, 1201 N. Sheridan Rd., Waukegan, IL 60085; 847-360-5400; brixey@wps60.org.

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](#)

ABSOLUTE PRIORITY

The Waukegan Public Schools (WPS), in partnership with National Louis University and America Baila: Folkdance Company of Chicago, proposes to establish the *Arts and Technology Improving Teaching and Learning* (ARTEC) project in three low achieving elementary WPS schools, impacting 45 teachers and 1,125 students each year. The project addresses the absolute priority in that it will implement a high-quality model professional development program that uses innovative instructional methods and current knowledge from education research. The ARTEC model is designed to: (1) develop, enhance, and expand standards-based arts education programs, (2) integrate standards-based arts into 1-5 grade language arts curriculum, and (3) improve academic performance of students using the arts, digital tools, and demonstrating to students how to effectively utilize 21st century technologies. The project is linked to standards of the Consortium of National Arts Education Associations, the International Society for Technology in Education, the National Educational Technology Standards, the Illinois Fine Arts Standards and the Common Core State Standards. The goal of the ARTEC project is to enhance arts content knowledge and arts integration skills of teachers, and ultimately increase student achievement. The project is designed to improve arts teaching through high quality PD and follow up coaching, in order to increase student engagement in learning and their academic achievement. ARTEC will help students become immersed in artistic endeavors so that the arts become meaningful encounters with their realities, capabilities, and family cultural heritage. Students will discover deeper connections to the arts, gain self-confidence by expressing and exploring their identities, and find new excitement and relevance in learning. They will have hands-on experience with technology and create depictions of their own learning via website creation. Teachers will gain lasting capacity in teaching art and understand how to combine the power of the arts with carefully selected technologies designed to engage students in learning.

Students in the project schools are overwhelmingly from low-income backgrounds: Carmen-Buckner 97%, Glenwood 78%, and Whittier 82%. Most students are scoring below

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grade level in reading: Carmen-Buckner 75%, Glenwood 70%, and Whittier 73%. In November 2013, the Illinois State Board of Education designated Waukegan CUSD 60 to receive Priority III Services from the Illinois Center for School Improvement, indicating that its schools were persistently lowest-achieving, and in need of corrective action. The schools are feeder schools for the Waukegan High School, which has only 24% of students who passed the PSAE tests.

The project will evaluate the effectiveness of the PD model, using strong theory and a logic model. The logic model draws upon an extensive body of research, including the Byrk et al. (2010) study which identified essential features of schools that are most effective in improving student achievement: effective school leadership, development of teacher professional capacity, strong parent-community ties, a climate for authentic learning, and standards-based curricula. Strong theory and the logic model provide a basis for the project goals and outcomes: (1) Implement a collaborative professional learning community model to enhance teacher performance and arts content knowledge to improve student achievement through integrating standards-based arts education into language arts curriculum; (2) Establish high quality school-based PD and intensive follow-up support to strengthen the teaching of standards-based arts (folk, dance, music, drama, visual, media), using technology and linked to the Common Core State Standards; (3) Improve student achievement in meeting challenging state and national academic standards by using content-rich texts, higher order thinking strategies, and accessing student schemas, family cultural heritage, and engaging in the arts.

In recognition of the rigor of the project evaluation, using an experimental design, the first project year will be dedicated to refining the evaluation design, building capacity to execute the evaluation, and ensuring that the project design and implementation are aligned with the evaluation requirements. The Principal Investigator will lead the Evaluation Team in: (a) randomly selecting 30 teachers for the treatment group and 30 teachers for the control group; (b) creating and piloting the Arts Education Teaching Practices (AETP) instrument to measure arts content knowledge and arts teaching practices; and (c) performing tests of validity and reliability

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on the AETP. After revisions the AETP will be given to teachers in the treatment and control groups and serve as base line data for the pre-post test design (see Evaluation Section). The first year also will focus on orienting teachers, artists and school staff to the project PD activities and creating the project web page. The PD activities will be piloted to assess how effective they are.

The project is a partnership of Waukegan Public Schools, National Louis University and America Baila: Folkdance Company of Chicago. NLU was founded as National College of Education in 1886 and is recognized for its high quality programs for teachers. The university has worked with WPS on previous arts grants and the Principal Investigator and External Evaluator have taught at NLU for over 30 years each. Faculty from the technology department will provide PD services. America Baila, founded in 2001, provides folkdance programs for students and teachers in Illinois. It has a resource library of 8,000 books, curriculum guides, CDs and DVDs, and folkdance costumes that will be available to teachers in the project. Its director will be the project's Folk Dance Coordinator. America Baila worked with WPS on an arts integration project funded by USDE in 2005-08. ARTEC also will draw upon over 10 arts organizations in Illinois and independent artists, to participate in the project, including: Ravinia: Reach, Teach, Play; Bravo Waukegan! at the Gorton Community Center; Waukegan Arts Council; Waukegan Park District; Jack Benny Center for the Arts; Bowen Theater Company; Waukegan Symphony and Concert Chorus; Genesee Theatre; and Lyric Opera of Waukegan.

COMPETITIVE PREFERENCE PRIORITY—TECHNOLOGY

The ARTEC project is designed to improve student achievement and enhance the teaching of standards-based arts education through the use of high-quality digital tools and technology. Technology goals are embedded in each of the three project objectives and the budget provides for personnel and resources to implement the digital tools and technology elements. (See Section 2, Project Design, and Section 5, Management Plan, for details.)

Research Basis of Technology Goals: The goals are supported by the following research.

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Research shows that effective use of digital tools and technology improves student motivation, relationships with peers, behavior skills, and ultimately academic achievement. Engagement in learning vastly increases when students blog, share, create, and publish stories of their learning through video or other channels. Digital tools and media arts are especially effective in motivating students, as these are part of their every day life. (Gee, 2010; Darling-Hammond, 2010; Collins & Halverson, 2009; Gray & Lewis, 2009; Lawless & Pellegrino, 2007). Student language and communication skills benefit greatly from the use of digital tools and media arts, including digital storytelling, the internet for inquiry learning and networking, simulation games, and web pages to support learning and share insights with peers. Student use of photo journaling and creating videos to narrate their learning increases their interest in their studies, ability to reflect upon their learning, and improves relationships with peers (Gee, 2010; Darling-Hammond, 2010; Collins & Halverson, 2009; Gray & Lewis, 2009; Lawless & Pellegrino, 2007; Kay, 2006). Research found that learning is enhanced when students reflect on doing art, discuss their insights with peers, and demonstrate their learning in multiple ways, such as: visual displays, photos, videos, role play, readers theatre, and journal writing. Digital tools allow students to produce artwork that can be presented to an authentic audience. (Sullivan, G., 2006; Burton, Horowitz, Abeles, 2000). Coaching by technology experts and collaboration with colleagues enhances teacher abilities in using digital tools in their classroom (Wentworth, 2005).

Standards of the International Society for Technology in Education: The ISTE standards provide a framework for the technology goals embedded in the ARTEC project objectives, and are summarized as follows: (1) improving higher-order thinking skills, such as problem solving, critical thinking and creativity; (2) preparing students for their future in a competitive global job market; (3) designing student-centered, project-based and online learning environments; (4) guiding systemic change in our schools to create digital places of learning; and (5) inspiring digital age professional models for working, collaborating and decision making.

Digital Tools and Technology Used in ARTEC Project: The following digital tools and

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technology will be taught during the PD workshops and follow-up coaching, and used by project staff, teachers, and students. (1) Students will learn to use digital images, video, storytelling tools, and the project blog or wiki to post arts projects and discuss their learning with peers and a global audience. Tools will include iPads, laptops, websites, blogging, and social media. (2) The ARTEC project web page will be created and linked to the WPS website. It will include postings of art integration projects, student artwork, and videos of folk dances, art displays, and performances. (3) A collaborative Google space online through Google Apps for Education (GAFE) will be available to all project teachers, students, artists, and project staff. Teachers will share teaching experiences and discuss samples of arts curriculum projects through a collaborative blog that allows them to share and chronicle their experiences in the ARTEC project. (4) The tools within GAFE along with the district website will be an excellent means of networking and collaboration among teachers, artists, students and the community. They also will be used to update progress on project implementation. (5) Teachers will upload project lesson plans and resources in Safari Montage's Learning Object Repository and Waukegan's AllofE curriculum framework to share with others. They will access Safari Montage's streaming video and digital resources. (6) Teachers will conduct virtual field trips using Google Hangouts with professional artists and performers, and connect with other classrooms to discuss their experiences in the program.

Digital Tools and Technology Used to Narrate Learning: Research shows the power of students narrating their learning using technology, which improves language arts learning. Through PD workshops, coaching, and working with peers, teachers will design strategies to help students reflect upon and tell the story of their learning through using multimedia, audio and video recordings, digital photography, power point, Photoshop, and iMovie. These will be embedded in folk arts, dance, drama, visual arts, and music. Photo journaling, digital story telling, readers theatre, and illustrating found poems, are examples of using the arts and technology to narrate learning. Students will post their narrations and artwork on the project web page.

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PD Technology Team and Budget: The two WPS Directors of Educational Technology Innovation, the district Web Administrator, and the Media/Technology Consultant will coordinate the technology PD, follow-up coaching, and maintenance of the project web page. They will be members of the PD Support Team which will also include the Project Director, WPS Enrichment Coordinator, lead teachers of the Arts Integration Teams, and six art teachers from WPS elementary schools. The use of digital tools and technology elements of the ARTEC project constitutes 15% of the project budget.

Professional Development in Technology: The PD Support Team will design and implement a comprehensive arts and technology PD program guided by the project objectives and logic model. The PD workshops in technology will include sessions on effectively using computer and Web-based digital tools to enhance instruction and learning. The PD activities and follow-up coaching in schools will include sessions on using digital tools for collaboration, digital citizenship, and an exploration of digital resources that support fine arts and language arts learning. Learning to use online collaboration effectively will expand teachers' professional learning network (PLN) to include national and global reach, thus expanding their access to fine arts and language instructional resources and best practice teaching (Warlick, 2009).

SECTION 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.

Addressing Needs of Teachers: Through surveys and discussions with WPS staff, a set of critical needs of students, teachers, and arts education was identified and will be addressed by the ARTEC project. These needs can be summarized as follows: (a) limited PD opportunities for teachers, or time for planning across grade levels and subjects; (b) limited art classes with little connection to other subjects; (c) low collaborative leadership among teachers; (d) limited use of data for improving instruction; and (e) little cohesion of programs for at-risk students.

(1) Need for professional development in arts education: During fall 2013, the Urban Leadership and Learning Center conducted focus groups of teachers in WPS to determine their PD needs and interests. A conclusion was that there is a lack of PD programs with follow-up coaching and few opportunities to collaborate with colleagues. Teachers requested more PD to help them integrate the arts into core curriculum and support from artists in teaching the arts. PD sessions on the arts are offered only twice per year during school or district-wide. Grants for arts education PD at the state level (ISBE and Illinois Arts Council) have been cut by 50%. WPS has an arts budget of less than 2% per year of the total school budget during the past two fiscal years. PD sessions seldom take into account the impact that the arts have on supporting learning in other core subjects. The role of a student's cultural and ethnic background is only minimally considered in curriculum design. Teachers in the targeted schools have little training in integrating arts into other subjects. To address this need, the project will provide intensive PD with follow-up coaching to help teachers integrate the arts into the CCSS and the district's Interdisciplinary Close Reading Program. The project will help teachers improve their arts education practices, guided by national arts standards, by targeting concepts and skills in four major strands: art making, arts literacy, interpretation and evaluation, and making connections. It will create teams of teachers, artists and project staff to design and implement standards arts education curriculum. It will partner with arts organizations and hire artists to work in schools and thus increase arts education opportunities for students. The amount and intensity of PD and follow up coaching on arts education offered to teachers will be expanded appreciably.

(2) Need for collaboration on integrating the arts into core curricula: Arts teachers usually work in isolation and collaborate with colleagues mainly for school assemblies or arts fairs. Arts teachers are rarely included in grade level meetings; their roles are often relegated to covering teacher preparation periods, and their time with students is usually seen as enrichment, not as core curriculum. Moreover, few students participate in dance classes, drama, integrated arts education programs, attend community cultural performances, and visit museums. Few teachers

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have partnered with community arts organizations, or worked directly with artists. To address this need, the project will hire artists with skills in folk arts, dance, drama, music, visual arts, and media arts to work side-by-side with teachers in classrooms. The project will form a district-wide PD Support Team, made up of the Project Director, WPS Enrichment Coordinator, Media/Technology Consultant, WPS Directors of Educational Technology Innovation, three lead teachers of the Arts Integration Teams and six arts teachers selected on the basis of their high quality teaching, from across WPS schools. The PD Support Team will work closely with the Arts Integration Teams and the Folk Dance Cohort, to provide high quality PD activities to support teachers in integrating the arts into language arts curriculum. Schools will establish connections and collaborate with 10 arts organizations in Waukegan and northern Illinois.

(3) Need to engage students using art and technology: In the focus groups conducted in 2013, teachers asked for help in using the arts and technology to help students be more engaged in their studies. To address this need, the project will support teachers in connecting arts education and technology with the interdisciplinary Close Reading Program, and in drawing upon student schemas, prior knowledge, and family cultural heritage, to increase their engagement in learning. Teachers will work with artists and technology experts to design and implement arts and technology integration projects. Teachers will be taught how to use a variety of digital tools and technology to engage students in their learning and share their artwork on the project web page. They will help students use an array of digital tools, including graphics, photo journaling, and video recording to tell the story of their arts learning and share artwork with audiences locally and globally. Students will discover deeper connections to art, technology, and school. The goal is to bring new life and excitement to learning through engagement in the arts and technology. Students will understand the arts in a more profound way by becoming immersed in the thinking of artistic endeavors so that the arts become lived, meaningful encounters with their reality, experiences, inherent capabilities, interests, and needs.

(4) Need for more access to arts education: Minimal opportunities for involvement in the arts

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or arts integration curriculum exist. On average, schools provide students with only two periods of 45 minutes of art per week. *To address this need*, ARTEC will provide teachers with skills and resources (e.g. art supplies, website, & sample arts lesson plans) needed to increase arts instruction time and opportunities for team teaching with artists and colleagues. Artists will work as residents in schools, thus increasing arts opportunities for students. Teachers will increase their ability to teach standards based arts and integrate the arts into the CCSS and the district's Integrated Close Reading Program, thus maximizing the impact of the project.

(5) Need to improve organizational and instructional systems: Much work needs to be done to improve schools' organizational and instructional systems to increase achievement of students. Continued efforts are needed to improve school capacity to integrate arts into core curriculum, and collect data to improve instruction. *To address this need*, the project will create professional learning communities at each school, a structure that has been shown to be effective in enhancing teachers' effectiveness, creating a shared sense of responsibility for students' success, increasing teachers' satisfaction and morale, contributing to greater likelihood of systemic change, and ultimately impacting student achievement. It will collect data for problem solving to improve instructional systems, by using the following instruments to assess teaching, student achievement, and project impact on teaching and learning: (a) reading and mathematic scores on the Illinois Assessment Test; (b) Measures of Academic Progress (MAP) and Response to Intervention (RtI) data to track student progress; (c) School Wide Information System (SWIS) to measure student behavior; (d) Instructional Practices Inventory (IPI), to assess engagement in learning; and (e) Arts Education Teaching Practices (AETP) test to assess arts knowledge and practices.

Building Local Capacity: The project will build local capacity to provide, improve or expand services that address the above needs, as follows. (1) It will establish organizational and instructional units to build capacity to implement the project: Project Governance Council, Management Team, Evaluation Team, PD Support Team, and school Arts Integration Teams. These units will help ensure that teachers, principals, teaching artists, and project staff work

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together to coordinate resources and implement the arts education and integration components of ARTEC. (2) 12 arts teacher will participate, along with 30 classroom teachers, in the Arts Integration Teams and PD Support Team, to mentor teachers in WPS elementary schools in integrating arts into classroom practice. (3) The PD program will be intensive, using workshops, follow-up coaching with artists, and collaborating with colleagues, to implement standards-based arts education. These PD activities will build local capacity by helping teachers integrate the arts into the CCSS and the district's Interdisciplinary Close Reading Program. (4) Teachers will be provided opportunities for planning together, observing colleagues, co-teaching with project artists, and attending PD workshop sessions. (5) In coordination with WPS strategic plans, the project will collect a range of data for identifying best practices and diagnosing student needs. (6) The project web page will be created and maintained to serve as a communication network between teachers and students, and among teachers. (7) Project products will be created and posted on the web page, including: Project Manual, Project Evaluation Guide, Anthology of Case Studies, and video and photo recordings of artwork and performances.

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

Project evaluation results will be disseminated through the project web page to enable other schools to use information and strategies developed, including: (a) organizational and instructional systems needed to improve school capacity to strengthen arts education; (b) teaching strategies linking standards-based arts with the CCSS; (c) school-based PD with follow-up coaching, team teaching with artists, and collaborating with colleagues in designing arts integration curriculum; and (d) best practice strategies to more effectively engage students in learning by using the arts and technology, student schemas and prior experiences, family cultural heritage, higher order thinking strategies, and protocols for assessing art work.

Clear strategies will be provided for disseminating products developed by the ARTEC project. Products posted on the project web page will include the following. A **Project Manual**

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will describe how the ARTEC model was developed and implemented and how it strengthened standards-based art education. It will delineate how teachers integrated the arts and technology into CCSS and the Close Reading Program. It will include guidelines on how to draw upon arts resources of the community. The Manual will include a discussion on how the project addressed and overcame problems in implementing the model. A **Project Evaluation Guide** will describe the use of an experimental design, and reports on the impact and efficacy of the model on improving teaching, learning, and arts education. The guide will include exemplary arts projects and how to achieve results in a variety of settings. An **Anthology of Case Studies** will describe arts and technology integration projects designed by the Arts Integration Teams, and provide illustrations on how art can be integrated into curricula of various grade levels and school settings. It will include case studies written by teachers reflecting on their experiences with colleagues and how they came to effectively use more arts integration strategies in their teaching. **Video and Photo Recordings** of art projects, dances, practices, performances, and festivals, will document how these can be conducted in schools with other ethnic populations. **Teacher Presentations** at school workshops, roundtables, and professional conferences, will describe how they integrated the arts into their classroom and how this could be done in other settings.

The project evaluation will provide evidence about effective strategies suitable for replication in a variety of classroom and school settings, including the following: (a) describing the project model with strong theory and empirical evidence, and delineating key components to guide others in adapting this model to a variety of other schools; (b) explaining ways the organizational structures can support implementation of the project model, including issues critical for replication; (c) describing project management, development of collaborative team work, preparing a cohort of folk dance teachers, and establishing a project web page to share practices and access teaching resources; (d) describing how the school-based PD strategies were implemented and effective, and how these can be used in a variety of settings; and (e) describing how collaborating with community arts organizations strengthens access to arts education.

SECTION 2. QUALITY OF THE PROJECT DESIGN

(a) Extent to which the project is supported by strong theory and uses a logic model.

Supported by Strong Theory: The project draws upon an extensive body of research on arts education, organizational systems for improving teaching, professional development and best practice teaching, and strategies for engaging students in their learning. An analysis of this research was undertaken to ascertain the theories guiding the studies and their relevance to this project. Three strong theories were identified, which have considerable cohesion, and form the basis of the ARTEC project model. Table 1 presents these theories linked to the project objectives and corresponding key components, designed to achieve project outcomes.

Theory 1: Effective organizational systems and professional learning communities enhance school capacity to support arts education and improve teaching practice, resulting in increased student engagement in learning and academic achievement.

Research Basis for Theory 1: Research has found that successful innovations are effective when they alter organizational systems through collaborative leadership and school-based professional development (Bryk et al., 2010; Fullan, 2009; Payne, 2008; Cochran-Smith, 2008; Diamond, 2007; Newmann & Wehlage, 2005; Kochanek, 2005). Bryk et al. (2010), a seven-year experimental research study, concluded that collaborative leadership and professional learning communities must be established for continuous improvement of student learning. Newmann & Wehlage (2005) found that a school's success depends not only on competence of teachers, but also on organizational capacity and professional development that engage teachers in taking collective responsibility for student learning. Research by USDE (2008) found that school improvement depends both on collaboration among teachers and on organizational structures that influence student learning. The Coalition of Community Schools identified critical conditions needed to improve low-performing schools: (a) an instructional program with qualified teachers, challenging curriculum, and high expectations for students; (b) community engagement and school climate that connects students to real-world issues; (c) collaboration

among parents, families and school; and (d) students are motivated and engaged in learning.

Theory 2—Intensive professional development, mentoring, and collaboration with colleagues, enhance teacher knowledge and practices that support arts integration, resulting in increased student achievement and engagement in learning.

Research Basis for Theory 2: In a review of over 1,350 research studies, Yoon et al. (2007) concluded that the most effective PD experiences have frequent opportunities for hands-on learning and reflection with colleagues, and use teacher study groups, peer observation, and coaching. Their review concluded that sustained and intensive PD was related to student achievement gains in the areas of literacy, science, and mathematics. When PD is part of a coherent program for teacher professional learning – connected to teachers’ goals, drawing on teachers’ prior knowledge, aligned with state and national standards, and collaborating with colleagues – teachers are more likely to change their practice (Desimone et al., 2002; Garet et al., 2001; Burton, Horowitz, Abeles, 2000). Teachers are likely to improve their teaching when they: play a main role in planning their professional learning; have opportunities to discuss their work with colleagues; receive follow-up support and coaching; and observe the teaching of colleagues (Odel & Huling, 2001; Garet et al., 2001; Graham, et al., 2000; Danielson, 2000).

Research has identified a set of best practice strategies linking the arts to improving language arts learning: (a) access student schemas, prior knowledge, and cultural background; (b) use inquiry approaches based on student interest and questions; (c) help students reflect on their learning; and (d) work in small groups on thematically based projects (Darling-Hammond, 2005; Stigler & Hiebert, 2004; Senk, 2003). Research shows that Close Reading Programs that help students engage in reading content-rich texts and uncovering layers of meanings, lead to deep comprehension, develop higher order thinking skills, and build capacity for becoming critical thinkers (Boyles, 2013; Coleman & Pimentel, 2012; Park & Elder, 2008).

Theory 3—Instruction using student schemas, family cultural heritage, digital tools and media, and content-rich text, with frequent practice in the arts, improves engagement in learning,

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resulting in increased academic achievement.

Research Basis for Theory 3: The arts are a powerful way to engage students, use their inherent capabilities, prior knowledge and schemas, and create authentic learning in the classroom (Seidel et al., 2009). Challenging students with culturally meaningful arts education programs improves learning and attitudes toward school (Rolling, 2008; Green et. al., 2006; Barone & Eisner, 2006; Critical Links, Arts Education Partnership, 2002). Research on best practice teaching concludes that using family cultural heritage improves engaged learning and academic achievement (Newmann & Wehlage, 2005; Daniels & Bizar, 2000; Wilhelm, 2000). Student language and communication skills benefit from use of digital tools and media arts, including digital storytelling, the internet for inquiry learning, simulation games, and web pages to support learning and share insights with peers. Student use of photo journaling and creating videos to narrate their learning increases interest in the arts, ability to reflect upon their learning, and improves communication skills (Gee, 2010; Darling-Hammond, 2010; Collins & Halverson, 2009; Gray & Lewis, 2009; Lawless & Pellegrino, 2007; Kay, 2006). Digital tools and media arts are especially effective in motivating students, as these often are part of their every day life. Research shows that art learning is enhanced when students reflect on doing art, discuss their insights with peers, and demonstrate their learning in multiple ways, such as: role play, visual displays, photos, videos, readers theatre, and journal writing. (Sullivan, G., 2006; Burton, Horowitz, Abeles, 2000). Engagement in learning is enhanced by honoring student achievements through public acknowledgement. Performances are celebrations of significant events in the lives of students and their families. Parents attending performances affirm student initiative and achievement (Haynes, 2003; Bizar and Daniels, 2000; Wilhelm, 2000).

Table 1. Theories and Key Components guiding the ARTEC Project

<i>Theories Linked to Project Objectives</i>	<i>Key Components to Achieve Outcomes</i>
Theory 1: Effective organizational systems and professional learning communities	*Establish teams of teachers, artists, and project staff, to implement arts integration.

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<p>enhance school capacity to support arts education and improve teaching practice, resulting in increased student engagement in learning and academic achievement. <i>Main theoretical linkage with Objective One</i></p>	<ul style="list-style-type: none"> *Link standards-based arts education to CCSS; *Create a climate for authentic, student-directed inquiry learning & use of digital tools. *Parents, teachers, & arts partners collaborate to strengthen standards-based arts education.
<p>Theory 2: Intensive professional development, mentoring, and collaboration with colleagues, enhance teacher knowledge and practices that support arts integration, resulting in increased student achievement and engagement in learning. <i>Main theoretical linkage with Objective Two</i></p>	<ul style="list-style-type: none"> *Teachers collaborate with peers, artists, & project staff, to integrate arts into CCSS and WPS Interdisciplinary Close Reading Program. *Teachers share practices, collect data to improve instruction, and use inquiry learning. *Teachers use student schemas and family cultural heritage to engage students in learning.
<p>Theory 3: Instruction using student schemas, family heritage, digital tools and media, and content-rich text, with frequent practice in the arts, improves engagement in learning, resulting in increased academic achievement. <i>Main theoretical linkage with Objective Three</i></p>	<ul style="list-style-type: none"> *Students engage in culturally relevant arts activities, and assess their arts learning. *Students share learning with digital tools, performances, photos, videos, and web page. *Students affirm their capabilities and family heritage, and become more active learners.

Logic Model: To clarify how theory supports project objectives, a logic model was constructed. While Table 2 is presented as a grid, it should be emphasized that these are interconnected elements designed to achieve project outcomes. The first row shows how Theory 1 is linked to project objective one: Effective organizational systems and professional learning communities (inputs), enhance school capacity to support arts education and improve teaching practice (outputs), resulting in increased student engagement in learning and academic achievement (outcomes). The second row indicates how Theory 2 is linked to objective two: Intensive professional development, mentoring, and collaboration with colleagues (inputs), enhance teacher knowledge and practices that support arts integration (outputs), resulting in increased student achievement and engagement in learning (outcomes). The third row shows how Theory 3 is linked to objective three: Instruction using student schemas, family cultural heritage, digital

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tools and media, and content-rich text, with frequent practice in the arts (inputs), improves engagement in learning (output), resulting in increased academic achievement (outcome).

Table 2. Logic Model guiding the Waukegan ARTEC Project

<i>Inputs</i>	<i>Outputs</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> *School capacity to integrate standards arts into CCSS. *Form Arts Integration Teams of teachers, artists, and staff. *Parents and arts partners collaborate on project. 	<ul style="list-style-type: none"> *Increased school capacity to strengthen arts education. *Improved school climate for rigorous academic learning. *Increased support from parents and arts partners. 	<ul style="list-style-type: none"> *Improved organizational & instructional systems, and more resources to strengthen arts education in all WPS. *ARTEC model disseminated locally and nationally.
<ul style="list-style-type: none"> *PD and follow-up coaching to support teaching the arts. *Teachers, artists, & project staff use digital tools. *Teachers use close reading program, and access schemas and family cultural heritage. 	<ul style="list-style-type: none"> *Improved best practice teaching for integrating arts. *Improved teaching of close reading using the arts. *Increased use of schemas, family heritage, digital tools, & project web page. 	<ul style="list-style-type: none"> *Increased use of best practice & digital tools in arts teaching. *Arts integration now a permanent part of practice. *Enhanced skills in using Close Reading Program and student-directed learning strategies.
<ul style="list-style-type: none"> *Students use schemas & family heritage in learning. *Students engage in folk arts, dance, music, drama, visual, media, and use digital tools. *Students reflect on arts learning, & share insights. 	<ul style="list-style-type: none"> *Improved motivation and engagement in learning. *Improved skills to assess learning and use digital tools. *Improved inquiry-based arts learning, and appreciation of family cultural heritage. 	<ul style="list-style-type: none"> *Increased achievement in reading and mathematics. *Increased use of digital tools, & postings on web page. *Increased skills in the arts, and appreciation of their culture and inherent capabilities.

(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 ARTEC project will incorporate purposes, activities, and benefits into ongoing work of WPS, and create strategic plans to continue the project after funding ends, as follows. (1) **Students** will gain lasting capacity to *make art; develop literacy* in the language of arts; *interpret, and evaluate* the arts; and *make connections* between the arts, other academic areas, and their lives, increasing their ability to achieve state and national arts standards. (2) **Teachers** will gain lasting capacity by increasing their understanding and skills in teaching the arts and technology and integrating them into the CCSS and Close Reading Program. With the help of project artists and technology experts, teachers will create curriculum units that incorporate the arts and technology, and are designed to engage students more fully in their studies. (3) The ARTEC project, through intensive PD and coaching, will have created a **cohort of teacher leaders**, who have developed knowledge and skills to lead PD workshops and follow-up coaching for continuing the project beyond the grant period. (4) WPS technology specialists involved in the project will be able to use their improved arts and technology integration skills with teachers throughout the district. (5) Schools will gain **organizational capacity** through the creation of school-based PD Arts Integration Teams, which will be encouraged to continue to meet after the grant period. (6) The project will have created a **network of community arts organizations** that will work closely with WPS to strengthen arts education that will be long lasting. Through this project, schools and teachers will have access to educators and resources including National Louis University and America Baila faculty, and teaching artists, which can continue to be tapped beyond the grant period. (7) **WPS Administrators** will increase their capacity to support arts education and their commitment to arts integration as a strategy for school reform and student achievement. (8) The Waukegan Public Schools will acquire a **replicable PD model** that can be used to train teachers into the future. (9) The project Governance Council will design a **strategic plan for sustainability**, which will address how the model and arts and technology integration strategies can be sustained through appropriated school funds, private grants, and support from Waukegan arts and cultural organizations. (10)

The project was designed to *fundamentally change the way teachers instruct students*, through integrating the arts and technology into their teaching. These skills will have engaged student in their learning, and will have become a permanent part of teachers' professional practice.

Aspects of the ARTEC model have been on going work of other school improvement efforts in WPS, and hence there is a context upon which to build. One of the greatest assets for school renewal in WPS is the success of Webster Middle School Renewal Project. From one of the lowest performing schools in Waukegan in 2006, Webster came to be recognized as one of ten Breakthrough schools in the nation by the NASSP. The Webster faculty will be mentors in this ARTEC project, and also support teachers in other Waukegan schools to achieve the kind of school improvement, high quality teaching, and student engaged learning they experienced.

SECTION 3. QUALITY OF 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.

(1) Quality and sufficiency of strategies for ensuring equal access and treatment for students and teachers: All students in participating teachers' classrooms will have equal access to services. No student will be denied access due to race, color, national origin, gender, age or disability. Strategies for ensuring equal treatment for students include translation and interpretation where necessary; program materials in alternative formats; accommodation for varied learning styles; and inclusion for students with Individual Education Plans. ARTEC will ensure equal access for teachers by providing all eligible teachers full opportunity to participate, including announcements in faculty meetings, newsletters, and school websites. Members of traditionally underrepresented groups will be strongly encouraged to participate by assuring that all program recruitment strategies are relevant, appropriate, and accessible. The project will also work to ensure equal treatment for teachers by ensuring that program strategies, services and

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resources take into account teachers' particular background, content area, instructional skill level, and individual school/classroom situation.

(2) *Members of groups that have traditionally been underrepresented:* The majority of students will be from traditionally underrepresented groups. Students in the project schools are predominantly Latino or African American (95%), and from low-income families (85%). About 50% of students are limited English proficient. The project will include teachers who are non-native English speakers, with limited or no background in the arts, and who have English Language Learners, special education/needs, gifted, and academically challenged students.

(b) Extent PD services provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

A Program with Sufficient Quality: The ARTEC project is of sufficient quality because:

(1) *It is a comprehensive research-based approach to PD,* designed around an innovative model that focuses on deeper, sustained professional learning opportunities for teachers. The project will create professional learning communities at each school, a structure that has been shown to be effective in enhancing teachers' effectiveness, creating a shared sense of responsibility for students' success, increasing teachers' satisfaction and morale, contributing to greater likelihood of systemic change, and ultimately impacting student achievement. The project's focus on PD arts integration teams is designed to help schools sustain improved teaching practice beyond the life of the federal grant. PD services will focus on developing teacher art content knowledge and understanding of how students best engage in arts learning. (See Section 2a for research cited.)

(2) *It incorporates extensive follow-up activities at the school level,* including observations, coaching, reflection sessions, data collection and analysis, and collaborative strategy sessions to review how to apply concepts and skills from PD sessions into actual teaching practice. School-based coaching with experts in a particular subject area and working with small groups of teachers has been shown to improve classroom practice and student achievement. Research on school improvement has shown that high quality PD in the context of a supportive professional

community is closely linked to improvements in student achievement in reading and math.

(3) It is supported by experts in arts education and technology, including dance teachers and researchers from America Baila: Folkdance Company of Chicago, reading and technology faculty from National Louis University, the Directors of Educational Technology Innovation from the Waukegan Public Schools, and artists from over 10 arts organizations from Waukegan and northern Illinois. Project teachers will have access to experts at many different levels who have experience in designing and implementing effective curriculum, including teaching artists and experts in technology and reading who are at the cutting edge of innovation in their fields, as well as fellow teachers ready to share successes and experiences. The PD Support Team will be made up of 3 experts in technology (two WPS Directors of Technology and Media/Technology Consultant) and 12 arts teachers from WPS, selected for their high quality teaching.

(4) It uses a logic model and experimental design to ensure effective PD instruction: The project is guided by a logic model that identifies relationships between key components and intended outcomes. The project evaluation, using an experimental design, will provide empirical evidence showing the extent to which the project is effective in improving teaching and learning. Teachers, school administrators, and project staff will collect and use data to continually assess the effectiveness of program activities and progress toward project goals. Coaches will meet with teachers for on-going reflection and analysis of their teaching, and they will discuss how that teaching can best implement standards-based arts instruction to enhance student achievement.

(5) It is supported by the project web page, to connect all participants so they can share practices, access arts education resources, and post evaluation results, lesson/unit plans, and samples of student work on the project website. These postings will be made monthly, and thus permit continuous sharing of experiences across the district. Other resources and tools will be made available online, following best practices in online teacher PD.

A Program with Sufficient Intensity: The project's PD model will have considerable intensity:

(a) All teachers will participate in 60 hours of PD each year (30 hours of workshops and 30 hours

of follow up coaching), and lead teachers will participate in an additional 10 hours each year; (b)

The PD Support Team will provide on-going leadership and support for the Arts Integration

Teams who will meet biweekly to plan, review, monitor, and make changes to art integration

project activities; (c) Project artist will spend 36 hours in each project schools working side-by-

side with classroom teachers. (d) 15 teachers in the Folk Dance Cohort will attend 6 Saturday, 4

hour, workshops each year and be provided 20 hours of follow-up coaching. (e) Teachers and

students will post reflections and products on the project web page at least once a month.

A Program with Sufficient Duration: PD Support Team and Arts Integration Team activities, and PD arts education services will take place over the 4 years of the grant, during both the school year as well as summers. This will develop teachers' knowledge and skills incrementally over four years, allowing teachers to understand and internalize effective arts teaching practices over time.

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

Provide Services to Improve Student Achievement: Table 3 shows a high incidence of students at-risk of academic failure, as indicated by high rates of low-income families, low reading and math scores, and high percentages of Limited English proficiency students. To improve student achievement it is necessary to address each of the particular need factors, yet knowing that these are interconnected and require coherent strategies (see research, Section 2).

(1) Services Provided to Address Low Income Needs: Students in the project schools are overwhelmingly from low-income backgrounds (Carmen-Buckner 97%, Glenwood 78%, Whittier 82%), a factor that consistently predicts school failure (Bryk et.al. 2010; Payne, 2008; Diamond, 2007). Mobility rates are high (Carmen-Buckner 30 %, Glenwood 17%, Whittier 16%), making continuity of teaching and monitoring of learning difficult. The project will help teachers address these needs by providing with arts education PD and providing arts and technical resources for students. It will provide school-based PD and follow-up coaching, designed to help teachers connect the arts to language arts, and use technology in their teaching.

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By bringing artists into schools, providing students with frequent arts opportunities, and tapping their schemas and family cultural heritage, students will improve their engagement in learning, and develop pride in their inherent capabilities and academic accomplishments.

(2) Services Provided to Address Low Achievement: The Illinois Standard Achievement Test (ISAT) scores listed in Table 3 clearly demonstrate that there is much need for improvement in the project schools. Very large percentages of students are reading **below** grade level: Carmen-Buckner 75%, Glenwood 70%, and Whittier 73%. Likewise, high percentages of students are **below** grade level in math: Carmen-Buckner 66%, Glenwood 67%, and Whittier 65%. To address low achievement, teachers will help students connect the arts and technology with language arts curriculum, thus maximizing interdisciplinary and integrated learning. Students will be challenged with relevant, authentic, and culturally meaningful arts education to improve their academic achievement. Teachers will focus on improving literacy (reading, writing, oral language) by linking standards-based arts instruction to the Common Core State Standards. Using the Interdisciplinary Close Reading Program, teachers will help students dig deeper into a text, develop higher order thinking and questioning skills, learn to synthesize information, create their own opinions, and become critical thinkers. They will help students improve language skills through using the arts and technology, content-rich texts, frequent practice with complex text and its academic language, and tapping their schemas and family cultural heritage.

Table 1. Profile of Schools, Waukegan CARE Project (a)

School (Enrollment)	Low Income	Below level in Reading; Math	LEP	Ethnicity: Hispanic; Afr-Am.	IEP
Carman-Buckner Elementary (663)	97%	75%; 66%	50%	75%; 21%	11%
Glenwood Elementary (665)	78%	70%; 67%	50%	83%; 10%	12%
Whittier Elementary (609)	82%	73%; 65%	49%	86%; 10%	11%

(a) *Low Income: Title I, Section 113(a)(5) of ESEA, 1965, amended by NCLB 2001; Reading*

and Math scores measured by Illinois Standard Achievement Test (ISAT); LEP measured by LPTS Language Proficiency Test Series published by Metritech. All percentages are rounded.

(3) Services Provided to Address Low Engagement in Learning: Teachers report that over time, many students have less interest and engagement in academic study. The arts and technology stressed in ARTEC are useful in helping students use their imagination, express ideas through visualization, and access content areas. The project will make frequent use of digital tools and media arts, as research has found that they are especially effective in motivating and engaging students in learning. Student will frequently use digital tools and media including digital storytelling and videos, and post artworks and discuss their learning, on the project blog or wiki, with peers and a global audience. The arts can inspire students by connecting them to their culture, increasing self-esteem, and encouraging them to take pride in their family heritage. The project will focus on the folk arts, music, and dances of Hispanic/Latino and African American cultures as 95% students in the project schools are from these backgrounds, and thus these arts are especially relevant in engaging them in learning. Performances, art displays, videos, and use of other digital tools can inspire students and improve school climate for learning. Such performances and public art displays are celebrations of community, and markings of significant events in the lives of students and their families.

(4) Services Provided for Limited English Proficiency and Special Needs: LEP percentages are high in the project schools (Carmen-Buckner 50%, Glenwood 50%, and Whittier 49%), thereby creating a strong need for providing instructional services to improve language acquisition and prepare students for passing the Illinois achievement test. The schools also have, on the average, more than 11% of students with special learning needs. The project will provide specific teaching strategies for using the arts to increase vocabulary, reading comprehension, fluency, and writing for LEP students. For students with special needs, it will help teachers provide individual lessons focused on engaging them in learning through high interest arts and technology activities. The arts and technology emphasized in ARTEC are designed to help LEP

students and those with special needs to express ideas, communicate, and understand content. Importantly, the arts and technology can help students tell stories of their learning, discuss problems encountered in their studies, and promote understanding among peers.

Measuring Achievement Against Rigorous Academic Standards:

Based on strong theory and a logic model, the ARTEC project is a comprehensive effort to improve teaching and learning using rigorous academic standards, and integrating standards-based arts into the Common Core State Standards. In addition, the project is guided by the Consortium of National Arts Education Associations, the Illinois Fine Arts Standards, the National Educational Technology Standards, and standards of the International Society for Technology in Education. Guided by these state and national standards, teachers will help students improve their skills in the arts, including: *Dance*: identify elements of pathways, range in space, sustained and percussive qualities of speed, choreographic repetition, and expressive qualities of mood and emotion; *Drama*: understand the elements of acting, scripting, speaking, improvising, gesture, principles of conflict/resolution and theme, and expressive characteristics of mood and dynamics; *Music*: identify expressive qualities such as tone color, harmony, melody, rhythm/meter, and dynamics in a variety of musical styles; *Visual Arts*: understand elements of space and value, principles of rhythm, size, proportion and composition, and expressive qualities of symbol and story. Making decisions about color in a painting, listening intently to a fellow student's jazz performance, collaborating with other students in an Improv piece, editing sound for a video clip, and critiquing a fellow student's choreography – are examples of standards-based art activities that spark stimulation, excitement, and engagement. Similarly, theater brings texts to life, encouraging students to become active readers, narrate stories of their experiences, and understand life issues and concerns.

In addition, the project is aligned with on-going school improvement programs in WPS to increase student achievement, using the Common Core State Standards: (a) implementing the ISBE school improvement services project, (b) using the Interdisciplinary Close Reading

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Program in all schools of the district, and (c) using data-driven instruction to improve teaching and learning, assess effective curriculum practices, and monitor student learning. In coordination with WPS strategic plans to assure rigorous academic standards to improve teaching and learning, the ARTEC project will implement the following activities: (a) establish school-based professional development to strengthen the teaching of standards-based art, (b) link arts education and technology with the interdisciplinary Close Reading Program, and (c) implement an experimental design evaluation to assess teacher performance, evaluate student achievement, and assess effectiveness of the project. The project will be overseen by the WPS Associate Superintendent of Teaching, Learning, and Professional Practices, and the Enrichment Coordinator, who are members of the Governance Council. Two WPS Directors of Instructional Technology and the WPS Literacy Coordinator will be members of the PD Support Team.

SECTION 4. QUALITY OF PROJECT PERSONNEL

(a) Employment of Personnel Who are Members of Underrepresented Groups.

If key staff positions should become available for the project, the Waukegan Public Schools opportunity diversity planning process will be used to actively encourage applications from people who have been traditionally underrepresented. The following initiatives will be undertaken for every search and screen: (1) If a position becomes vacant, the WPS Associate Superintendent (WAS) will post that position and target it for Affirmative Action efforts; (2) The WAS will present to the search committee an outline of Affirmative Action procedures; (3) The committee will be composed of individuals from diverse backgrounds, including individuals from under represented backgrounds; (4) The committee will advertise in minority newspapers, journals or publications, and will use search firms as necessary; and (5) Before the hiring decision and offer is made, the chair of the search committee will transmit a completed Affirmative Action review form to the WPS Associate Superintendent outlining the criteria used

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to hire. Finally, WPS is an Equal Opportunity / Affirmative Action employer and abides by all applicable provisions of Federal, State and Local Law. WPS does not discriminate in its employment policies and practices on the basis of race, color, religion, national origin or ancestry, sex, age, marital status, veteran's status, and physical or mental handicap/disability.

Of the project's ten key personnel, five are female, one is African-American, and two are Hispanic/Latinos. One TBD positions will be hired once funding is available.

(b) Qualifications, training, and experience of key project personnel

WPS Project Administrators: Dr. Joan Brixey (10% in kind), Associate Superintendent of Teaching, Learning, and Professional Practices, will provide leadership in overseeing the project, and be a member of the Governance Council. Dr. Brixey has 30 years experience as an educator, received her doctorate in Educational Leadership and Policy Studies, and was principal of Daniel Webster Middle School, which was nationally recognized as one of the ten Breakthrough schools by NASSP. Ms. Sheila Crotty-Kagan (25% in kind), Enrichment Coordinator, will supervise the Project Director, and assist Dr. Brixey in overseeing the project. She will be a member of the Governance Council and co-lead the PD Support Team with the Project Director. Ms Crotty-Kagan has a B.A. in music, and an M.A. in Educational Leadership from Northeastern Illinois University. She has 10 years teaching and 2 years administrative experience. Ms. Verna Wilson (15% in kind), Literacy Coordinator, will be a member of the PD Support Team.

Project Director: (100%) TBD The Project Director will provide overall direction and leadership for implementing the project, and will be supervised by the two WPS Administrators. She/he will direct the project's management and implementation plan, and will approve and monitor all financial aspects of the project budget. She/he will lead the Governance Council and the Management Team, meet weekly with the Project Investigator, and be responsible for the completion of all reports. She/he will work with the four school Arts Integration Teams and the PD Support Team to implement the project. She/he will develop collaboration plans with community organizations, and facilitate interfaces between schools and community artists.

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She/he will report to Governance Council on the progress of implementing the project objectives, and refine and make changes in programs when needed. Minimum qualifications needed:

Masters degree, at least 10 years experience in teaching, arts education, and administration.

Principal Investigator: (100%) Dr. Joseph C. Fischer, will provide overall guidance and direction for implementing the evaluation design, supervise the Evaluation Team, and work closely with the Project Director and External Evaluators in preparing formative and summative evaluation reports for the district and the federal government. He will work with the PD Support Team and the four school Arts Integration Teams, in evaluating PD and follow up coaching, and assessing the schools Arts Integration Plans. He will be a member of the Governance Council and work closely with the Project Director in implementing data collection plans and formative evaluation to assure feedback for decision-making and effective implementation. Dr. Fischer has a Ph.D. from the University of Chicago, is Professor Emeritus at NLU, and has over 30 years experience as a program evaluator in schools in Illinois. He is fluent in Spanish, and has published four books and numerous research articles in the field of arts education, action research, and teacher education. During the past 10 years, he was director or project evaluator of four large USDE funded arts integration projects.

Folk Dance Coordinator: (100%) Mr. Leopoldo Garcia, will organize the PD folk dance cohort program for teachers and parents, including providing dance workshops, curriculum integration support, and video documentation for project evaluation. The cohort will be taught folk dances and folk arts of cultures represented among the students, and other dances teachers select to teach to students. He and Mr. Claudio Rabadan (30% in kind), Assistant Director of America Baila, will co-teach the workshops, provide follow-up coaching to teachers as they teach folk dance to their students, and teach parents to make folk dance costumes for school performances. They will develop CDs, DVDs, and curriculum guides for teachers. Mr. Garcia has a M.A. degree, 28 years teaching folk dance, 20 years as Director of *America Baila: Folkdance Company of Chicago*, three years as Director of the Pilsen/Little Village Arts Collaborative, and three years

as Coordinator of the Community Arts in Education Project in Chicago.

(c) Qualifications and experiences of project consultants

External Evaluators: Dr. Jerry Olson (30%) will provide consultation on the evaluation, meet monthly with the Project Evaluation Team, provide advice on data collection and analysis and write annual reports for USDE. He will advise the Evaluation Team on evaluation strategies, measurements, and analysis. Bimonthly, he will visit project schools with the Principal Investigator to make classroom observations, interview teachers, and conduct focus groups. Dr. Olson has 30 years experience in program evaluation and 20 years as Associate Dean of the Chicago Teacher Center at Northeastern Illinois University. He has been an external evaluator for over 25 arts and school improvement projects. Dr. Jan Perney (20%) will assemble all data from the standardized tests, surveys, interviews, and school data, and create a data base to facilitate analysis. He will apply appropriate statistical methods to ascertain the extent to which the pre-post data results show levels of significance, and which features and components of the model have the greatest impact on improvement in teaching, student achievement, and engagement in learning. Dr. Perney has been chair of the Research Department at NLU and specializes in quantitative research and statistics. He has been an external evaluator on many grant projects in Waukegan, Chicago, and other school districts in Illinois.

Media/Technology Consultant: (50%) Dr. Robert Bowe will create and manage the project website, conduct PD sessions for teachers, provide follow up coaching in schools, and support the communication network. He will serve on the PD Support Team and be supervised by the Project Director. Dr. Bowe has an Ed.D. in Curriculum & Instruction, 23 years experience teaching at elementary and university levels, and is Academic Technology Coordinator at NLU.

WPS Directors of Educational Technology Innovation: (20% each, in kind) Ms. Mary Mlinar-Stephens and Ms. Anne Truger. The Directors will be members of the Management Team, and will support the Media/Technology Consultant in creating and maintaining the project website and organizing and providing PD on technology for project teachers and staff.

SECTION 5. QUALITY OF THE MANAGEMENT PLAN

(a) Adequacy of the Management Plan to Achieve Objectives On Time and Within Budget.

The management plan is designed to ensure that project objectives will be achieved on time and within budget. Detailed timelines, milestones, and persons responsible for accomplishing project tasks are delineated below and appear in Table 4. The project will function within budget and achieve objectives on time, because administrative and evaluation units will be in place to assure adherence to timelines, monitoring of the budget, and use of data-driven decision making.

(1) Management Team and Governance Council: Two administrative units will assure that objectives are achieved on time and within budget. (1) The Management Team will meet weekly to: (a) review timelines and milestones; (b) coordinate and supervise the activities of the project's two PD instructional teams: the school Arts Integration Teams and the district-wide PD Support Team; (c) monitor the budget; (d) define responsibilities of and supervise staff; (e) carry out on-going review of project implementation; and (f) monitor and modify project activities based on feedback received from the project evaluators. The Management Team will be composed of the Project Director, WPS Enrichment Coordinator, and two WPS Directors of Educational Technology Innovation. (2) The Governance Council will meet bi-monthly to: (a) set overall policies for the program, (b) review evaluation reports and make recommendations to staff on program changes based on this review, (c) meet quarterly with the Management Team and Evaluation Team to discuss the effectiveness of the project's implementation, (d) disseminate the project locally and nationally, and (e) develop and monitor plans to sustain the project after federal funding ends. The Governance Council will be composed of two WPS Project Administrators (the Associate Superintendent for Teaching, Learning, and Professional Practices, and the Enrichment Coordinator), the Project Director, Principal Investigator, the three school principals, the three lead teachers, and two representatives of Waukegan arts organizations.

(2) Evaluation Team and Achieving Objectives on Time: A range of quantitative and qualitative evaluation methods will be used to provide on-going feedback to project

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administrators for decision-making and continuous monitoring to assure that the project objectives are achieved on time and within budget. The Evaluation Team will be made up of the Principal Investigator, WPS Technical Directors, Folk Dance Coordinator, Media/Technology Consultant, and the External Evaluators. The Evaluation Team will work closely with the Management Team and Governance Council to provide data to undertake any needed modifications in project implementation, and to assure that objectives are achieved on time and with budget. As described in detail in part c below, the project will create and follow clear procedures to ensure that assessment data on project implementation is used for on-going improvement of the project, using formative and summative evaluation strategies.

(3) Role of the PD Support Team & Arts Integration Teams: The district-wide PD Support Team, led by the Project Director and the WPS Enrichment Coordinator, (and made up of the Media/Technology Consultant, WPS Directors of Educational Technology Innovation, three lead teachers of the Arts Integration Teams, and 6 arts teachers from across WPS elementary schools) will provide overall direction for the arts PD services and activities. The PDST will design and pilot PD activities, coordinate PD services, and support the work of the three AITs. The main tasks will include: (a) establishing curriculum guidelines for PD services, including linking arts education and technology; (b) providing follow-up support for teachers at the three project schools; (c) training project arts to work effectively with classroom teachers; and (d) coordinating project arts resources with principals and teachers at the schools.

(4) Communication Network & Project Web Page: A web page will be developed for the project, and be connected to the WPS website. It will serve as a communication network for teachers, students, school staff, artists, the Management Team, Evaluation Team, PD Support Team, and Arts Integration Teams. It will be created and managed by the Media/Technology Consultant and the WPS Directors of Educational Technology Innovation. The web page will include postings of art integration projects, student artwork, and videos of folk dances, art displays, and performances. Using the web page, students will receive feedback from teachers

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and project artists. The web page will be used between professional development sessions to enable participants to chat with one another at pre-determined times and to conduct threaded discussions. It will serve as a vehicle to share arts integration strategies, project products (see Design section), sample lesson plans, and be a link with local and global audiences.

(5) Project will Function within Budget: Budget oversight will be provided by the WPS Project Administrators. Fiscal reports will include up-to-date entry of purchases with attention to balances remaining in each line item. The Project Director will receive monthly reports listing activities to-date enabling them to properly manage resources. All evaluation and accounting data collected will be password protected and files will be maintained in locked cabinets accessible only to the Project Director and WPS Project Administrators. The budget is adequate for this project because it provides funds for: (1) hiring project staff, teaching artists, and media/technology consultant; (2) teacher compensation for PD meetings; (3) supplies and resources for arts activities in schools; (4) photo and video taping of classroom art activities, performances, and art work; (5) buses for arts field trips; and (6) external evaluation.

(6) Project Objectives, Milestones, and Key Tasks: The Management Chart, provided at the end of this section, will be used by all of the project's governance, management, and instructional teams to guide the project's implementation and to ensure that the project is meeting its timeline and is within budget. The Management Chart (Table 4) lists in detail the project's key tasks under each objective, milestones to assess on-going progress in meeting project objectives, and persons responsible for each set of project tasks. The milestones and list of tasks will serve as check points in reviewing progress in meeting project objectives.

PROJECT OBJECTIVES, MILESTONES AND KEY TASKS

The project will implement the following objectives. Timelines and persons responsible are delineated in the Management Chart. How they will be evaluated is in the Evaluation Section.

FIRST OBJECTIVE: Implement a collaborative professional learning community model to enhance teacher performance and arts content knowledge to improve student achievement

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through integrating standards-based arts into language arts curriculum.

Milestones: By July 31, 2018, ARTEC will have developed a system of collaboration among teachers, artists, project staff, and arts partners, to enhance teacher performance and arts content knowledge to improve student achievement through integrating standards-based arts education into language arts curriculum. The Governance Council will oversee the project, seek resources from the community to support arts education in WPS, and develop strategic plans to continue the project after funding ends. The Management Team will coordinate implementation of the project, lead the PD Support Team, guide the work of the Arts Integration Teams, and work with the Evaluation Team to monitor progress and assess impact of the project on intended outcomes.

Key Tasks: (1) By November 30, 2014, teachers at each school will be organized into Arts Integration Teams (AIT) composed of 8 classroom teachers, who will collaborate with the visual arts and music teachers, the reading specialist, and a project coach assigned to the school. They will elect a lead teacher responsible for conducting meetings and collecting evaluation data. The project will provide intensive PD services to support the teams in improving instruction to increase student achievement. (2) By December 30, 2014, a cross-school PD Support Team (PDST) will be created and composed of the Project Director, WPS Enrichment Coordinator, Principal Investigator, WPS Directors of Educational Technology Innovation, lead teachers of the AIT, and 6 arts teachers chosen from across Waukegan elementary schools. The PDST will work with artists and technology experts to design PD services to support the integration of standards-based arts and technology into language arts curriculum. The AIT will be the focal point for sharing arts teaching practices and assessing arts integration projects, and will be supported by the MT and PDST. (3) By October 2014, the Evaluation Team will have been formed, made up of the Principal Investigator, Media/Technology Consultant, Folk Dance Coordinator, and the External Evaluators. It will implement the project evaluation, using an evaluation design, including random selection of 30 teachers for the treatment group and 30 for the control group. The team will develop the Arts Education Teaching Practices (AETP)

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instrument to measure arts content knowledge and arts teaching practices, pilot test the instrument on a sample of teachers, and conduct reliability and validity studies. (4) Each year, the Management and Evaluation teams will prepare reports demonstrating project impact on the ability of teachers to integrate the arts into the CCSS and the Interdisciplinary Close Reading Program, and the gains in achievement of students in the treatment group vs the control group. (5) The 12 arts teachers will have gained leadership experience working with colleagues on arts integration projects, and be able to provide PD and coaching to other teachers in WPS, once federal funding ends. (6) All products will be posted on the web page, including: Project Manual, Project Evaluation Guide, Anthology of Case Studies, and video and photo recordings.

SECOND OBJECTIVE: Establish school-based PD and intensive follow-up coaching to strengthen the teaching of standards-based arts, using technology and linked to the CCSS and WPS Interdisciplinary Close Reading Program.

Milestones: By July 31, 2018, 85% of the 30 teachers in the project schools will have increased their arts content knowledge and their ability to integrate standards-based arts education into the CCSS and the WPS Interdisciplinary Close Reading Program. The project teachers will have: (a) increased their skills at integrating the arts into the language arts curriculum; (b) improved their use of technology in classroom instruction; (c) increased their ability to use the Arts Integration Spiral, the four stands of teaching art, and protocols to help students assess their artwork; (d) posted monthly their arts integration plans and products on the project web page. By November 2014, 30 teachers will be randomly selected to participate in ARTEC and form Arts Integration Teams. By November 2014, the Folk Dance Cohort of 15 teachers, from across the schools, will be established and taught dances relevant to their students culture; each year, teachers will have learned 5 folk dances and taught them to their students; they will be provided 20 hours of follow-up coaching during each year (ten two hour sessions); each year their students will perform the dances during assemblies and after school for parents.

Key Tasks: (1) Through school-based PD and follow-up coaching by artists, teachers will

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increase their ability to integrate the arts into grades 1-5 language arts curriculum. During the first year teachers will be provided 15 hours of PD workshops and 15 hours of follow-up coaching. During years 2, 3, and 4, teachers will be provided 60 hours of PD services, consisting of: (a) 30 hours of PD workshops given on two summer institute days, and 5 Saturdays during the year (at 5 hours per workshop); and (b) 30 hours of follow-up coaching by artists, consisting of 15 days during the school year at 2 hours per session. (2) Teachers will help students create, perform, and respond to folk arts, dance, drama, music, visual arts, and media arts. The folkdances, music, and visual arts of Hispanic/Latino and African-American cultures will be a main focus, as these ethnic groups make up over 90% of WPS enrollments. (3) Through extensive PD in technology, teachers will help students use digital tools and media to enhance their arts learning and post their artwork on the project web page. They will use best practices strategies to help students build language skills through content-rich texts and frequent practice with complex text, to develop higher order thinking skills and become critical thinkers. (4) In addition to the school-based teams of 30 teachers, the project will create a cross-school cohort of 15 teachers and provide six Saturday workshops (4 hours each) per year in folk dance and culture, with bimonthly coaching. Cohort teachers will learn how to teach five folkdances per year to their students, and be given CDs, DVDs, and instructional guides developed by America Baila dance teachers. Student folk dance performances led by the dance cohort teachers will be held during school and after school, and video taped for dissemination. (5) In the first year, the Arts Integration Teams will focus on the discipline of their school's arts specialist (visual arts or music); in the following years, they will select other arts, depending on the arts plans they create. (6) Based on National Arts Standards, teachers will learn how to use four strands in teaching art: art making, arts literacy, interpretation & evaluation, and making connections. (7) Teachers will learn to adapt the *Arts Integration Learning Spiral* (developed by Columbia College in Chicago), to their grade level teaching: (a) discover intentions for teaching and learning; (b) create a safe community of learners; (c) learn in the language of the arts; (d) immerse in the big ideas through

art making; (e) revise and share; (f) perform and exhibit; and (f) reflect and assess.

THIRD OBJECTIVE: Improve student achievement in meeting challenging academic standards by using content-rich texts, higher order thinking strategies, accessing student schemas and family cultural heritage, and engaging in standards-based arts education.

Milestones: By July 31, 2018, 1,125 students in grades 1-5 will have increased their academic performance in reading and improved their ability to create, perform, and respond to folk arts, dance, drama, music, visual arts, and media arts. Each year, 85% of students will develop two arts projects using technology and linked to the Close Reading Program; they will post their artwork and share their learning on the project web page. Students of teachers in the Folk Dance Cohort will learn 5 dances each year and perform them in school assemblies. Students will use a variety of digital tools and media in their arts learning and in narrating the story of how they engaged in the arts and what insights they gained. They will take one field trip per year to museums or theatres. Students will understand the arts in a more profound way by becoming immersed in the thinking of artistic endeavors so that the arts become lived, meaningful encounters with their reality. They will appreciate their capabilities and family heritage.

Key Tasks: (1) Using the arts and technology linked to the Close Reading Program, students will improve their language skills by using content-rich texts, practice with complex text, develop higher order thinking skills, learn to synthesize information, create their own opinions, and become critical thinkers. (2) Through using their schemas, prior experiences, and studying their family cultural heritage, students will deepen their connections to the arts and school, foster artistic achievement, and improve their engagement in learning. Students will use the arts to improve language arts skills by developing sensory images, activating schema, using questioning strategies, determining importance, inferring, and synthesizing. (3) Students will develop connections between the arts and the language arts by focusing on six thinking dispositions: questioning and investigating; observing and describing; reasoning and providing evidence; exploring multiple viewpoints; comparing and connecting; and uncovering complexity. (4)

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Students of teachers in the dance cohort will learn 5 folk dances each year and perform them during assemblies. (5) Students will attend each year a live performance at an area theater.

(b) Extent time commitments of Project Director, Principal Investigator and other key personnel are Appropriate and Adequate to Meet the Objectives of Proposed Project.

The time commitments of the Project Director, Principal Investigator, and other key personnel are appropriate and adequate to meet the project's objectives in that each major component has support staff associated with it. The Project Director will have a 100% time commitment and will be supervised by the WPS Associate Superintendent (10% in kind), and the WPS Enrichment Coordinator (25% in kind), who will oversee the project. The Project Director will manage the project with the WPS Enrichment Coordinator and the two WPS Directors of Educational Technology Innovation (20% time each, in kind). The Principal Investigator will have a 100% time commitment and lead the Evaluation Team (Principal Investigator, Media/Technology Consultant (50%), Folk Dance Coordinator (100%) and External Evaluators (50%) in implementing the project evaluation, using an experimental design. To ensure effective PD and follow up coaching, the Project Director and Enrichment Coordinator will lead the PD Support Team made up of the three AIT lead teachers, Media/Technology Consultant, two WPS Directors of Educational Technology Innovation, the Principal Investigator, and a sample of 7 art teachers from across Waukegan elementary schools. The Folk Dance Coordinator and dance teachers from America Baila will provide folkdance classes and coaching for the cross-school cohort of teachers and parents, develop CDs, DVDs and teaching guides, and video record dance performances for documentation. The Media/Technology Consultant and Directors of Educational Technology Innovation, will create and manage the project web page, conduct PD sessions, provide follow up coaching in schools, and support the communication network.

(c) Adequacy of procedures for ensuring continuous feedback and improvement of project.

The formative evaluation design ensures continuous feedback for improvement of project. The Management Team will receive on-going information from the Evaluation Team to

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ensure continuous improvement of the operation of the project. Moreover, a key component of the project is engaging teachers in reflection on practice through a personal reflection blog, mentoring with artists, and documenting student learning on a continuous basis. On-going assessment by teachers of the learning progress of their students is a central aspect of the project, and of the PD program. The following evaluation feedback procedures will be used to manage progress towards the project's stated goals and objectives. First, the Evaluation Team will assess during each year the degree to which milestones have been met for all of the project's objectives. Evaluation results will be shared, on a quarterly basis with the Management Team (MT). Those results will include: pre-post surveys, feed-back questionnaires, teacher observation protocols, student test scores, focus groups, interviews, and videos. A detailed list of these assessment instruments appears in the Evaluation Section. Second, the Management Team will meet with the Arts Integration Teams to share the evaluation findings and to determine what changes and modifications in program design and implementation should be undertaken. Third, after these modifications have been implemented, the MT will assess in collaboration with the Principal Investigator the effectiveness of these changes and what impact the changes have brought. Thus, the following on-going feedback loop will be employed: (a) evaluation findings will be shared on a quarterly basis with the MT; (b) based on these findings, any needed recommendations for modifications in program implementation will be made; (c) needed changes will be implemented; and (d) the MT will evaluate how effective the changes have been.

Table 4. Objectives, Key Tasks, Milestones, Timeline and Persons Responsible (*Key at end of chart)

OBJECTIVES, KEY TASKS, AND MILESTONES	TIMELINES	RESPONSIBLE*
<p>OBJECTIVE 1: Implement a collaborative professional learning community model to enhance teacher performance and arts content knowledge to improve student achievement through integrating standards-based arts into the language arts.</p>		
<ul style="list-style-type: none"> • Key Tasks: Governance Council formed to lead and oversee ARTEC project. • Milestones: Participants will rate partnership as effective in strengthening arts education teaching in WPS schools (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%). 	<p>Nov 2014 formed; meets quarterly; planning for beyond grant, years 2-4.</p>	<p>PD, WAS, WEC, GC, PI</p>
<ul style="list-style-type: none"> • Key Tasks: Management Team & Evaluation Team formed; provide coordination to implement & evaluate project; monitor timelines and budget; set up web page. • Milestone: Effectively lead implementation; assess effectiveness of project; supervise staff; pre-post data collected; quarterly postings on project web page. 	<p>Oct 2014 formed; meets weekly; reports sent to DE yearly; products post quarterly on web page.</p>	<p>PD, MT, PI, WAS, WEC, MTC, DETI</p>
<ul style="list-style-type: none"> • Key Tasks: Art experts & Evaluation Team design Arts Education Teaching Practices instrument, pilot tests it, and conducts reliability and validity studies. • Milestones: AETP edited, reliability and validity studies completed, and instrument administered to treatment and control groups for base line data. 	<p>Oct 2014 to Jan 2015 design AETP, pilot test, June 2015 AETP given for baseline.</p>	<p>PI, MTC, EE</p>
<ul style="list-style-type: none"> • Key Tasks: PD Support Team, Arts Integration Teams, and Folk Dance Cohort formed; begin implementing PD services; teachers & students post on web page. • Milestone: Teams rate project as functioning effectively (Yr.1: 70%; Yr.2: 75%; 	<p>Nov 2014 formed, meet biweekly: Jan 2014 to Aug 2018; post products</p>	<p>PDST, AIT, FDC, MT, MTC, DETI,</p>

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	on web page quarterly.	PI
<p>Yr.3: 80%; Yr.4: 85%); each year 80% of students & teachers post on web page.</p> <ul style="list-style-type: none"> • Key Tasks: Developing products and posting on project web page: Project Manuel, Evaluation Guide, Anthology of Case Studies, Videos & photo narratives of learning. • Milestone: Quarterly, teachers and students post products on web page; AIT and PDST hold roundtables and sharing sessions using the products developed. 	<p>On-going, Jan 2015 to Aug 2018; products posted quarterly; roundtables twice yearly.</p>	<p>GC, PD, MT, PI, FDC, MTC, DETI</p>
<ul style="list-style-type: none"> • Key Tasks: Disseminate all products of the ARTEC model on project website. • Milestone: Number of schools receiving technical assistance (Yr.3: 30; Yr.4: 40). 	<p>Sept. 2017- Aug. 2018 post all products.</p>	<p>PD, MT, PI, MTC, DETI</p>
<p>OBJECTIVE 2: 45 Teachers increase ability to strengthen standards-based arts education, using technology, and linked to the CCSS, through school-based PD and intensive follow-up coaching.</p>		
<ul style="list-style-type: none"> • Key Tasks: Pilot test evaluation instruments; AETP validity and reliability tested; Random assignment of 30 teachers to treatment & 30 to control groups. • Milestones: 30 teachers randomly assigned; another 15 recruited into folkdance cohort; AIT & PDST meet biweekly; arts integration PD plans implemented. 	<p>Nov 2014 random assign; Jan – Mar. 2015 validity & reliability testing; PD & follow-up bimonthly.</p>	<p>PD, MT, PI, MTC, EE</p>
<ul style="list-style-type: none"> • Key Tasks: AIT & PDST begin work; PD and follow up coaching –piloted first year. • Milestones: Teachers participate in 30 hours of PD with follow up coaching, for the first year; 80% of teachers rate PD & follow-up as effective; develop arts integration plans & begin action research; teachers and students post on project web page. 	<p>Dec. 2014 – June 2015 PD services; pre-post testing each year; post products each quarter.</p>	<p>PDST, AIT, FDC, MTC, DETI, PI,</p>
<ul style="list-style-type: none"> • Key Tasks: On-going PD & follow-up coaching provided teachers in years 2 - 4; 	<p>Monthly Sept 2015 –</p>	<p>AIT, PDST,</p>

<ul style="list-style-type: none"> • Milestones: Teachers participate in 60 hours of PD and follow-up; 80% complete arts integration plans and action research case studies, and post on project web page. 	Aug. 2018; post products quarterly on web page.	PI, FDC, MTC, DETI
<p>OBJECTIVE 3: 1125 students in grades 1-5 will improve achievement in meeting challenging academic standards by using content-rich texts, higher order thinking strategies, accessing student schemas and family cultural heritage, and engaging in standards-based arts education, focusing on the folk arts of their cultural background.</p>		
<ul style="list-style-type: none"> • Key Tasks: Students use schemas, close reading, family heritage; engage in art; learn folkdances; use digital tools and post artwork on project web page. • Milestone: 80% connect the arts and technology to language arts; increase engagement in arts learning and studies; appreciate capabilities & family heritage; complete arts projects linked to close reading; post artwork & videos on web page. 	Weekly, Jan 2015 to Aug 2018; post art works & videos on project website quarterly; pre-post gains in achievement yearly.	AIT, PDST, PI, FDC, MTC, DETI
<ul style="list-style-type: none"> • Key Tasks: Students create two arts integration projects in years 2, 3, & 4; narrate their arts learning using photos, videos, journals; post artworks on project web page. • Milestone: 80% of students develop two arts projects using technology, and post arts works and share learning on web page; dance cohort students perform twice a year. 	Weekly, June 2015-2018; All products posted quarterly each year on project web page.	PDST, AIT, FDC, MTC, DETI, PI, EE
<p>*Key: Project Director (PD), Associate Superintendent (WAS), Enrichment Coordinator (WEC), Principal Investigator (PI), Folk Dance Coordinator (FDC), Media Consultant (MTC), WPS Directors of Educational Technology Innovation (DETI), Management Team (MT), Arts Integration Teams (AIT), PD Support Team (PDST), Governance Council (GC) and External Evaluators (EE).</p>		

SECTION 6. QUALITY OF THE PROJECT EVALUATION

(a) The use of objective performance measures that are clearly related to the intended outcomes of the project, and that will produce quantitative and qualitative data.

(1) Overview of Project Evaluation: The project evaluation uses an experimental design to assess the effectiveness of the ARTEC model which aims to strengthen standards-based arts education, enhance best practice teaching, and increase student achievement, through integrating the arts into language arts curriculum. The evaluation will use quantitative and qualitative performance measures to analyze the extent to which key components of the ARTEC model are effective in improving teaching and learning. These key components include: school capacity to strengthen arts education, school-based professional development with follow-up coaching, team teaching with artists, collaboration with colleagues, use close reading strategies, incorporate technology into their teaching, and assess the impact of arts integration on student achievement.

(2) Quantitative Performance Measures Related to Outcomes: The evaluation will use an array of quantitative performance measures to assess project outcomes, including the following tests given on pre-post basis: (a) reading and math scores on the Illinois achievement test; (b) Measures of Academic Progress (MAP) and Response to Intervention (RtI) data to track student progress; (c) School Wide Information System (SWIS) to measure improvement in student behavior; (d) Instructional Practices Inventory (IPI), to assess engagement in learning; and (e) Arts Education Teaching Practices (AETP) instrument, to measure arts content knowledge and arts teaching practices. AETP will be developed during year 1, and reliability and validity tests conducted. It will be aligned with arts content knowledge delivered by the PD activities. A team of arts experts and the Evaluation Team will identify a number of key questions related to the goals of the project and linked to national arts standards. Based on these questions, the team will design a bank of 60 items under three sections: (1) knowledge of best practices in arts teaching and learning, (2) understanding of types of arts teaching strategies, and (3) knowledge of arts integration strategies. The AETP will be pilot tested on a sample of teachers and an item

analysis will be performed. Internal consistency reliabilities (Cronbach alphas) for the responses to the three sections will be calculated, and the instrument finalized for pre post testing.

(3) Qualitative Performance Measures Related to Outcomes: The evaluation will assess project impact on teaching and learning using a range of qualitative methods: (a) surveys, and observation check lists will be used to measure how teachers are using arts education strategies learned in PD workshops; (b) interviews and focus groups will be used to measure teacher effectiveness in integrating the arts into the language arts curriculum; (c) using a sample of participants, content analysis will be performed on: student art portfolios, teacher reflection journals, teacher action research, and student video narratives of art performances, arts learning practice, and art making; (d) teachers will use action research to document their arts integration strategies and the impact on student learning. (e) PD feedback surveys, using Likert scales and open-ended items, will help project staff make needed adjustments to ensure the project is progressing toward achieving intended outcomes.

(4) Using an Experimental Design: The project evaluation employs an experimental design to assess the effectiveness of the ARTEC model on teaching and learning. The goal is to ascertain the extent to which the 30 teachers randomly assigned to the treatment group will show significant gains over the 30 teachers randomly assigned to the control group, in improving arts content knowledge and skills leading to increases in student achievement. The treatment group will receive intensive PD with follow-up coaching, and arts resources. The control group will not receive these services. Between-group comparisons will determine the degree to which the project had an impact on intended outcomes. The level for rejecting the null hypothesis will be set at .05 for all tests of significance. Quantitative pre-post test data will be analyzed with Multivariate Analysis of Covariance (MANCOVA) strategies and followed, if justified, by univariate analyses. The random assignment of teachers permits analyzing the effectiveness of the intervention in terms of differences between average outcomes for the treatment vs the control group, thus producing empirical evidence of the impact of the project on teaching and

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learning. The randomized controlled trial design meets the What Works Clearinghouse Evidence Standards. Randomization rules out alternative explanation for outcomes, as the treatment and control groups are equivalent on variables such as teaching experience, gender, and grade level teaching. (See part c for more details on implementing the experimental design.)

(5) Management of Project's Evaluation: The project's Principal Investigator, Media-Technology Consultant, Folk Dance Coordinator, and External Evaluators will make up the Evaluation Team, which will be responsible for managing and implementing the project evaluation. The Evaluation Team will refine the evaluation design during the first year, implement it during all four years, and report quarterly to the Management Team on formative and summative evaluation results. The lead teachers of the Arts Integration Teams will help collect data, and distribute and return surveys. The Evaluation Team and the Project Director, will be responsible for all federal accountability reports, and annual and final reports to USDE.

(6) Meeting GPRA Requirements The Evaluation Team will report every year on the GPRA evaluation requirements for the project. In that regard the project will address the GPRA performance measures on student reading and mathematics performance, with comparisons between the treatment and control groups. Under each project objective, how the project will assess that measure will be provided. As required, the project will report to the USDE, on a yearly basis, the extent to which the project has met the GPRA measures.

(7) Performance Measures Related to Project Objectives and Intended Outcomes: From 2014 to 2018, there will be an extensive range of quantitative and qualitative data produced to determine the impact of the project on improving teaching and increasing student achievement. For each project objective below, the methods of evaluating processes and outcomes are delineated. Full statements of project objectives are in the Project Design Section.

FIRST OBJECTIVE: Implement a collaborative professional learning community model to enhance teacher arts content knowledge to improve arts integration, teaching and learning.

Intended Outcomes: (1) The Governance Council will oversee the project, seek resources from

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the community to support arts education in WPS, and develop strategic plans to continue the project after funding ends. (2) The Management Team will coordinate the implementation of the project, lead the PD Support Team, guide the work of the school-based Arts Integration Teams, and work with the Evaluation Team to implement the evaluation. (3) To ensure effective PD and follow up coaching, the Project Director and Enrichment Coordinator will lead the PD Support Team made up of the three AIT lead teachers, Media/Technology Consultant, two WPS Directors of Educational Technology Innovation, the Principal Investigator, and six art teachers from across Waukegan elementary schools. (4) The Evaluation Team will design the Arts Education Teaching Practices (AETP) instrument, pilot test it, conduct validity and reliability studies, and implement the evaluation using an experimental design.

Quantitative & Qualitative Data Produced: (1) Quantitative Data: time series pre-post surveys assessing the effectiveness of the partnership's collaboration; attendance records; and use of the School Improvement Survey (Byrk et al., 2010) at the end of years 2, 3 and 4, to track school improvement progress. AETP designed, pilot tested, and reliability and validity studies performed. (2) Qualitative Data: minutes of meetings; documents describing policies and practices; and reports documenting the work of the Management Team, PD Support Team, and the school Arts Integration Teams. All products will be posted on the project web page.

SECOND OBJECTIVE: Establish school-based PD to strengthen standards-based arts, using technology, and linked to CCSS and WPS Interdisciplinary Close Reading Program.

Intended Outcomes: (1) By June 30, 2018, 80% of project teachers will have: (a) increased their skills at integrating the arts into language arts curriculum; (b) increased their ability to use technology to enhance student arts learning, (c) increased their ability to use the Arts Integration Spiral, the four stands of teaching art, and protocols to help students assess their artwork; (d) improved their skills of integrating the arts into the CCSS; and (e) posted their arts integration plans and products on the project web page. (2) By November 2014, 30 teachers will be randomly selected to participate in ARTEC, and during year 1 they form Arts Integration Teams,

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and will be given 15 hours of PD workshops and 15 hours of follow-up coaching. During years 2, 3 and 4, they will be provided 30 hours of PD workshops (2 days in summer and 4 Saturdays during the year, at 5 hours per session) and 30 hours of follow-up coaching (15 days at 2 hours per session). The Arts Integration Teams will be made up of 8 classroom teachers, the art and music teachers and the technology teacher. (3) By November 2014, the Folk Dance Cohort of 15 teachers, across the schools, will be established and taught dances relevant to their students culture (during 6 Saturdays, 5 hours each); during each year teachers will have learned 5 folk dances and taught them to their students; they will be provided 20 hours of follow-up coaching during each year (ten two hour sessions); each year students will perform the dances in school.

Quantitative & Qualitative Data Produced: (1) Quantitative Data: pre-post testing each year using the Arts Integration Teaching Practices instrument to measure knowledge, skills, and arts teaching practices; Observation Checklist of Arts Practices to ascertain how arts integration strategies are used; and PD Feedback Questionnaires to provide formative assessments data. Pre-post test data will be analyzed and statistical tests performed to assess the significance of any differences found in intended outcomes between the treatment vs control groups. The level for rejecting the null hypothesis will be set at .05 for all tests of significance. Appropriate effect size indices (e.g. omega square) will be calculated to estimate the magnitude of program effects on the quantitative outcomes. It is expected that the effect sizes will be .25 standard deviations or greater. With those expected effect sizes and 30 participants in each group, and 4 outcome variables, the statistical power is .78. (2) Qualitative Data: focus groups and interviews; teacher arts integration plans; teacher action research studies; video recordings of arts learning and dance performances; reports from project artists; and sample arts curriculum units.

THIRD OBJECTIVE: Improve student achievement by using content-rich texts, higher order thinking strategies, student schemas, prior knowledge, and family cultural heritage.

Intended Outcomes: (1) Each year 1,125 students will connect the arts to language arts learning, improve their achievement in reading and mathematics, and be more engaged learners through

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using their schemas, prior experience, family cultural heritage, context-rich texts, higher order thinking strategies, and digital tools and media. (2) Each year, 85% of students will develop two arts projects relevant to their culture, using technology, and linked to the Close Reading Program. 85% of students, each year, will post their artwork on the project web page. (3) The 375 students of teachers in the Folk Dance Cohort will learn 5 dances each year and perform them in school assemblies. (4) Students will take one field trip per year to museums or theatres. (5) By September 30th of years 2, 3 and 4, students in the treatment group will have demonstrated increases in reading and mathematics on the ISAT, and improved skills in doing and performing the arts. The baseline for measuring increases in student achievement will be percentage increases over baseline levels reported on standardized tests.

Quantitative & Qualitative Data Produced: (1) Quantitative data: Reading and math scores on the Illinois achievement test; Measures of Academic Progress (MAP) and Response to Intervention (RtI) data to track student progress; School Wide Information System (SWIS) to measure improvement in student behavior; and the Instructional Practices Inventory (IPI), to assess student engagement in learning. Pre-post test achievement data will be analyzed and statistical tests performed to assess the significance of any differences found in intended outcomes between the treatment vs control groups. The level for rejecting the null hypothesis will be set at .05 for all tests of significance. Appropriate effect size indices (e.g. omega square) will be calculated to estimate the magnitude of program effects on the quantitative outcomes. It is expected that the effect sizes will be .25 standard deviations or greater. (2) Qualitative data: student art portfolios; student video narratives of arts learning and performances; all student products are posted and discussed with peers, locally and nationally, using the project web page.

(b) The Extent to Which the Methods of Evaluation Provide Performance Feedback and Permit Periodic Assessment of Progress toward Achieving Intended Outcomes

Periodic performance feedback will be provided, through formative evaluation methods, to project administrators assessing progress toward achieving intended outcomes. The Management

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Team will receive monthly feedback from the Evaluation Team to assure effective on-going project implementation. The evaluation will determine the extent to which PD and follow-up coaching are effective in improving teachers' knowledge and skills to integrate standards-based arts into language arts. It will help teachers use data-driven instruction to diagnose student progress, engage students in their learning, and improve their achievement. These assessment methods provide on-going data of the project's impact on teacher performance and student achievement. Teachers will use action research to study the impact of their teaching on student achievement and the effectiveness of project PD on improving their teaching of the arts.

The following assessment methods will be used to give performance feedback to teachers, principals, and the Management Team: (a) focus groups, convened quarterly, to discuss with teachers the extent they are using art integration strategies and how well students are learning; (b) project staff will collect observation and survey data to determine how well PD practices meet the needs of teachers and students; (c) interviews of teachers, quarterly, to assess the effectiveness of the project in helping them integrate arts into the CCSS and the Interdisciplinary Close Reading Program; (d) project specialists will help teachers collect data, and develop rubrics to measure the degree of progress in achieving them; and (e) feedback questionnaires on the PD and follow-up coaching to ascertain their effectiveness in supporting teachers in integrating arts into their classroom curriculum. The Evaluation Team will review evaluation data, including teacher pre-post assessments, student achievement results, and arts curriculum development units posted on the web page, for continuous project improvement. The Management Team will convene monthly with the Evaluation Team to review all formative data to determine the extent to which the project is making progress in achieving outcomes.

Information will be used in a variety of ways to manage progress towards the project's stated objectives. *First*, the Management Team will determine during each year the degree to which benchmarks and milestones have been met for all of the project's objectives. The quantitative and qualitative measures and results for both formative and yearly summative

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evaluations will be shared on a quarterly basis by the Evaluation Team with the Management Team. *Second*, the Project Director will meet with project staff to share the formative and summative evaluation findings and in consultation with the Evaluation Teams determine which modifications in program implementation should be undertaken. *Third*, after these modifications have been implemented, the Management Team will determine, in collaboration with the Evaluation Team, the impact and efficacy of the changes. *Fourth*, this process will be repeated during each project year to ensure progress toward intended outcomes.

(c) The Extent to which Evaluation Methods will Produce Evidence of Promise.

The evaluation methods are designed to produce evidence of promise assessing the impact of the project on intended outcomes, as presented in the logic model. The evaluation uses an experimental design to assess the linkages between project inputs (process, product, strategy, and practices) and intended outcomes of improving teacher performance and student academic achievement. The goal is to ascertain the extent to which teachers in the treatment group vs. those in the control group improve instructional practices, which lead to increases in student achievement and engaged learning. The random assignment of teachers permits analyzing the effectiveness of the intervention in terms of differences between average outcomes for the treatment vs the control group, thus producing empirical evidence of the impact of the project on teaching and learning. The following steps will be used to implement the experimental design: *First*, all teachers in grades 1-5 in the three focus schools will be surveyed to determine their years teaching, experience teaching art, and interest in participating in the project. This step is required so that it will be less likely that teachers selected for the treatment and control groups differ significantly on these variables. Similarly, the Arts Education Teaching Practices (AETP) instrument, measuring knowledge and skills of arts teaching practices, will be given to all teachers to further determine any differences between the treatment and control groups. *Second*, from the list of interested teachers that is stratified by grade level, 30 will be randomly assigned to the treatment group, and 30 to the control group. Ten teachers will be randomly

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chosen from each of the three schools to participate in the project. A sample size of 30 teachers in each group is sufficiently large to detect differences between treatment and control groups (statistical power = .78). The randomization helps control variables such as years teaching, previous arts training, use of best practices, and interest in participating. The survey results will be analyzed to determine differences in entry-level knowledge and skills in arts education and best practice strategies between teachers in the treatment and control groups. This will test the effectiveness of the randomization process to produce treatment and control groups that are not significantly different, and provide a baseline measure to assess the project impact on teachers. *Third*, the Illinois achievement test results will be analyzed, on a pre-post basis during years 2, 3 and 4, for all students of teachers in the treatment and the control groups. Statistical tests will be performed to assess the significance of any differences found in intended outcomes between the groups. The significance level for rejecting the null hypothesis will be set at .05 for all tests of significance, a level deemed appropriate in related research. Appropriate effect size indices (e.g. omega square) will be calculated to estimate the magnitude of program effects on the quantitative outcomes. It is expected that the effect sizes will be .25 standard deviations or greater. Between-group comparisons will determine the degree to which the project has had an impact on improving teacher performance and student achievement. Quantitative data will be analyzed with Multivariate Analysis of Covariance (MANCOVA) strategies and followed, if justified, by univariate analyses. Variables that show significantly different means for the two groups will be considered as covariates in the analysis. Using this mode of analysis, the project will control for such variables as teachers' experience in comparing differences between the treatment and control groups. Analysis of data will take into account that some students will be in the program for longer periods of time over the four years.

Fourth, the results, from using an experimental design, will ascertain the impact of the ARTEC project model on teacher effectiveness and student learning, as measured by pre-post standardized performance data, and tests on student engagement in their learning. It is

Arts and Technology Improving Teaching and Learning (ARTEC) Project

Waukegan Public Schools, National Louis University & America Baila: Folkdance Company of Chicago

reasonable to expect that some arts learning and instructional strategies will produce greater or lesser influences on teacher practices and eventually on student performance. The evaluation design will attempt to identify the nature of the processes and factors most closely influencing the impact of arts learning on student achievement, by using systematic qualitative evaluation elements such as classroom observation, interviews, focus groups, and teacher action research.

The research-based ARTEC project uses a logic model to illustrate the theoretical linkages of key components and intended outcomes of the project. The Byrk et al. (2010) research, for example, identified essential features of schools that are most effective in improving student achievement. The Byrk study provides empirical evidence for the theoretical linkages of the processes, strategies, and key components designed to impact intended outcomes presented in the logic model guiding the ARTEC project and the evaluation design. The schools in the Byrk et al. research are very much like those in the ARTEC project, as in the focus schools, more than 80% of students are from low-income backgrounds, over 60% have low achievement rates, 50% are of LEP, and 90% are from minority backgrounds. In addition, the review of over 1,350 research studies on professional development undertaken by Yoon et al. (2007) provides empirical evidence guiding the logic model of the project. The ARTEC logic model posits that school-based PD will enhance teachers' arts knowledge and skills of arts integration strategies, support standards-based arts instruction, and lead to increases in student engagement in learning and academic achievement. The experimental design will provide empirical evidence that the ARTEC project will enhance teachers' arts content knowledge and arts teaching practices, deepen student connections to and interests in the arts, and ultimately increase student achievement and engagement in learning. The project evaluation results will contribute to an understanding of effective arts education practices and the impact of an innovative professional development model on teaching, learning and arts education.

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Waukegan Public Schools

Community Unit School District No. 60, Lake County, Illinois

Office of the Superintendent ••• Lincoln Center for Educational Services
1201 North Sheridan Road, Waukegan, Illinois 60085
Telephone: 847.360.5403 • Fax: 847.599.4237
E-mail: drbatiste@wps60.org

May 14, 2014

Donald R. Batiste, Ph.D.
Superintendent

•••

Board of Education

Ms. Anita M. Hanna
President

Mrs. June M. Maguire
Vice President

Mr. Don H. Elliott
Member

Ms. Cheri Pierson-White
Member

Mr. Tommy L. Rhyan, J.D.
Member

Mr. R. Michael Rodriguez
Member

Mrs. Victoria Torres
Member

•••

Superintendent's Cabinet

Mary L. Lamping, Ph.D.
Chief of Staff/Deputy Superintendent

Joan E. Brixey, Ed.D.
Associate Superintendent
for Teaching, Learning and Professional
Practices

Mrs. Judith M. Green, C.A.S.
Associate Superintendent
for School Leadership and Development

Mr. Steven J. Hejnal, M.S., M.B.A.
Associate Superintendent
Division of Human Resources
and Employee Relations

Mrs. Marilyn J. Krajenta, M.Ed.
Associate Superintendent
for School Leadership and Development

Mr. William R. Newby, M.A.
Associate Superintendent
Division of Campus Relations,
Operations, Staff and Student Safety

Mr. Richard M. Pattison, M.S.
Associate Superintendent
Division of Information
Technology Services

Ms. Gwendolyn K. Polk, M.S., Ed.
Associate Superintendent
of Business and Financial Services

•••

Joint Cabinet

Mr. Angel G. Figueroa, M.A.
Principal, North Elementary School

•••

Thomas A. Morris, Jr., Esq.
General Counsel

To Whom It May Concern:

On behalf of the School Board and Administration of Waukegan Schools, I extend my full and enthusiastic support of our application for the Professional Development for Arts Education Grant. The ARTEC (Arts and Technology Improving Teaching and Learning) proposal would have a lasting and meaningful impact on the future of education in Waukegan, extending well beyond the timeline of the grant itself. It is my firm belief that the mission of this grant is in alignment with the goals of our District, and that in receiving a PDAE award, our schools would have an incredible opportunity to enhance and enrich teaching and learning.

Our Fine Arts teachers as well as classroom teachers would have access to meaningful professional development to achieve their full teaching potential and provide an enriching fine arts experience for our students in multiple genres of the arts. The incorporation of arts and technology will bring this District closer to its goals to have all students ready for college and careers through the connections between the arts and the Common Core State Standards.

Waukegan Schools would be proud to be chosen for the Professional Development for Arts Educators Grant. We would ensure it is implemented with fidelity and with enthusiasm. Our students, whose foundation for success is built at the elementary school, will benefit fully from the mission of this grant.

Sincerely,

Donald R. Batiste, Ph.D.
Superintendent of Schools

"A New Day...A New Way in Waukegan Public Schools...students first!"

Mission Statement

"Educating students for the world of tomorrow is our top priority. Through mobilization of the entire community, we will challenge, teach, and inspire our students. We will provide the resources to serve each of our students, expecting excellence from all involved. We will deliver an exciting education in a safe environment that celebrates our diversity and similarities in a spirit of unity and respect."

PR/Award # US51C140038
Page 607

America Baila: Folkdance Company of Chicago

Dance ★ Arts ★ Academics ★ Transformation

May 12, 2014

Dr. Donaldo R. Batiste
Superintendent
Waukegan Community Unity School District #60
1201 North Sheridan Rd.
Waukegan, IL 60085

Dear Dr. Batiste,

We are very pleased to partner with the Waukegan Public Schools on the *Arts and Technology Improving Teaching and Learning* (ARTEC) project being submitted to USDE. We worked with WPS on a similar arts grant in 2005-2008, and are happy to have the opportunity again to work with your administrators, principals, teachers, and students.

ARTEC is an innovative PD program for teachers, using the arts and technology to enhance instruction and improve student achievement. This is an exciting opportunity to work together in integrating the arts and technology into the Common Core State Standards and your Interdisciplinary Close Reading Program.

I look forward to working with you, your administration, project staff, and teachers on this project. Mr. Leopoldo Garcia, Executive Director of America Baila, will serve the project as the Folk Dance Coordinator. Our staff of dance teachers will assist Mr. Garcia. Our extensive library of curriculum guides, CDs, DVDs, and folkdance costumes will be available free of charge to all teachers in the project.

America Baila has more than 15 years experience teaching folkdances of the Americas to teachers and their students in Illinois. We are most pleased to bring this expertise and dedication to the project.

I believe this ARTEC project will have a positive impact on teachers and students of the Waukegan Public Schools. I am excited about working in partnership with you on this worthwhile project to enhance teaching, learning, and arts education.

Sincerely,



Joseph C. Fischer PhD
President of America Baila
Professor Emeritus of National Louis University

413 Dempster Street ★ Evanston, IL 60201 ★ 847.864.4544



May 9, 2014

Dr. Donaldo R. Batiste
Superintendent
Waukegan Community Unity School District #60
1201 North Sheridan Rd.
Waukegan, Illinois 60085

Dear Dr. Batiste,

We are happy to partner with the Waukegan Public Schools on the **Arts and Technology Improving Teaching and Learning** (ARTEC) project you are submitting to the US Department of Education. As you know, National College of Education has been educating teachers since 1886 and is dedicated to improving schooling for students especially those at risk of academic failure. This is a main goal of the ARTEC grant proposal, and thus we are especially pleased to be a partner of this project.

I fully support our faculty and staff who will be participating in this exciting ARTEC project. Dr. Joseph Fischer has been helping write the grant proposal with your staff, and has shared with me the goals of the project and the excellent work being done in your district. National College of Education offers its extensive experience on preparing teachers and educational leaders, and will assist in disseminating the project documents and results through its website and communication networks.

I support this partnership with great enthusiasm and look forward to working with you and the Waukegan Public Schools in implementing this worthwhile project.

Sincerely,

Stuart I. Carrier

Stuart Ives Carrier, PhD
Interim Dean
National College of Education
National Louis University

Joan E. Brixey, Ed.D.
dm_jebrixey@yahoo.com

1204 Jerome Court
Antioch, Illinois 60002

Home: (847) 838-1978
Cell: (847) 308-6040

Objective: A superintendent's position in a school district where high expectations and active educational leadership promote student achievement and teaching excellence.

Selected Accomplishments:

- Provide ongoing training in current instructional practices such as brain-based learning, block scheduling, differentiated instruction, performance-based assessment, problem solving, and response to intervention.
- Certified trainer in Instructional Practices Inventory (IPI).
- Selected as one of 10 Breakthrough Schools in the country in 2009 by NASSP and Met Life.
- Received the SIG 1003 (g) grant in 2009 for \$361,000.
- best practices.
- Train staff on the use of data to inform instruction.
- Presenter at several national conferences.
- Selected to participate with NASSP in meetings with Washington officials.

Administrator Experience:

Associate Superintendent for Teaching, Learning, and Professional Practices

Waukegan CUSD # 60
Waukegan, Illinois

July 2013-Present

- Responsible for curriculum, instruction, assessment, school improvement, SPED, and ELL

Associate Superintendent for School Leadership and Development

Waukegan CUSD # 60
Waukegan, Illinois

July 2012- June 2013

- Developed a Principal evaluation tool based on new PERA Law
- Evaluated and worked collaboratively with District principals to improve instruction

Director of Curriculum and Instruction

Waukegan CUSD # 60
Waukegan, Illinois

March 2010-June 2012

- Trained 175+ staff in the areas of NWEA MAP, differentiation, literacy, reading, and CRISS strategies.
- Purchased professional development books for all buildings PreK-8.
- Provided training for building administrators and their selected representatives on textbook management and inventory control.
- Developed a curriculum and materials adoption cycle.
- Developed a Scope and Sequence aligned to the new Common Core Standards in English /Language Arts in grades PreK-5.

Middle School Principal

Daniel Webster Middle School
Waukegan, Illinois

2006-March 2010

- Oversaw school curriculum and pacing guides.
- Instrumental in having staff begin to engage in good lesson design, differentiation, curriculum mapping, and the use of data to drive instructional decisions.
- Formed action teams in the realms of data, curriculum and instruction, and operations.

Middle School Principal

Woodland Middle School
Gurnee, Illinois

2000-2006

- Directed and coordinated educational, administrative, and counseling activities for a 2400 student, 275 staff middle school.
- Monitored educational programs and the School Improvement Plan to ensure conformance to state and school board standards and to meet the needs of all students.

Assistant Principal

1998-2000

Woodland Middle School
Gurnee, Illinois

- Supported flex scheduling within team, including development of guidelines and structures for our gifted and challenge math programs.
- Served as representative on long-term strategic planning committee comprised of students, parents, staff, and community and district leaders.

Program Administrator/Vice Principal

1996-1998

Central Middle School
Kansas City, Missouri

- Participated as one of five-member administrative team to plan and implement computer magnet instructional programs.
- Responsible for overseeing curriculum adoption and technology purchases and the infusion of technology into the curriculum.

Title I Facilitator: Interim Program Administrator

1994-1996

Central Middle School
Kansas City, Missouri

- Analyzed data to determine program effectiveness and to determine student eligibility for Title I services.
- Developed and managed Title I budget.

Teaching Experience:

Over ten years successful teaching experience with middle school, senior high, and community college students in reading, English composition, and/or speech.

Education, Certification, and Honors:*Illinois Type 75 General Administration Certificate*

University of Kansas

September, 2008
Lawrence, KS.*Ed.D. Educational Leadership and Policy Studies*Dissertation: *Examining Major Influences on Low Student Achievement through a University-Urban Middle School Partnership*

University of Kansas

Lawrence, KS.

M.S. in Education Major: Reading

Southeast Missouri State University

Cape Girardeau, MO.

B.S. in Education: Major: English Minor: French

Harvard University

Cambridge, MA.

*Harvard Institute for School Leadership***Professional Recognition:**

Recipient of 2009 NASSP and Met Life Breakthrough Schools Award

Recipient of \$361,000 Federal School Improvement Grant

Selected to attend meeting with representatives from the U.S. Department of Education in February 2011 to discuss the President's Blueprint for Educational Reform

Selected to attend NASSP's first summit of Breakthrough School leaders in Washington D.C. in April 2011.

Presenter:**National School Board Association 2002-** "Having Trouble Finding Good Administrators? Grow Them in Your Own Back Yard"**National Middle School Association--Nuts and Bolts Symposium 2003-**"Effective Strategies for Working with At-Risk Students"**Association of Latino Administrators and Superintendents 2009-** "Leading for High Performing Student Outcomes"**National Middle School Association 2009-**"The Power of Collaborative Leadership: Reform Strategies That Work"**National Association of Secondary School Principals 2010, 2011-**"The Inside Story About Breaking Through"

"A Teacher Team Leads Instructional Change in an Urban Middle School"

Sheila Crotty-Kagan

83 Bradford Ln
Mundelein, IL 60060
(847)401-9764
mssheilacrotty@yahoo.com

Education

- Mother McAuley Liberal Arts High School, Chicago, IL
 - Eastern Illinois University, Charleston, IL
Degree: Bachelor of Music, Teacher Certification K-12, Fall 2002
 - Northeastern Illinois University, Chicago, IL
Degree: Master of Educational Leadership, Summer 2012
-

Experience

Waukegan Public Schools Administration

- Enrichment Coordinator
Responsibilities include coordinating the fine arts, gifted, and library programs at the elementary level as well as coordinating charitable donations for Waukegan Schools. This includes master scheduling fifteen elementary schools with shared staff, planning and overseeing instrumental music registration, planning and overseeing several district-wide fine arts events, and pa. Other responsibilities include leading the gifted identification committee in determining student placement into gifted programs and expanding the gifted services offered to students, co-coordinating the summer enrichment programming, participating in curriculum development and school improvement, and planning and leading professional development for staff. The position also entails managing budgets and grants for fine arts, library, and gifted including dissemination of monies, tracking of expenditures, and ensuring the quality of materials purchased.

Practicum in School Leadership Management II

- Northeastern Illinois University, Waukegan High School, internship site, Summer 2012
Responsibilities include overseeing the packing and removal of all library materials in preparation for abatement project, identifying summer school graduates based on data and planning summer school graduation, updating the foreign language inventory and creating new inventory of supplemental materials, as well as developing an action planning program for at-risk students.

Practicum in School Leadership Management I

- Northeastern Illinois University, Robert Abbott Middle School, internship site, Fall 2010
Responsibilities include data collection and analysis for use in Response to Intervention, planning and running the all-school fundraiser, survey and research on school bullying as well as anti-bullying strategies, and participating in disciplinary actions.

Robert Abbott Middle School

- Band and General Music Teacher, 2004-2008
- Band and Orchestra Teacher, 2009-present
Responsibilities include teaching six classes, planning concerts, participating in contests and festivals, planning all-school events, membership on the Building Leadership Team, co-sponsoring the DJ Club for the school dances, operating the sound equipment for the school functions including the play and musical, chairing

the Fine Arts Half Day Committee, participating in district-wide music events, and serving on other various committees.

Waukegan Public Schools Instrumental Music

- Lead Teacher, 2005-2007
Responsibilities in this position include working with the band and orchestra teachers and the Director of Education to plan elementary instrumental registration and the Middle School Music Festival, overseeing the school district instrument rental program, working with the general music/choir lead teacher to write curriculum, plan staff development activities, facilitate meetings of the music staff, and co-creating the Elementary and Middle School Music Parents Association.
- Co-chair Illinois Grade School Music Association Organization Contest Site Waukegan High School, 2007
Responsibilities include scheduling, physical planning, securing volunteers through EMMPA, and working closely with teachers and parents to ensure smooth operations.
- Co-chair of Waukegan Middle School Music Festival, 2005
Responsibilities include setting up rehearsal schedule, securing guest conductors, working with teachers to plan an event for about five hundred students.

Waukegan Public Schools Summer Music Program

- Band co-director, 2003-2004 & 2008
- Band and orchestra director, 2005
- Band director, 2006 & 2010
Responsibilities include updating program information, sending out registration forms, assigning students to appropriate ensembles, contacting parents, preparing music, teaching ensembles daily for four weeks, planning and conducting an outdoor concert.

East Middle School (now called Juarez), Clearview, Glenwood, Lyon Magnet, and Washington Elementary Schools

- Itinerant Orchestra Teacher, 2004
Responsibilities include traveling to three schools per day to teach large and small groups of string students, planning and conducting concerts at both middle school and elementary level, and participating in school and district-wide events.

Webster Middle School

- Choir and General Music Teacher, (.5 year) 2003
Responsibilities include beginning a choir program through recruitment, teaching six classes, planning and conducting concerts, and participating in school and district-wide events.

Memberships

Illinois Grade School Music Association, District 8
Illinois Music Educators Association, District 7
Illinois Association for Gifted Children

Joseph C. Fischer, Ph.D.

jcfischer@nl.edu

Professor Emeritus
National College of Education,
National-Louis University

413 Dempster St.
Evanston, IL, 60201
847-864-4544

Education

Ph. D. The University of Chicago (1972)
B.A. St. Mary's University of Minnesota (1962)

Professional Experience

2012 to present	<u>Professor Emeritus</u> , National Louis University
1995 - 2012	<u>Professor</u> : National College of Education, ISTTI, NLU
1981 - 1995	<u>Associate Professor</u> : National College of Education, IDS, NLU.
2005	<u>Visiting Professor</u> , Doctoral Program, Facultad de Educación, Universidad Metropolitana de Ciencias de Educación, Santiago de Chile.
1998 – 2004	<u>Visiting Professor</u> , College of Medicine, Universidad de Chile, Santiago; Universidad del Bio Bio, Chillán, Chile; Metropolitan University of Educational Sciences, Santiago de Chile. Universidade Católica do Paraná, Curitiba, Brasil.
1985 – 2005	<u>External Evaluator</u> : Chicago Teachers' Center, Northeastern Illinois University, Chicago.
1974 - 1981	<u>Researcher & Project Evaluator</u> : Department of Research & Evaluation, Chicago Public Schools, Chicago.
1973	<u>Education Specialist</u> : USAID, Ministry of Education, Lima, Peru.
1972	<u>Research Fellow</u> : Ford Foundation, Rio de Janeiro, Brazil.
1964 – 1966	<u>Peace Corps Volunteer</u> : Chillán, Chile.
1962—1964	<u>Teacher</u> , Social Studies, St. Joseph High School, Westchester, IL

Recent Grants

Director, Pilsen and Little Village Arts Education Collaborative, USDE, 2002-05
Director, Community Arts in Education Project, \$875,000 grant funded by USDOE, 2005-2008
Project Evaluator, Waukegan Arts Integration Project, \$880,000 grant from USDOE, 2005-2008

Recent Publications

Fischer, J.C. & Leopoldo Garcia, (2008) editors, Investigando la Danza Mexicana con el Paradigma Humanístico-Interpretativo, Instituto de Investigación y Difusión de la Danza Mexicana, A.C., Guerrero, Mexico, 2008

Fischer, J.C. Evaluation Report to USDE. Implementation and Impact of the Community Arts in Education (CAIE) Project on Student Learning in 5 CPS Schools. June 2007.

Fischer, J. C. Implementation and Results of Waukegan Arts Integration Project. Evaluation Report submitted to USDE, June, 2007.

Fischer, J.C. Evaluation of the Community Arts in Education (CAIE) Project on Student Learning. Report to DOE, June 2006.

Fischer, J.C. Evaluation Report: Pilsen and Little Village Arts Education Collaborative, to USDE and Chicago Public Schools, June, 2005.

DuBois, F. Fischer, J.C. & Mason, B. (guest editors) (2004) Democracy and Education, "Making Transnational Connections." Colleges of Education: Ohio University & NLU.

Fischer, J.C. et.al (eds) (2002) Practicas Docentes Universitarias: Experiencias en Investigación-Acción, Chillan, Chile: Ediciones Universidad del BioBio.

Fischer, J.C. (2002) "Política Educativa y Investigación-Acción"
Docencia, Journal of the National Teachers Union of Chile (January).

Fischer, J.C., Burnaford, G and Hobson, D (2000) Teachers Doing Research: The Power of Action Through Inquiry. Second Edition, New Jersey: Lawrence Erlbaum.

Recent Presentations

2008 "Paradigms, Qualitative Methods, and Researching Folkdance" Workshop for dance teachers at the Instituto de Investigación y Difusión de la Danza Mexicana. XXXI Congreso in Gomez Palacio, Mexico.

2007 "Paradigms, Qualitative Methods, and Researching Folkdance " Workshop for dance teachers at the Instituto de Investigación y Difusión de la Danza Mexicana. XXXI Congreso in Colima, Mexico.

2006 "Paradigms, Qualitative Methods, and Researching Folkdance " Workshop for dance teachers at the Instituto de Investigación y Difusión de la Danza Mexicana. XXX Congreso in Chilpancingo, Guerrero, Mexico

2005 "Investigación-Acción y Practicas Docentes Congreso, Centro de Perfeccionamiento y Investigación, Santiago de Chile.

2004 "Practicas Pedagógicas y Investigación-Acción" Facultad de Medicina, Universidad de Chile, Santiago de Chile; "Engaged Learning and Curriculum Integration," Tutzing Conference, Germany.

2003 "Action Research: An Intercultural Perspective," Tutzing Conference, Germany; "Paradigms & Practices of Professional Development in Arts Education," Empire State Partnerships, Sarah Lawrence College, New York (July). "Paradigms, Action Research, & Best Teaching Practices," College of Medicine, University of Chile, Santiago.

2002 "Investigación-Acción, Practicas Pedagógicas, y la Reforma Educativa," Universidad Diego Portales, Santiago de Chile; "Investigación-Acción y el Papel de los Profesores en la Reforma Educativa", Colegio de Profesores Conferencia in Viña del Mar, Chile; "Intercultural Context of Action Research," Tutzing, Germany; "Investigación-Acción y Prácticas Educativas," Universidad Metropolitana de Ciencias de Educación, Santiago de Chile.

Administrative Experience

1994 - 1997	<i>Chair</i> , Department of Interdisciplinary Studies (IDS)
1997 - 2003	<i>Program Advisor</i> , Heidelberg Academic Center, Germany
1997 - 2001	<i>Deans Advisor</i> , International Education, NLU - UMCE program
1998 - 2001	<i>Member</i> , Steering Committee, CSI doctoral program
1998 - 2002	<i>Visiting Professor</i> in Chilean and Brazilian universities.
2003 - 2005	<i>Director</i> , Community Arts in Education Project USDE
2003 - 2005	<i>Member</i> , Deans Committee on Service to Latino Students
2005 - 2008	<i>Project Evaluator</i> , Waukegan Arts in Education Project, USDE
2005	<i>Member</i> , Dean's Search Committee, National College of Education
2006	<i>Member</i> , NCE Strategic Planning Committee
2006	<i>Member</i> , NLU Proyecto Comunidad
2007	<i>Member</i> , NBC-IDS Coordinating Committee
2007	<i>Member</i> , Search Committee, Director and Ast. Director NBC-IDS
2007	<i>Member</i> , Search Committee, Director Proyecto Comunidad
2007	<i>Member</i> , Presidents' Initiative on Urban Education.

2014

Leopoldo García
National Louis University
Chicago, Illinois
pologarcia@comcast.net

Education

- 1981- 1985 B.A. Universidad de Veracruz, Jalapa, México.
Facultad de Comercio y Administración
- 1986 – 1988 Teaching Certificate: Instructor de Danza Folklórica,
Instituto de Capacitación y Actualización para el Magisterio y Directores
Guadalajara, Jalisco, México.
- 1989 – 1991 M.A. Instructor General de Danza Folklórica
Instituto Regional de Danza Azueta, Xalapa, Veracruz, México.

Professional Experience

- 1995-present Founder and Director, *América Baila: Folkdance Company of Chicago*
- 2005-2008 Member of the Board of Directors, Comisión de Fortalecimiento a la
Investigación del Comité ejecutivo, Nacional del Instituto de Investigación y
Difusión de la Danza Mexicana A.C.
- 2006 – 2008 Associate Director, Community Arts in Education Program.
USDOE grant project, Chicago Public Schools and National-Louis University
Folkdance Coordinator, Waukegan Arts in Education Program
USDOE grant project, Waukegan Public Schools and National-Louis University
- 2003 – 2006 Director, Pilsen and Little Village Arts Education Collaborative
USDOE grant project, Chicago Public Schools and National-Louis University
- 1987- present Folk Dance Instructor and Director of Dance Programs
National-Louis University, Chicago, Illinois
Director, Folkdance Programs with Chicago Public Schools, 1995 – present
- 2007-2010 Secretario de Relaciones Publicas del comité Delegacional de Veracruz del
Instituto de Investigación y Difusión de la Danza Mexicana, IIDDMA.C.
- 2005-2008 Representante del Comité ejecutivo Nacional en la Coordinación de la Región
Golfo: Veracruz, y Tabasco, IIDDMA.C.
- 1981-present Founder and Director, *Ballet Folklorico Xochipitzahuatl*,
Martínez de la Torre, Veracruz, México

Workshops Taught

- 1995-present Cursos Danza Folklórica Mexicana de Primavera para bailarines, maestros y
directores artísticos Chicago, Illinois
- 1988-present Artist in Residence: Danza Folklórica classes in Chicago Public Schools
- 1985 –1988 Curso de Danza Folklórica para maestros, Tlapacoyan, Veracruz. Mex.
- 1985 – 1988 Curso de Danza Folklórica para maestros, Mizantla, Veracruz.
- 1995 Coreógrafo de Danzas Tarahumaras y Polkas del Estado de Chihuahua, M

Coreografo Danzas Indígenas de la Huasteca, Veracruzana. Mexican
Folkloric Dance of Chicago of Jose Ovalle.
1996 – 1997 Maestro y coreografo de la *Compañía de Danza Folklórica las Adelitas*

Professional Membership

Instituto De Investigacion y Difusión de la Danza A. C. México.
Member of the International Folkdance Council of Chicago, IL
Member, Conseil International de la Danse

Publications & Folkdance Monographs

2008 Investigando la Danza Mexicana con el Paradigma Humanístico-Interpretativo, con
Joseph C. Fischer, Instituto de Investigación de la Danza Mexicana. A. C
1993 Fiesta del Día de los Muertos en la Huasteca Veracruzana y La región del Totonacapan.
1993 Fiesta a la Virgen de Guadalupe en Tlapacoyan, Veracruz. Mex.
1993 Fiesta del Corpus Christy en Papantla , Veracruz.

Presentations at Folkdance Congresses

2003 XXXII Congreso Nacional Para Maestros de Danza “Lourdes Cervantes”
“Gustavo Garcín” León, Guanajuato.
2004 XXXIII Congreso Nación Para Maestros de Danza “Prof. Inocencio “Chencho” Zepeda
Rodríguez celebrado en Mexicali, Baja California.
2005 XXXIV Congreso Nacional para Maestros de Danza “Prof. Miguel Pérez, Don Lupe
Reyes y Prof. Alfredo Ortiz celebrado en Santiago de Querétaro.
2006 XXXV Congreso Nacional para Maestros de Danza “Efraín Vélez Encarnación”
celebrado en Chilpancingo, Guerrero.
2007 XXXVI Congreso nacional para maestros de Danza celebrado en Colima, Colima.
2008 XXXVII Congreso Nacional para Maestros de Danza “don Hilario Marroquín Pérez”
celebrado Gómez Palacio, Durango. en julio 2008.
2003-08 Secretario de Relaciones Publicas de la Delegación Veracruz del IIDDMAC.
2008 Participación en las tareas de organización y desarrollo del Segundo Festival de Altares
de Vida, convocado por la Secretaria de Educación en la región Martínez de la Torre.

2001-07 Jurado Calificador de los Concursos de “Cuadrillas de los Viejos” dentro de las fiestas
del Xantolo en la Escuela de Bachilleres “Benito Juárez” de la ciudad de Tantoyuca, Veracruz.

Studied under Master Folkdance Teachers:

Danza y bailes de Peru, with Gerardo Salazar Malbasa from Trujillo, Peru.
Bailes de Argentina, Luis Casasco Zenobi from Argentina
Danzas Folkloricas de Chile, Manuel Mamani M, Arica, Chile
Bailes populares Cubanos, Delvis Alain Fleites Torrijos, Cuba
Folklor, Fantasia y Tradicion de Panama, Elisa R. de Cespedes Ballet Nacional
Danza Tipica Costarrisense, Leda Segura Rodríguez, Ballet Folklórico Nacional
El folklor regional Colombiano, Javier Ocampo López
Danzas alrededor del Mundo, Sanna Longden Chicago Ill.
Raíces del Pueblo, Miguel Veles Arceo, Universidad Veracruzana, Ballet Folklórico
Bulgarian Folk Dances, Georgi Chergarski and Venei Sotirov of Pirin

2014

Claudio Rabadán
2504 Euclid Ave
Berwyn, IL 60402

Education

B.A. Bilingual/Bicultural Elementary Education, Northeastern Illinois University, Chicago, IL
Minor: Math and Science Middle School Education

Certificate

First through Fourth Intensive Courses In Mexican Folk Dance for Teachers

Languages

Fluent in English and Spanish

Experience

2001-present Associate Director, *America Baila: Folkdance Company of Chicago*

- Teach folk dance repertoire
- Teach folk dance technique in footwork, form and style
- Revise choreography, form and style before all performances
- Coordinate all performance bookings
- Resume of all responsibilities in the absence of the general director/choreographer

2005 – 2008 Folk Dance Teacher and Curriculum Specialist

National Louis University, Chicago, IL

- Teach folk dances of Mexico, Latin America and the world to teachers through the *Chicago Arts and Integration Education Project* and the *Waukegan Arts Integration Project*
- Assist the Folk Dance Coordinator in the organization of classes and working materials
- Assist teachers in their respective schools in teaching folk dance to their students

1997 – Present, Folk Dance Teacher, Chicago Public Schools, Chicago, IL

- Teach folk dances of Mexico and Latin America to students, teachers and parents
- Assist program director in the organization of folk dance programs in the Chicago Public Schools
- Assist in designing and producing folk dance costumes

2002 – 2005, Folk Dance Teacher, National-Louis University, Chicago, IL

- Teach folk dances of Mexico, Latin America and the world to students through the *Pilsen and Little Village Arts Collaborative in Education Program*
- Assist the Folk Dance Coordinator in the organization of folk dance programs in the schools
- Assist in designing and producing folk dance costumes

Jerry B. Olson, Ph.D.
jerrybolson@interaccess.com

Education

The Institute for Psychoanalysis; Chicago, Illinois; Doctor of Psychotherapy Degree (1995)
The University of Chicago; Chicago, Illinois; Ph.D. in Education (1974)
The University of Paris, the Sorbonne (1966), French Language Certificate
Columbia University, Teachers College; New York, New York; and the University of London, the
Institute of Education; African Studies and Teacher Education (1962-63)
Oberlin College; Oberlin, Ohio; Master of Arts in Teaching, History (1962)
Oberlin College, B.A. in Political Science, *Cum Laude* (1961)

Professional Experience

Current and recent clients: Loyola University Chicago, Illinois State University, National-Louis University, DePaul University, Columbia College (the Center for Community Arts Partnerships), The National Museum of Mexican Art, the Frida Kahlo Community Organization Northeastern Illinois University, the Adler School of Professional Psychology, Youth Connection Charter Schools, ASPIRA Charter Schools of Illinois, Addison School District 4, the Chicago Public Schools District 299, Villa Park School District 45, and DuPage High School District 88

Professor Emeritus, Northeastern Illinois University (2001-present)

Professor of Educational Leadership and Development at Northeastern Illinois University; taught courses in the following areas: human development, current issues in education, the philosophy and history of education, sociology of education, and international education (1969-2001)

Associate Dean for School Relations; College of Education, Northeastern Illinois University (NEIU) (1989-2001)

Director of the Chicago Teachers' Center; Northeastern Illinois University (1978-2001)

Coordinator of the Program For Interdisciplinary Education; NEIU, (1972-75)

Publications and Papers

Author or co-author and evaluator of grants from the U.S. Department of Education, the National Endowment for the Humanities, the National Endowment for the Arts, the Illinois Arts Council, the Illinois State Board of Higher Education, the Illinois State Board of Education, the Chicago Community Trust, Arts in Education grants from the U.S. Department of Education (including professional development grants as well as model documentation and dissemination arts grants), the Annenberg Foundation, and the Chicago Arts Partnership in Education (CAPE) (1978-2001)

Olson, J.B (1972). On Secondary Schools and Elites in Kenya. *The Comparative Education Review*. Vol. 16, No.1, February 1972.

Co-authored with N. Green. "The Role of Universities and In-Service Education," *Urban Education*, Winter 1983.

Co-authored with M. Weiss. *Understanding the Experience of Student Teaching: A Fresh Perspective from Self-Psychology*, presented at the March 1989 meeting in San Francisco of the American Educational Research Association (AERA)

Co-authored with M. Weiss. *A Self-Psychological Approach to Supervision*, presented at the August 1989 meeting in Chicago of the International Educational Therapy Conference

Community Service

Volunteer Psychotherapist, Horizons Community Services (1987-1997)

High School Teacher; Kenya, East Africa; the Agency for International Development, the U.S. State Department, 1963-66

Awards and Recognition

Professor Emeritus award, Northeastern Illinois University, 2001
Recognized by the Illinois Professional Learners' Partnership for Outstanding Leadership, 2001

Recognized for 22 years as founder of the Chicago Teachers' Center, the College of Education, Northeastern, Illinois University, 1999

Distinguished Service Award, the College of Education, Northeastern Illinois University, 1997

Presidential Merit Award for Outstanding Service, Northeastern Illinois University, 1980

Ford Foundation Fellow in International Development, 1966-69

Carnegie Foundation Fellow in the Afro-Anglo-American Program, 1962-63

Rockefeller Fellow in Teaching, 1961-62

Highest academic rank in the Masters of Arts and Teaching Program, Oberlin College, 1962

Graduated Oberlin College, Oberlin Ohio, *Cum Laude*, 1961

Jan Perney, Ed.D
 Professor, National-Louis University
 JPerney@nl.edu

Academic Degrees

Ed.D.	Indiana University, Educational Psychology	1974
M.S.	Indiana University, Secondary Education	1971
B.A.	Washburn University, Mathematics	1968

Teaching Experience

1989-present	National College of Education, National-Louis University, Evanston, IL, Professor
1985-1989	National College of Education, National-Louis University, Evanston, IL, Associate Professor
1976-1984	National College of Education, National-Louis University, Evanston, IL, Unranked
1974-1976	Boston College, Chestnut Hill, MA, Assistant Professor
1968-1970	Mathematics teacher, Cathedral High School, Indianapolis, IN

Recent Consulting

2009 – 2010	Highland Park School District 112, Evaluation of Academic Progress
2000 – 2009	Kohl Children's Museum, Glenview, IL, Project Evaluator
2005 – 2009	Community Arts in Education, Project Evaluator
2003 – 2006	Adventure of the American Mind, Project Evaluator

Recent Presentations

Schneider, M. & Fraire, M. (2009). *Anxiety reduction interventions and school performance*. Paper presented at the annual meeting of the North American Society of Adlerian Psychologists, Tucson AZ.

Morris, D. Bloodgood, J., Trathen, W., & Perney J. (2008). *Reading rate and concomitant abilities in second- to sixth-grade readers*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Morris, D., Bloodgood, J., Trathen, W. & Perney, J. (2007). *Assessing reading fluency and concomitant abilities in second through sixth grade*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Helm, J., Trieschmann, M. & Perney, J. (2007). *The effectiveness of professional development on the project approach in changing teacher attitudes and classroom environments*. Accepted for presentation at the annual meeting of the National Association for the Education of Young Children, Chicago, IL.

Helm, J., Trieschmann, M, & Perney, J. (2007). *The effectiveness of professional development on the project approach in changing teacher attitudes and classroom environments*. Presented at the Project Approach Summer Institute, Kohl Children's Museum, Glenview, IL.

Hanly, M., Perney, J. & Ramirez, A. (2007). Community partnerships: Serving children and families with diverse ethnic and linguistic backgrounds. Presented at the annual meeting of the Association of Children's Museums, Chicago, IL.

Helm, J., Perney, J. & Trieschmann, M. (2007). The effectiveness of professional development on the project approach in changing teacher attitudes and classroom environments. Presented at the annual meeting of the American Educational Research Association. Chicago, IL.

Recent Publications

Blachowicz, C. L. Z., Bates, A., Berne, J., Bridgman, T., Chaney, J. & Perney, J. (2009). Technology and at-risk young readers and their classrooms. *Reading Psychology*, 30, 387-411.

Anderhalter, O.F. & Perney, J. (Eds.). (2005). *Kindergarten Readiness Test*. Scholastic Testing Service: Bensenville, IL.

Anderhalter, O.F. & Perney, J. (Eds.). (2004). *School Readiness Test (2nd Edition)*. Scholastic Testing Service: Bensenville, IL.

Morris, D., Bloodgood, J. & Perney, J. (2003). Kindergarten predictors of first- and second-grade reading achievement. *Elementary School Journal*, 104(2), 93-125.

Morris, D., Bloodgood, J. Lomax, R. & Perney, J. (2003). Developmental steps in learning to read: A longitudinal study in kindergarten and first grade. *Reading Research Quarterly*, 38(3), 302-328. **Winner of the 2005 Dina Feitelson Research Award.**

Recent Honors and Awards

- 2008 Excellence in Service Award, National-Louis University, Chicago, IL
- 2005 Co-Recipient of the Dina Feitelson Research Award, International Reading Association.
- 2001 Excellence in Teaching Award, National-Louis University, Chicago, IL.

Robert S. Bowe, Ed.D.

rbowe@mac.com

PROFESSIONAL SUMMARY

Educational technologist with over 20 years of experience in various teaching environments including management of school networks. I have a unique understanding of education, pedagogy, and technology. My overlapping teaching experience includes 17 years with graduate and undergraduate students, 11 years with K-8 students, and 10 years of maintaining computing networks. My successful experience with both face-to-face and online delivery models is documented in course evaluations from students who appreciate my ability to organize complex information such as Common Core, teaching with the iPad, or school computer networks into useful and succinct modules. My dedication to creating innovative and effective teaching environments has given me many opportunities to test and analyze the use of technology-enhanced teaching strategies.

EDUCATION

Ed.D.	2010	National Louis University	Chicago, IL
M.Ed.	1996	National Louis University	Chicago, IL
B.Ed.	1989	University of Wisconsin	Whitewater, WI

CAREER DEVELOPMENT

ACADEMIC TECHNOLOGY COORDINATOR

National-Louis University	Chicago, IL	2000-Present
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TECHNOLOGY COORDINATOR

Sunset Ridge School District 29 (K-8)	Northfield, IL	1998-2000
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TECHNOLOGY COORDINATOR

LaGrange Highlands (K-8)	LaGrange, IL	1990-98
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PUBLICATIONS

Bowe, R. & Winter, J. (2014) *Creating a Technology Toolkit: Effects of a technology orientation during student teaching*. Society for Information Technology & Teacher Education, Full Paper published in *Research Highlights in Technology and Teacher Education 2014*. SITE: Chesapeake, VA.

Bowe, R. (2011) *Instructional Technology Adoption Strategies for College of Education Faculty*. Society for Information Technology & Teacher Education, Full Paper published in *Research Highlights in Technology and Teacher Education 2011*. SITE: Chesapeake, VA.

Bowe, R. & Pierson, M. (2008) *Professional development in educational technology*. In A. Borthwick & M. Pierson (Eds.) *Transforming classroom practices: Professional development strategies in educational technology*. Eugene, OR: ISTE.

PRESENTATIONS

2013: "Instructional Technologies and Common Core," Suburban Cook (County) International Reading Association Conference, Skokie, IL. (July)

2012: "How Technology can help Teacher Candidates meet Common Core Standards: Sample lessons," Illinois Association of Teacher Education, Lisle, IL.

2012: iPads in Elementary Education Teacher Education Program, NCATE Poster Session, Chicago

2011: "Instructional Technology Adoption Strategies for College of Education Faculty," SITTE Conference, Full Paper, Nashville, TN

2010: "Digital Storytelling: A Research Collaboration," Center for Practitioner Research, NLU, North Shore Campus

2010: "Interactive Whiteboards in a 21st Century Classroom", NLU Library series, Chicago, IL

2010: "Assistive Technologies You Should Know", ILTCE Conference, St. Charles, IL

2009: NLU Fall connection: Interactive White Boards, TPACK, 21st Century Skills, NLU Chicago Campus

2009: "Video Conferencing in a Science Methods Class", Center for Practitioner Research, NLU, Wheeling Campus
2008: "Characteristics of Technology-Using Faculty", ISSSS Conference, Hamilton, Ontario, CA
2008: "No Teacher Left Behind: Professional Development of Instructional Technologies in an Age of Accountability", SITE Conference, Panel Presentation March 3rd 2008, Las Vegas, NV

CONSULTING, TRAINING, WORKSHOPS CONDUCTED

2013: iPad use in Language Instruction workshop
2012: iMovie on the iPad workshop
2012: Smartboards in Teacher Education
2012: Technology Integration Workshops, Milwaukee, WI
2012: "Technology Across the Curriculum", CPDU credit workshop, Wheeling, IL
2012: "Internet Uses and the 21st Century", Skokie, IL <http://www.youtube.com/watch?v=WPoSgXexETQ> and <http://www.youtube.com/watch?v=WlcmrpRhdK> and <https://www.youtube.com/watch?v=mIH0PcXxTyA>
2011: "Never say Never: Enhancing Your Curriculum with Instructional Technology", CPDU credit workshop.
2011: Moderator, Digital Video Series webinars, Feb-April
2011: Interactive Whiteboards: SmartBoard in the Classroom with Matt Granger, 4th grade teacher, Lisle, IL
2011: "What are the Best Ways to Learn about Educational Technologies", Skokie, IL
<http://www.youtube.com/watch?v=cjrWI16XqzA>
2010: Digital Storytelling in Higher Education, March-May 2010, NLU North Shore Campus
2010: IT Workshop for NLU faculty, Milwaukee, WI
2009: TPACK Workshop: "21st Century Skills in Higher Education", NLU North Shore Campus
2009: TPACK Workshop: "Video Conferencing", NLU Wheeling Campus
2008: Course Management Tools workshop – Educational Leadership faculty
2007: Technology Integration Workshop – Lisle, IL
2007: Technology Integration Workshop – Milwaukee, WI
2007: Technology Integration Workshop – Tampa, FL
2007: Wiki training for Special Educators
2006: Portfolios workshop – NLU Faculty Connection
2006: Course Management Tools workshop – Ed Psych faculty
2006: Technology Integration – NLU Faculty connection
2005: Portfolios workshop – NLU Faculty Connection
2005: Doctoral symposium

COURSES TAUGHT

Undergraduate

- TIE 300: Intro to Technology in the Classroom
- Multiple sessions related to instructional technologies

Graduate

- TIE 532: Applications of Technology in Schools
- TIE 536: Teaching with Technology Across the Curriculum
- TIE 542: Learning Experiences on the Internet K-12
- TIE 557: Understanding Networks in Schools
- TIE 553: Digital Images and Video as Classroom Resources
- TIE 547: Creating Web-Based Instructional Environments
- TIE 544: Curriculum Applications of Hypermedia/Multimedia
- TIE 585: Action Research Using Technology in Education
- EDL 546: Educational Policy
- RLR 595: Literacy and Tablet Technology

MARY MLINAR-STEPHENS11207 10TH Avenue Pleasant Prairie, WI 53158

847-308-8082 marymlinarstephens@mac.com

SUMMARY: Director of Educational Technology Innovation. Highly experienced educator. Provide technology professional development at the classroom, school and district levels. Offer leadership and training in the integration of technology into curriculum for faculty and staff, locally and regionally. Successfully wrote and co-wrote grants, securing over \$380,000 for school improvement through professional development, teaching resources, technology, and digital media equipment.

EDUCATION:

Certificate of Advanced Study, School Administration & Supervision in Partnership with the International Society for Technology in Education, August 2013, Johns Hopkins University, Baltimore, MD

Master of Arts in Education, K-12 Instructional Technology, 2009, Alverno College, Milwaukee, WI

Master of Arts in Teaching, Elementary Education, 1992, National-Louis University, Evanston, IL

Bachelor of Arts in Psychology, 1984, Barat College, Lake Forest, IL

CERTIFICATIONS:

Illinois Type 75 (Administrative)

Illinois Type 03 (K-9) Endorsements:

Technology Specialist, Middle School & K-4

Computer Applications, Middle School

Upper elementary/junior high in language arts, general science, social sciences, business, marketing, and management

PROFESSIONAL EXPERIENCE:

Information Technology Services Department, Waukegan Public School District #60, Waukegan, IL

- **Director of Educational Technology Innovation, 2013 to present**

Daniel Webster Middle School, Waukegan, IL

- **Technology Teacher, 2000-2013**
- **Science and Language Arts Teacher, January, 1997-2000**

Jose de Diego Community Academy, Chicago, IL

- **Third, Sixth Grade Teacher, 1993-1996**

MEC School, Morton Grove, IL

- **Fifth Grade Teacher, 1992-1993**

INSTRUCTIONAL EXPERIENCE:

- Developed effective curriculum for technology, multimedia and video production for sixth through eighth graders, and ELL and special needs students. Aligned technology curriculum with state and national technology standards (NETS-S).
- Taught science, language arts, and social studies to middle school students, focusing on the integration of technology to enhance students' learning and achievement as well as their ability to conduct research and create presentations.

PROFESSIONAL DEVELOPMENT EXPERIENCE:

- Developed, along with colleague, the Waukegan Lighthouse Lead Learner group, a program to build capacity for instructional technology integration across the district.
- Provide professional development to Waukegan teachers, paraprofessionals, and building principals in using the iPad for instruction, integrating Google Apps for Education. As part of committee, planned and implemented the district's first Google Mini Conference.
- Served as a peer coach to colleagues and mentor new faculty.

TECHNOLOGY SKILLS:

- Software: Adobe Photoshop Elements, iLife Suite, Inspiration, Microsoft Office, Google SketchUp, Comic Life, iStopMotion, ActivInspire, iPad Apps for instruction and creation
- Hardware and Multimedia: Macintosh and PC, iPads, digital cameras and camcorders, interactive whiteboards
- Web 2.0 Tools: Blogs, Wikis, Google Docs, Google Apps, Edmodo, Edublogs, Google Sites, Weebly and other Web-based Website design tools

LEADERSHIP:

- Worked with team to help pilot 1:1 device programs at elementary and high school.
- Work with colleague to develop teacher lead learners at each school building.
- Member of the Webster Building Leadership Team from 2003-2013. Accomplishments include: interpreting student assessment data to determine student needs, writing and monitoring the school improvement plan, evaluating plan's interventions to ascertain impact on student growth.
- Chair Instructional Design and Technology Team at Webster Middle School from 2010-2013.
- Chosen to be member of the district's Academic Design Team in 2011, reviewing plans and making recommendations for new elementary classroom construction and technology installation.

PRESENTATIONS:

Mlinar-Stephens, Mary, *Using Indistar: An Online, Interactive, and Continuous School Improvement Tool*, International Society for Technology in Education Poster Session, San Antonio, TX, June 24, 2013.

Barsky, L., Eppinger, T., Kreml, C., Mlinar-Stephens, M. Payne, M., Schroeder, M., and Turner, L. *Professional Conversations Facilitating School Improvement*. Indistar: Rising Star Showcase, Oakbrook, IL, May 10, 2011.

Barsky, L., Brixey, J., Karabatsos, A., Mlinar-Stephens, M., and Valentine, J. *Teacher Team Leads Instructional Change in an Urban Middle School*. National Association of Secondary School Principals National Conference, San Francisco, CA, February 26, 2011.

Barsky, L., Brixey, J., Karabatsos, A., and Mlinar-Stephens, M.. *The Inside Story of What It Takes to Break Through*. National Association of Secondary School Principals National Conference. Phoenix, AZ. March 13, 2010.

Mlinar-Stephens, M. *Quiet on the Set: News Broadcasts for Middle School*. Poster session at the Illinois Computing Educators Conference, St. Charles, IL, February 28, 2008.

Mlinar-Stephens, M., Pyster, R., and Turner, L. *Investigating History: Understanding the Holocaust Using Jigsaws and Creating Documentary Videos*. Illinois Computing Educators conference, St. Charles, IL, March 2006.

AWARDS AND GRANTS:

Co-Writer, SIP 1003-G Federal School Improvement Grant, 2009-2010.

Recipient, Best Buy Teach Grants to enhance multimedia program

- 2006-2007, 2005-2006, 2003-2004
- Recipient, Jordan Fundamentals Grant for the academic years: 2006-2007, 2003-2004, 2001-2002, 1999-2000
- Historical Documentary Video Project, Media Literacy Unit, Astronomy Unit, Recipient, JCCC Foundation, Kids Communicating with Digital Media, 2004-2005

Recipient, Illinois Arts Council, Artist-in-Residence Grant, 2001

Recipient, Larry Stilgebauer Technology Award, Individual Exemplary Category, 2000-2001

Selected to participate in NASA Educational Workshop in Teaching Sciences and Technology, NASA Glenn Research Center, Cleveland, OH, 2000

Anne Truger

214 Knollwood

Vernon Hills Il 60061

847-281-7343

atruger@gmail.com

SUMMARY: Director of Educational Technology Innovation. Highly experienced educator. Provide technology professional development at the classroom, school and district levels. Offer leadership and training in the integration of technology into curriculum for faculty and staff, locally and regionally. Successfully chaired several state technology conferences.

EDUCATION:

Certificate of Advanced Study, School Administration & Supervision in Partnership with the International Society for Technology in Education, August 2011, Johns Hopkins University, Baltimore, MD
Master of Sciences in Education, K-12 Instructional Technology, 1997, Northern Illinois University, DeKalb, IL
Bachelor's of Arts, K-12 Special Education, 1995, Illinois State University, Normal, IL

CERTIFICATIONS:

Illinois Type 75 (Administrative)

Illinois Type 03 (K-8) Endorsements:

LBSI, LD, MR, SED, TMH, CoSC (Middle School)

Illinois Type 09 (9-12) Endorsements:

LBSI, LD, MR, SED, TMH

PROFESSIONAL EXPERIENCE:

Information Technology Services Department, Waukegan Public School District #60, Waukegan, IL

- **Director of Educational Technology Innovation, 2013 to present**

Special Education District of Lake County (SEDOL) (K-22 All Abilities), Gages Lake, IL

- **Instructional Technology Specialist 2007-2013**
- **Technology Facilitator for Differentiated Learning 2006 - 2007**
- **TAB (BD) High School Teacher 2003 - 2006**

Community Consolidated School District 46 (K-8)

- **Technology Faciliator 2002 - 2003**
- **Co-Director of Technology 2001**

South Berwyn School District 100, Berwyn, IL 1998- 2001

Deerfield Public Schools, District 109, Deerfield, IL 1997 - 1998

Chicago Public Schools, Ryerson School and Jordan Community School 1995 - 1997

INSTRUCTIONAL EXPERIENCE:

- Taught students with disabilities from K-22
- Designed and delivered both a daily curriculum and a technology curriculum
- Managed behaviors for several different types of caseloads
- Experience teaching adults and students in various areas of instructional technology
- Management of paraprofessional

PROFESSIONAL DEVELOPMENT EXPERIENCE:

- Developed, along with colleague, the Waukegan Lighthouse Lead Learner group, a program to build capacity for instructional technology integration across the district.

- Provide professional development to Waukegan teachers, paraprofessionals, and building principals in using the iPad for instruction, integrating Google Apps for Education. As part of committee, planned and implemented the district's first Google Mini Conference.
- Provided professional development for 9 years in the area of educational technology

TECHNOLOGY SKILLS:

- Software: iWorks, Microsoft Office, ActivInspire, iLife suite
- Hardware and Multimedia: Macintosh and PC, iPads, digital cameras and camcorders, interactive whiteboards
- Web 2.0 Tools: Blogs, Wikis, Google Docs, Google Apps, Edmodo, Edublogs, Google Sites, Weebly and other Web-based Website design tools

LEADERSHIP:

- Worked with team to help pilot 1:1 device programs at elementary and high school.
- Work with colleague to develop teacher lead learners at each school building.
- President of ICE (Illinois Computing Educators) 2011 - 2014
- Co Chair for ICE (Illinois Computing Educators) Conference 2010 - 2011
- Executive Director of Professional Development for Virtual Technology Partners, Skokie IL 2010-2013
- Google Certified Teacher 2008-Present
- DEN (Discovery Educator Network) STAR and Leadership Council Member 2006- present

PRESENTATIONS:

Featured Speaker at MACUL (MI Assoc. for Comp. Users in Learning Conf) 2009-12

Presented at ICE (IL Computing for Educators Conference) 2000-2014

Presented at ISTE (International Society of Technology in Education) 2000-2014

Multiple presentations every year at different conference starting in 2000

AWARDS AND GRANTS:

Tech4Learning Innovative Educator 2005

Promethean Technology Enrichment Grant 2005

Hub to Hub Challenge Grant 2002

Google Certified Teacher 2008

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SECTION C: BUDGET NARRATIVE

Personnel

WPS Project Administrators: J. Brixey, WPS Associate Superintendent, .10 FTE, 12 months – will provide leadership and oversee the implementation of the ARTEC project. She will be a member of the Governance Council (GC). S. Crotty-Kagan, WPS Enrichment Coordinator, .25 FTE, 12 months –will provide leadership and work with J. Brixey in overseeing the project. She will co-lead the PD Support Team. V. Wilson, WPS Literacy Coordinator, .15 FTE, 12 months – will be a member of the PD Support Team. These positions will be in-kind supported by the Waukegan Public Schools.

Project Director: TBD, 1 FTE, 12-months - will provide overall direction and leadership for implementing the project, as described in the Project Narrative, and will be supervised by the WPS Administrators. She/he will direct the project’s management and implementation plan, and will approve and monitor all financial aspects of the project budget. She/he will lead the GC and the Management Team (MT), meet biweekly with the Project Investigator, and be responsible for the completion of all reports. She/he will work with the three school Arts Integration Teams and the PD Support Team to implement the project. She/he will develop collaboration plans with community organizations, and facilitate interfaces between schools and community artists. She/he will report to GC on the progress of implementing the project objectives, and refine and make changes in programs when needed. Her/his annual salary is \$60,000.

Principal Investigator: J. Fischer, 1 FTE, 12-months - will provide overall guidance and direction for implementing the evaluation design, supervise the Evaluation Team, and work closely with the Project Director and External Evaluators in preparing formative and summative evaluation reports for the district and the federal government. He will work with the PD Support Team and the three school Arts Integration Teams, in evaluating PD and follow up coaching, and assessing the schools Arts Integration Plans. He will be a member of the Governance Council and work closely with the Project Director in implementing data collection plans and formative evaluation to assure feedback for decision-making and effective implementation. His annual salary is \$45,000 for .75, and he will give .25 in kind contribution.

Arts and Technology Improving Teaching and Learning (ARTEC) Project

Waukegan Public Schools, National Louis University, and America Baila: Folkdance Company of Chicago

Folk Arts Coordinator: L. Garcia, 1 FTE, 12-months - will organize the PD folk dance cohort program for teachers and parents, including providing dance workshops, curriculum integration support, and video documentation for project evaluation. The cohort will be taught folk dances and folk arts of cultures represented among the students, and other dances teachers select to teach to students. He and Mr. Claudio Rabadan (.30 in kind), Assistant Director of America Baila, will co-teach the workshops, provide follow-up coaching to teachers as they teach folk dance to their students, and teach parents to make folk dance costumes for school performances. They will develop CDs, DVDs, and curriculum guides for teachers. His annual salary is \$40,000 for .75 and he will give .25 in kind contribution.

Fringe Benefits

Waukegan Public Schools - requests 9% for Project Director.

America Baila - requests 9% for Principal Investigator and Folk Dance Coordinator

Travel

Travel funds are requested for the Project Director and Principal Investigator to attend the annual project director's meeting in Washington DC. Funds will cover airfare, lodging, per diem and ground transportation costs at an estimated amount of \$2,500 each per year. Total cost: \$5,000 each year for four years. Expenses for buses for field trips: \$2000 per school for the three schools; cost per year: \$6,000. Total travel costs: \$11,000 per year for four years.

Supplies

Arts Supplies and Materials – To ensure project teachers have all necessary and appropriate art materials for supporting and teaching art, funds are requested to purchase resource art supplies to be used throughout the course of the project period at \$8,000 per school per year. These will include arts supplies to participate in hands-on experiences, and resources for displays and school performances. Total: \$24,000, per year for four years.

Supplies for the Technical Component –To ensure project teachers have all necessary and appropriate supplies and materials for supporting and teaching the technical components of the project, funds are requested to purchase resource supplies to be used throughout the course of the project period at \$8,000 per school per year. These include: one MacBook for each teacher

Arts and Technology Improving Teaching and Learning (ARTEC) Project

Waukegan Public Schools, National Louis University, and America Baila: Folkdance Company of Chicago

directly involved in the project as well as each fine arts teacher serving as a coach, class sets of iPads for student use, and applications and software for the MacBooks and iPads. Each MacBook Air has a cost of approximately \$1,149.00, and each ten-pack of iPads has a cost of approximately \$3,790.00. We will also need carts for the iPads at a cost of \$2900 each and cases at a cost of \$24.00 each. Total cost: \$24,000 per year for four years.

Contractual and Consultants

Artist Consultants –will collaborate with project teachers in planning and developing arts curriculum, advising, co-teaching with teachers, and helping teachers continue the arts integration after their residence. \$9,000 will be allocated per school for artists, some of whom will give PD workshops at the central office for all the project teachers. At \$250 per day; the per school allocation will be 36 days per year. Three schools at \$9,000 = \$27,000 total, per year.

Substitutes – each focus school will receive support for substitutes to permit project teachers to visit each others classrooms and attend PD workshops at the central office. Each school will receive \$2,000 for a total cost of \$6,000, each year for four years.

External Evaluators: J. Olson .30 FTE, 12 months –will work with the Principal Investigator to provide consultation on the project’s evaluation, meet monthly with the Project Evaluation Team, provide advice on data collection and analysis and write annual reports for USDE. He will carry out qualitative research and formative evaluation, and advise the Evaluation Team on evaluation strategies, measurements, and analysis. Bimonthly, he will visit project schools with the Principal Investigator to make classroom observations, interview teachers and principals, and conduct focus groups. J. Perney .20 FTE, 12 months –will assemble all data from the standardized tests, surveys, interviews, and school data, and create a data base to facilitate analysis. He will apply appropriate statistical methods to ascertain the extent to which the pre-post data results show levels of significance, and which features and components of the model have the greatest impact on improvement in teaching and increases in student achievement, motivation, and engagement in learning. Total Cost: \$23,000, per year for four years.

Arts and Technology Improving Teaching and Learning (ARTEC) Project

Waukegan Public Schools, National Louis University, and America Baila: Folkdance Company of Chicago

Media/Technology Consultant: R. Bowe .50 FTE, 10 months –will create and manage the project website, conduct PD sessions for teachers, provide follow up coaching in schools, and support the communication network. He will serve on the PD Support Team and be supervised by the Project Director. Cost: \$28,000, per year for four project years.

Indirect Costs

Indirect costs are calculated at 2.5% of direct costs, excluding stipends, or \$7,526 per year for four years.

Stipends

Teachers, Lead Teachers, and Arts Teachers Stipends – Project teachers, lead teachers, and arts teachers will receive an annual stipend for working on the project, including meetings after school for planning and curriculum sharing, attending PD workshops, postings on web page after school hours, and working on action research studies. Stipend amounts: \$800 per teacher per year x 42 teachers = \$33,600; \$1200 each for 3 lead teachers = \$3,600; and \$600 each for 6 arts teachers = \$3,600. Total: \$40,800, per year for four years.

Arts and Technology Improving Teaching and Learning (ARTEC) Project

Waukegan Public Schools, National Louis University, & America Baila: Folkdance Company of Chicago

BUDGET

*WPS **America Baila

Budget Items	Year 1	Year 2	Year 3	Year 4
Personnel				
Project Director TBD 100% *	\$60,000	\$60,000	\$60,000	\$60,000
Project Investigator (Fischer .70 & .30 in kind) **	\$45,000	\$45,000	\$45,000	\$45,000
Folk Dance Coordinator (Garcia .70 & .30 in kind) **	\$40,000	\$40,000	\$40,000	\$40,000
Total	\$145,000	\$145,000	\$145,000	\$145,000
Benefits: WPS 9% (\$60,000)	\$5,400	\$5,400	\$5,400	\$5,400
Benefits: AB 9% (\$85,000)	\$7,650	\$7,650	\$7,650	\$7,650
Total	\$13,050	\$13,050	\$13,050	\$13,050
Travel				
DC Conference; Director & Investigator @\$2,500	\$5,000	\$5,000	\$5,000	\$5,000
Buses, Field Trips 3 schools @ \$2,000 *	\$6,000	\$6,000	\$6,000	\$6,000
Total	\$11,000	\$11,000	\$11,000	\$11,000
Materials & Supplies				
Art Supplies @\$8,000 x 3 schools *	\$24,000	\$24,000	\$24,000	\$24,000
Tech Supplies @\$8,000 x 3 schools *	\$24,000	\$24,000	\$24,000	\$24,000
Total	\$48,000	\$48,000	\$48,000	\$48,000
Consultation & Contractual				
Artists @\$9,000 x 3 schools *	\$27,000	\$27,000	\$27,000	\$27,000
Substitutes @\$2,000- x 3 schools *	\$6,000	\$6,000	\$6,000	\$6,000
External Evaluators (Olson .30; Perney .20) **	\$23,000	\$23,000	\$23,000	\$23,000
Media/Technology Consultant TBD (.50) *	\$28,000	\$28,000	\$28,000	\$28,000
Total	\$84,000	\$84,000	\$84,000	\$84,000
Direct Costs	\$301,050	\$301,050	\$301,050	\$301,050
Indirect Cost @ 2.5%	\$7,526	\$7,526	\$7,526	\$7,526
Teacher Stipends				
42 teachers @ \$800 = \$33,600; 3 lead teachers @ \$1,200 = \$3,600; 6 arts teachers @ \$600 = \$3,600	\$40,800	\$40,800	\$40,800	\$40,800
Grand Total	\$349,376	\$349,376	\$349,376	\$349,376

(5-13-14)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

SECTION C: BUDGET NARRATIVE

Personnel

WPS Project Administrators: J. Brixey, WPS Associate Superintendent, .10 FTE, 12 months – will provide leadership and oversee the implementation of the ARTEC project. She will be a member of the Governance Council (GC). S. Crotty-Kagan, WPS Enrichment Coordinator, .25 FTE, 12 months –will provide leadership and work with J. Brixey in overseeing the project. She will co-lead the PD Support Team. V. Wilson, WPS Literacy Coordinator, .15 FTE, 12 months – will be a member of the PD Support Team. These positions will be in-kind supported by the Waukegan Public Schools.

Project Director: TBD, 1 FTE, 12-months - will provide overall direction and leadership for implementing the project, as described in the Project Narrative, and will be supervised by the WPS Administrators. She/he will direct the project’s management and implementation plan, and will approve and monitor all financial aspects of the project budget. She/he will lead the GC and the Management Team (MT), meet biweekly with the Project Investigator, and be responsible for the completion of all reports. She/he will work with the three school Arts Integration Teams and the PD Support Team to implement the project. She/he will develop collaboration plans with community organizations, and facilitate interfaces between schools and community artists. She/he will report to GC on the progress of implementing the project objectives, and refine and make changes in programs when needed. Her/his annual salary is \$60,000.

Principal Investigator: J. Fischer, 1 FTE, 12-months - will provide overall guidance and direction for implementing the evaluation design, supervise the Evaluation Team, and work closely with the Project Director and External Evaluators in preparing formative and summative evaluation reports for the district and the federal government. He will work with the PD Support Team and the three school Arts Integration Teams, in evaluating PD and follow up coaching, and assessing the schools Arts Integration Plans. He will be a member of the Governance Council and work closely with the Project Director in implementing data collection plans and formative evaluation to assure feedback for decision-making and effective implementation. His annual salary is \$45,000 for .75, and he will give .25 in kind contribution.

Arts and Technology Improving Teaching and Learning (ARTEC) Project

Waukegan Public Schools, National Louis University, and America Baila: Folkdance Company of Chicago

Folk Arts Coordinator: L. Garcia, 1 FTE, 12-months - will organize the PD folk dance cohort program for teachers and parents, including providing dance workshops, curriculum integration support, and video documentation for project evaluation. The cohort will be taught folk dances and folk arts of cultures represented among the students, and other dances teachers select to teach to students. He and Mr. Claudio Rabadan (.30 in kind), Assistant Director of America Baila, will co-teach the workshops, provide follow-up coaching to teachers as they teach folk dance to their students, and teach parents to make folk dance costumes for school performances. They will develop CDs, DVDs, and curriculum guides for teachers. His annual salary is \$40,000 for .75 and he will give .25 in kind contribution.

Fringe Benefits

Waukegan Public Schools - requests 9% for Project Director.

America Baila - requests 9% for Principal Investigator and Folk Dance Coordinator

Travel

Travel funds are requested for the Project Director and Principal Investigator to attend the annual project director's meeting in Washington DC. Funds will cover airfare, lodging, per diem and ground transportation costs at an estimated amount of \$2,500 each per year. Total cost: \$5,000 each year for four years. Expenses for buses for field trips: \$2000 per school for the three schools; cost per year: \$6,000. Total travel costs: \$11,000 per year for four years.

Supplies

Arts Supplies and Materials – To ensure project teachers have all necessary and appropriate art materials for supporting and teaching art, funds are requested to purchase resource art supplies to be used throughout the course of the project period at \$8,000 per school per year. These will include arts supplies to participate in hands-on experiences, and resources for displays and school performances. Total: \$24,000, per year for four years.

Supplies for the Technical Component –To ensure project teachers have all necessary and appropriate supplies and materials for supporting and teaching the technical components of the project, funds are requested to purchase resource supplies to be used throughout the course of the project period at \$8,000 per school per year. These include: one MacBook for each teacher

Arts and Technology Improving Teaching and Learning (ARTEC) Project

Waukegan Public Schools, National Louis University, and America Baila: Folkdance Company of Chicago

directly involved in the project as well as each fine arts teacher serving as a coach, class sets of iPads for student use, and applications and software for the MacBooks and iPads. Each MacBook Air has a cost of approximately \$1,149.00, and each ten-pack of iPads has a cost of approximately \$3,790.00. We will also need carts for the iPads at a cost of \$2900 each and cases at a cost of \$24.00 each. Total cost: \$24,000 per year for four years.

Contractual and Consultants

Artist Consultants –will collaborate with project teachers in planning and developing arts curriculum, advising, co-teaching with teachers, and helping teachers continue the arts integration after their residence. \$9,000 will be allocated per school for artists, some of whom will give PD workshops at the central office for all the project teachers. At \$250 per day; the per school allocation will be 36 days per year. Three schools at \$9,000 = \$27,000 total, per year.

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Arts and Technology Improving Teaching and Learning (ARTEC) Project

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Indirect Costs

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

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

Name of Institution/Organization

Community Unit School District 60

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	145,000.00	145,000.00	145,000.00	145,000.00		580,000.00
2. Fringe Benefits	13,050.00	13,050.00	13,050.00	13,050.00		52,200.00
3. Travel	11,000.00	11,000.00	11,000.00	11,000.00		44,000.00
4. Equipment	24,000.00	24,000.00	24,000.00	24,000.00		96,000.00
5. Supplies	24,000.00	24,000.00	24,000.00	24,000.00		96,000.00
6. Contractual	84,000.00	84,000.00	84,000.00	84,000.00		336,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	301,050.00	301,050.00	301,050.00	301,050.00		1,204,200.00
10. Indirect Costs*	7,526.00	7,526.00	7,526.00	7,526.00		30,104.00
11. Training Stipends	40,800.00	40,800.00	40,800.00	40,800.00		163,200.00
12. Total Costs (lines 9-11)	349,376.00	349,376.00	349,376.00	349,376.00		1,397,504.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Illinois State Board of Education

The Indirect Cost Rate is 14.80 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 5.89 %.

Name of Institution/Organization Community Unit School District 60	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Sheila		Crotty-Kagan	

Address:

Street1:	1201 North Sheridan Road
Street2:	
City:	Waukegan
County:	Lake
State:	IL: Illinois
Zip Code:	60085
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
847-360-5449	847-263-4722

Email Address:

scrotty@wps60.org

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) #:

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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.

	Add Attachment	Delete Attachment	View Attachment
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